# Sii Se'tamat - New Beginning

## Grade 9

## ARTS EDUCATION (GENERAL) BIG IDEAS

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|---|---|
| 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:*<br>**Exploring and creating**<br>• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles<br>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts<br>• Explore relationships between identity, place, culture, society, and belonging through artistic experiences<br>**Reasoning and reflecting**<br>• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art<br>**Connecting and expanding**<br>• Reflect on works of art and creative processes to make connections to personal learning and experiences | *Students are expected to know the following:*<br>• 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<br>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works<br>• 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*

# Sii Se'tamat - New Beginning

## Grade 9

## ARTS EDUCATION (DANCE) BIG IDEAS

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|---|---|
| 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:*<br>**Exploring and creating**<br>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance<br>**Reasoning and reflecting**<br>• Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas<br>• Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces<br>**Communicating and documenting**<br>• Revise, refine, analyze, and **document** creative works and experiences to enhance presentation in a variety of ways<br>**Connecting and expanding**<br>• Reflect on works of art and creative processes to make connections to personal learning and experiences | *Students are expected to know the following:*<br>• **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**<br>• **choreographic devices** and **notation**<br>• choreographic choices that impact clarity of intent and purpose<br>• compositional devices, forms, and structures of dance<br>• processes, materials, movements, **technologies**, strategies, and techniques to support creative works<br>• the roles of performers and audiences in a variety of contexts<br>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance<br>• 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*
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# Sii Se'tamat - New Beginning

## 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:*<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<br>• Develop an awareness of the **diversity within and across First Peoples societies** represented in **texts**<br>• Recognize the influence of place in First Peoples and other Canadian texts | *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*