BARKA

Grade 9

ARTS EDUCATION (GENERAL) BIG IDEAS

The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.	Dance, drama, music, and visual arts each use their own unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts • Explore relationships between identity, place, culture, society, and belonging through artistic experiences **Reasoning and reflecting** • Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art **Connecting and expanding** • Reflect on works of art and creative processes to make connections to personal learning and experiences	*Students are expected to know the following:* • for each of the arts disciplines — dance, drama, music, and visual arts — the **specific elements, principles, techniques, vocabulary, and symbols** that can be used to create mood and convey ideas • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works • contributions of innovative artists from a variety of genres, 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 9

ARTS EDUCATION (DANCE) BIG IDEAS

Dance provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.	Dance uses a unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance **Reasoning and reflecting** • Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas • Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces **Communicating and documenting** • Revise, refine, analyze, and **document** creative works and experiences to enhance presentation in a variety of ways **Connecting and expanding** • Reflect on works of art and creative processes to make connections to personal learning and experiences	*Students are expected to know the following:* • **dance** elements, techniques, and vocabulary to create mood and convey ideas, including but not limited to: **body**, **space**, **dynamics**, **time**, **relationships**, **form**, and **movement principles** • **choreographic devices** and **notation** • choreographic choices that impact clarity of intent and purpose • compositional devices, forms, and structures of dance • processes, materials, movements, **technologies**, strategies, and techniques to support creative works • the roles of performers and audiences in a variety of contexts • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance • contributions of innovative artists from a variety of genres, 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 9

ARTS EDUCATION (MUSIC) BIG IDEAS

Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.	Music uses a unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences **Reasoning and reflecting** • Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance **Connecting and expanding** • Reflect on musical performance to make connections to personal learning and experiences	*Students are expected to know the following:* • music elements, principles, techniques, vocabulary, **notation**, and symbols to define style and convey ideas, including but not limited to: beat/pulse, **metre**, **duration**, **rhythm**, **tempo**, **pitch**, **timbre**, **dynamics**, **form**, **texture** • contributions of innovative **musicians** and composers from a variety of genres, 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 9

ENGLISH LANGUAGE ARTS BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

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 • Develop an awareness of the **diversity within and across First Peoples societies** represented in **texts** • Recognize the influence of place in First Peoples and other Canadian texts	*Students are expected to know the following:* **Story/text** • **literary elements** • **literary devices** **Strategies and processes** • **oral language strategies** **Language features, structures, and conventions** • **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