BARKA

Grade 10

ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

Dance offers unique ways of exploring our identity and sense of belonging.	Choreographers communicate through creative expression in dance.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore, design, and create dance compositions • Explore how **production elements** support the expression of intent and meaning in dance compositions **Reason and reflect** • Reflect on rehearsal and performance experiences • Reflect on the influences of social, cultural, historical, political, and personal context on dance **Connect and expand** • Explore contributions of key dance innovators from a variety of genres, contexts, periods, and cultures • Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance	*Students are expected to know the following:* • **elements of dance** • skills specific to a **technique**, **genre,** **or style** • **choreographic forms and structures** • **choreographic devices** • in a variety of contexts • local and intercultural performers, movements, and genres • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-choreography

BARKA

Grade 10

ARTS EDUCATION (DANCE: DANCE COMPANY) BIG IDEAS

Choreographic works communicate ideas, emotions, and perspectives through movement, sound, costumes, lights, and set design.	Artistic choices communicate the choreographer's intent.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore the interplay of movement, sound, image, and form to convey meaning in dance • Explore the influences of **context** on a dance technique, **genre, or style** **Reason and reflect** • Reflect on rehearsal and performance experiences **Connect and expand** • Explore educational, personal, and professional opportunities in dance or related fields • Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance • Connect with local issues and communities through dance	*Students are expected to know the following:* • **elements of dance** • **techniques** and **movement principles** • **choreographic devices** • contributions of key dance innovators in specific genres, contexts, periods, and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-company

BARKA

Grade 10

ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

Individual and collective expression is rooted in history, culture, community, and values.	Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore the interplay of movement, sound, image, and form to convey meaning **Reason and reflect** • Reflect on rehearsal and performance experiences **Connect and expand** • Explore a range of local, national, global, and intercultural performers, movements, and genres • Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance • Explore ways in which dance impacts cultures and societies	*Students are expected to know the following:* • **elements of dance** • **choreographic forms and structures** • choreographic devices • contributions of key dance innovators from a variety of genres, contexts, periods, and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of a variety of genres

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-foundations

BARKA

Grade 10

ARTS EDUCATION (DANCE: DANCE TECHNIQUE & PERFORMANCE) BIG IDEAS

Dance technique and performance skills are embodied and developed in a variety of genres or styles.	**Aesthetic experiences** have the power to transform the way we see, think, and feel.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore specific or a variety of genres or styles from historical and contemporary cultures • Explore the interplay of movement, sound, image, and form used to convey meaning in dance **Reason and reflect** • Reflect on rehearsal and performance experiences • Reflect on the influences of social, cultural, historical, political, and personal context on dance **Connect and expand** • Explore First Peoples perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance	*Students are expected to know the following:* • **elements of dance** • technical skills specific to a **technique**, **genre, or style** • contributions of key dance innovators in specific genres, contexts, periods, and cultures • local and intercultural performers • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of a dance technique, genre, or style

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-technique-and-performance

BARKA

Grade 10

ENGLISH LANGUAGE ARTS - COMPOSITION BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: **Comprehend and connect (reading, listening, viewing)** • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Explore how language constructs personal and cultural identities **Create and communicate (writing, speaking, representing)** • Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for a **range of purposes**	*Students are expected to know the following:* **Text forms and genres** **Text features and structures** • **narrative structures found in First Peoples texts** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses

BARKA

Grade 10

ENGLISH LANGUAGE ARTS – CREATIVE WRITING BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: **Comprehend and connect (reading, listening, viewing)** • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Explore how language constructs personal and cultural identities	*Students are expected to know the following:* **Text forms and genres** **Text features and structures** • **narrative structures found in First Peoples texts** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses

BARKA

Grade 10

ENGLISH LANGUAGE ARTS – LITERARY STUDIES BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: **Comprehend and connect (reading, listening, viewing)** • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Apply appropriate **strategies** to comprehend written, oral, visual, and **multimodal texts** • Explore how language constructs personal and cultural identities **Create and communicate (writing, speaking, representing)** • Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for **a range of purposes**	*Students are expected to know the following:* **Text forms and genres** **Text features and structures** • **narrative structures found in First Peoples texts** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses

BARKA

Grade 10

ENGLISH LANGUAGE ARTS – NEW MEDIA BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: **Comprehend and connect (reading, listening, viewing)** • Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Explore how language constructs personal and social identities **Create and communicate (writing, speaking, representing)** • Demonstrate **speaking and listening skills** in a variety of formal and informal contexts for **a range of purposes**	*Students are expected to know the following:* **Text forms and genres** **Text features and structures** • **narrative structures found in First Peoples texts** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10
https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses