BARKA

Grade 11

ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

Choreographers make purposeful artistic choices to create and communicate meaning.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore a variety of dance compositions **Reason and reflect** • Reflect on rehearsal and performance experiences **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** • skills specific to a **technique, genre, or style** • **choreographic forms and structures** • **choreographic devices** • local, national, and intercultural performers, movements, and genres • the influence of time and **place** on the emergence of historical and contemporary dance forms • innovative dancers and choreographers from a variety of genres and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history of a variety of dance genres

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
https://curriculum.gov.bc.ca/curriculum/arts-education/11/dance-choreography

BARKA

Grade 11

ARTS EDUCATION (DANCE: DANCE COMPANY) BIG IDEAS

Choreographic works communicate meaning through movement, sound, costumes, and set design.

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 **Reason and reflect** • Reflect on rehearsal and performance experiences **Connect and expand** • Explore First Peoples' perspectives and knowledge, other **ways of knowing**, and local cultural knowledge to gain understanding through movement and dance • Make connections through dance with local, regional, and national issues and communities	*Students are expected to know the following:* • **technical** and **expressive skills** • **elements of dance**, techniques, movement principles • **choreographic devices** • skills specific to a **technique**, **genre, or style** • contributions of key dance innovators in specific genres, contexts, 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 11
https://curriculum.gov.bc.ca/curriculum/arts-education/11/dance-company

BARKA

Grade 11

ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

Dance is informed by the history, culture, and community in which it exists.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore, create, and perform movement motifs, phrases, and dance compositions in large-group, small-group, and solo contexts **Reason and reflect** • Reflect on rehearsal and performance experiences **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** • skills specific to a **technique**, **genre, or style** • **choreographic forms and structures** • **choreographic devices** • contributions of key dance innovators from a variety of genres • local, national, and intercultural performers and genres • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
https://curriculum.gov.bc.ca/curriculum/arts-education/11/dance-foundations

BARKA

Grade 11

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

Dance is an art form that combines the **language of dance** with the ability to create and perform.

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 **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, national, and intercultural performers and movements • 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 11
https://curriculum.gov.bc.ca/curriculum/arts-education/11/dance-technique-and-performance

BARKA

Grade 11

ARTS EDUCATION (MUSIC: INSTRUMENTAL MUSIC) BIG IDEAS

Instrumental music offers **aesthetic experiences** that can transform our perspective.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore a composer's musical and expressive intentions • Explore a **variety of contexts** and their influences on musical works, including **place** and time **Reason and reflect** • Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using **musical language**	*Students are expected to know the following:* • **musical elements, principles, vocabulary, symbols, and theory** • technical skills, strategies, and technologies • **creative processes** • movement, sound, image, and form • influences of time and place on the emergence of musical forms • contributions of innovative artists from a variety of genres, contexts, periods, and cultures

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
https://curriculum.gov.bc.ca/curriculum/arts-education/11/instrumental-music

BARKA

Grade 11

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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize and understand how different **forms**, **formats**, **structures**, and **features of texts** enhance and shape meaning and impact • Recognize and understand how language constructs personal, social, 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 text genres** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11 https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses

Grade 11

BARKA

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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize and understand how different **forms**, **formats**, **structures**, and **features of texts** reflect a variety of purposes, audiences, and messages • Recognize and understand how language constructs personal, social, 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** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses

BARKA

Grade 11

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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Access information for diverse purposes and from a variety of sources • Apply appropriate **strategies** in a variety of contexts to comprehend written, oral, visual, and **multimodal texts**, to guide inquiry, and to extend thinking • Recognize and understand how language constructs personal, social, 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** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses

BARKA

Grade 11

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)** • Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Recognize how language constructs personal, social, 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** **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses

BARKA

Grade 11

ENGLISH LANGUAGE ARTS – SPOKEN LANGUAGE 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 understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Access information for diverse purposes and from a variety of sources • Recognize and understand how language constructs personal, social, 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 including creative spoken forms** **Text features and structures** • oral language features and structures **Strategies and processes** • **oral language strategies**

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 11
https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/courses