

# Tsatsu Stalqayu (Coastal Wolf Pack)

## Grade 8

### ARTS EDUCATION BIG IDEAS

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 arts activities and experiences</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li><li>• Reflect on works of art and <b>creative processes</b> to understand artists motivations and meanings</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:<ul style="list-style-type: none"><li>– <b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></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>symbolism</b> and metaphor to explore ideas and perspective</li><li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li><li>• a variety of national and international <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</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 8

## 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 the role of <b>story</b>, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Develop an awareness of the <b>protocols</b> and ownership associated with First Peoples <b>texts</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>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> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"><li>• <b>features of oral language</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>