Élage Diouf - Loubess

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** • 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** • Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas **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 • 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

Élage Diouf - Loubess

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

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Élage Diouf - Loubess

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.

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 different 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** **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