

# Fred Penner

## Grade 1

### ARTS EDUCATION BIG IDEAS

Dance, drama, music, and visual arts express meaning in unique ways.

### 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 <b>elements</b>, processes, materials, movements, technologies, tools, and techniques of the arts</li><li>• Explore artistic expressions of themselves and community through <b>creative processes</b></li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Observe and share how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li></ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"><li>• Express feelings, ideas, stories, observations, and experiences through the arts</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• elements in the arts, including but not limited to:<ul style="list-style-type: none"><li>– music: beat/pulse, <b>rhythm, tempo, pitch, dynamics, form</b></li></ul></li><li>• processes, materials, movements, <b>technologies</b>, tools and techniques to support arts activities</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/k/core>

# Fred Penner

Grade 1

## ENGLISH LANGUAGE ARTS BIG IDEAS

Everyone has a unique **story** to share.

Through listening and speaking, we connect with others and share our 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>• Use developmentally appropriate <b>reading, listening, and viewing strategies</b> to make meaning</li><li>• <b>Engage actively as listeners, viewers, and readers</b>, as appropriate, to develop understanding of self, identity, and community</li></ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"><li>• Explore <b>oral storytelling processes</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>elements of story</b></li><li>• <b>literary elements and 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/k/core>