BARKA

Grade 12

ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

Artistic intent and meaning are communicated though choreography.	Dance engages us in artistic works from multiple perspectives.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: **Explore and create** • Explore meaning in a variety of dance compositions **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, global, and intercultural performers, movements, and genres • the influence of time and **place** on historical and contemporary dance forms • innovative dancers and choreographers from a variety of genres, 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 dance genres

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-choreography

BARKA

Grade 12

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: **Reason and reflect** • Reflect on rehearsal and performance experiences to improve performance **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, national, and global 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, periods, and movements • 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 12
https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-company

BARKA

Grade 12

ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

Dance offers unique **aesthetic experiences** that explore identity, history, culture, and community.

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 **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, cultures, and periods • local, national, global, and intercultural performers, movements, and genres • traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance • history and theory of dance genres, including their role in historical and contemporary societies

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-foundations

BARKA

Grade 12

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 **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 • Make connections through dance with local, national, and global issues and communities	*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 12
https://curriculum.gov.bc.ca/curriculum/arts-education/12/dance-technique-and-performance

BARKA

Grade 12

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 diverse musical genres in performance or study • Explore a **variety of contexts** and their influences on musical works, including **place** and time **Reason and reflect** • Interpret and evaluate 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,** contributions of innovative artists from a variety of genres, contexts, periods, and cultures • global and intercultural musicians, movements, and genres • technical skills, strategies, and technologies • **creative processes** • movement, sound, image, and form • influences of time and place on the emergence of musical forms

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 12
https://curriculum.gov.bc.ca/curriculum/arts-education/12/instrumental-music

BARKA

Grade 12

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)** • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Appreciate and understand how language constructs personal, social, and cultural identities **Create and communicate (writing, speaking, representing)** • Select and apply appropriate 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 12
https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses

BARKA

Grade 12

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)** • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Understand and appreciate how language constructs personal, social, and cultural identities **Create and communicate (writing, speaking, representing)** • Select and apply appropriate 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 12
https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses

BARKA

Grade 12

ENGLISH LANGUAGE ARTS – ENGLISH 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 • Select and apply appropriate **strategies** in a variety of contexts to comprehend written, oral, visual, and **multimodal texts**, to guide inquiry, and to extend thinking • Appreciate and understand how language constructs personal, social, and cultural identities **Create and communicate (writing, speaking, representing)** • Demonstrate appropriate **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 12
https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses

BARKA

Grade 12

ENGLISH LANGUAGE ARTS – ENGLISH 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)** • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Use information for diverse purposes and from a variety of sources • Appreciate and understand how language constructs personal, social, and cultural identities **Create and communicate (writing, speaking, representing)** • Select and apply appropriate 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 12
https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses

BARKA

Grade 12

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)** • Understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Use information for diverse purposes and from a variety of sources • Appreciate and understand how language constructs personal, social, and cultural identities **Create and communicate (writing, speaking, representing)** • Select and apply appropriate **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 12
https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses

BARKA

Grade 12

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)** • Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Use information for diverse purposes and from a variety of sources • Appreciate and understand how language constructs personal, social, and cultural identities **Create and communicate (writing, speaking, representing)** • Select and apply 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** **Creative spoken genres** **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 12
https://curriculum.gov.bc.ca/curriculum/english-language-arts/12/courses