Élage Diouf - Loubess

Grade 6

ARTS EDUCATION BIG IDEAS

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

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Explore relationships between identity, place, culture, society, and belonging through the arts • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts **Reasoning and reflecting** • Research, describe, interpret and evaluate how **artists** (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts • Reflect on works of art and **creative processes** to understand artists' intentions • Examine relationships between the arts and the wider world	*Students are expected to know the following:* • purposeful application of elements and principles to create meaning in the arts, including but not limited to: – music: beat/pulse, **metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture** • processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works • 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

Élage Diouf - Loubess

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:* **Comprehend and connect (reading, listening, viewing)** • Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages • Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**	*Students are expected to know the following:* **Story/text** • **forms, functions,** and **genres** of **text** • **literary elements** • **literary devices** **Strategies and processes** • **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