

# Where Have All the Buffalo Gone

## Grade 6

### ARTS EDUCATION BIG IDEAS

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

Experiencing **art** is a means to develop empathy for others' perspectives and experiences.

### 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> </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>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>purposeful application 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</b></li> </ul> </li> <li>processes, materials, movements, <b>technologies</b>, tools, <b>strategies</b>, and techniques to support creative works</li> <li>a variety of <b>dramatic forms</b></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>

# Where Have All the Buffalo Gone

Grade 6

## 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 <b>oral tradition</b> in expressing First Peoples perspectives, values, beliefs, and points of view</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>