# BARKA

## 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 |
|---|---|
| *Students will be able to use creative processes to:*<br>**Exploring and creating**<br>• Explore relationships between identity, place, culture, society, and belonging through the arts<br>**Reasoning and reflecting**<br>• Reflect on works of art and **creative processes** to understand artists' intentions<br>• Examine relationships between the arts and the wider world | *Students are expected to know the following:*<br>• purposeful application of elements and principles to create meaning in the arts, including but not limited to:<br>– **dance: body, space, dynamics, time, relationships, form, and movement principles**<br>– music: beat/pulse, **metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture**<br>• processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works<br>• **symbolism** and metaphor to explore ideas and perspective<br>• traditional and contemporary **Aboriginal arts** and arts-making processes<br>• a variety of national and international **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*

# BARKA

## 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 |
|---|---|
| *Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*<br>**Comprehend and connect (reading, listening, viewing)**<br>• Recognize and appreciate the role of **story**, narrative, and **oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view | *Students are expected to know the following:*<br>**Story/text**<br>• **literary elements**<br>• **literary devices**<br>**Strategies and processes**<br>• **oral language strategies**<br>**Language features, structures, and conventions**<br>• **features of oral language** |

*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*