# BARKA

## Grade 3

## ARTS EDUCATION BIG IDEAS

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

The **arts** connect our experiences to the experiences of others.

### Learning Standards

| Curricular Competencies | Content |
|---|---|
| *Students will be able to use creative processes to:*<br>**Exploring and creating**<br>• Explore identity, place, culture, and belonging through arts experiences<br>• Explore relationships among cultures, communities, and the arts<br>**Reasoning and reflecting**<br>• Observe, listen, describe, inquire, and predict how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques<br>• Reflect on **creative processes** and make connections to personal experiences<br>• Connect knowledge and skills from other **areas of learning** in planning, creating, and interpreting works for art | *Students are expected to know the following:*<br>• elements in the arts, including but not limited to:<br>– dance: body, space, dynamics, time, relationships, form<br>– music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture<br>• processes, materials, **technologies**, tools, and techniques to support arts activities<br>• **symbolism** as ways of creating and representing meaning<br>• traditional and contemporary **Aboriginal arts** and arts-making processes<br>• a variety of local **works of art** and artistic traditions from diverse cultures, communities, times, and places |

*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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## SOCIAL STUDIES BIG IDEAS

People from diverse cultures and societies share some common experiences and aspects of life.

### Learning Standards

| Curricular Competencies | Content |
|---|---|
| *Students are expected to be able to do the following:*<br>• Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective) | *Students are expected to know the following:*<br>• **aspects of life shared by and common to peoples and cultures** |

*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/social-studies*

# BARKA

## Grade 3

## ENGLISH LANGUAGE ARTS BIG IDEAS

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|---|---|
| **Stories** and other **texts** help us learn about ourselves, our families, and our communities. | **Stories** can be understood from different perspectives. |

### Learning Standards

| Curricular Competencies | Content |
|---|---|
| *Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*<br><br>**Comprehend and connect (reading, listening, viewing)**<br>• **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community<br>• Show awareness of how **story in First Peoples cultures** connects people to family and community<br>• Develop awareness of **how story in First Peoples cultures connects people to land**<br><br>**Create and communicate (writing, speaking, representing)**<br>• Explore and appreciate aspects of First Peoples **oral traditions** | *Students are expected to know the following:*<br><br>**Story/text**<br>• **elements of story**<br>• **literary elements and devices**<br><br>**Strategies and processes**<br>• **oral language strategies** |

*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*