

# Robot Song

Grade 7

## ARTS EDUCATION BIG IDEAS

Experiencing art challenges our point of view and expands our understanding of others.

Dance, drama, music, and visual arts are each unique languages for creating and **communicating**.

## Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"><li>• Explore relationships between identity, place, culture, society, and belonging through the arts</li><li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Research, describe, interpret and evaluate how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts</li><li>• Reflect on works of art and <b>creative processes</b> to understand artists' intentions</li><li>• Interpret works of art using knowledge and skills from various <b>areas of learning</b></li><li>• Examine relationships between the arts and the wider world</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• manipulation of elements and principles to create meaning in the arts, including but not limited to:<ul style="list-style-type: none"><li>– drama: <b>character</b>, time, place, plot, tension, mood, focus, contrast</li><li>– music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation</b></li></ul></li><li>• processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li><li>• <b>choreographic devices</b></li><li>• <b>drama forms</b> and <b>drama conventions</b></li><li>• <b>image development strategies</b></li><li>• <b>symbolism</b> and metaphor to explore ideas and perspective</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/arts-education>

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Grade 7

## ENGLISH LANGUAGE ARTS BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate how <b>different features, forms, and genres of texts</b> reflect different purposes, audiences, and messages</li><li>• <b>Think critically, creatively, and reflectively</b> to explore ideas within, between, and beyond <b>texts</b></li><li>• Recognize and identify the role of <b>personal, social, and cultural contexts, values, and perspectives</b> in <b>texts</b></li><li>• Construct meaningful personal connections between self, <b>text</b>, and world</li><li>• Understand <b>how literary elements, techniques, and devices enhance and shape meaning</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"><li>• <b>forms, functions, and genres of text</b></li><li>• <b>literary elements</b></li><li>• <b>literary devices</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/english-language-arts>

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Grade 7

## PHYSICAL AND HEALTH EDUCATION BIG IDEAS

We experience many changes in our lives that influence how we see ourselves and others.

Learning about similarities and differences in individuals and groups influences community health.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Mental well-being</b></p> <ul style="list-style-type: none"><li>• Describe and assess strategies for promoting mental well-being, for self and others</li><li>• Describe and assess strategies for managing problems related to mental well-being and substance use, for others</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>strategies to protect themselves and others</b> from potential abuse, exploitation, and harm in a variety of settings</li><li>• consequences of bullying, stereotyping, and discrimination</li><li>• <b>signs and symptoms of stress, anxiety, and depression</b></li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9*  
<https://curriculum.gov.bc.ca/curriculum/physical-health-education/k/core>