

BIG IDEAS

Engaging in creative expression and experiences expands people's sense of identity and community.

Artistic expressions differ across time and place.

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
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Intentionally select, apply, combine, and arrange artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play 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 <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> 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 Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations Reflect on works of art and creative processes to understand artists' intentions Interpret creative works using knowledge and skills from various areas of learning Examine relationships between the arts and the wider world 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> purposeful application of elements and principles to create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> dance: body, space, dynamics, time, relationships, form, and movement principles drama: character, time, place, plot, tension, mood, focus, contrast music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety, unity, harmony processes, materials, movements, technologies, tools, strategies, and techniques to support creative works choreographic devices a variety of dramatic forms notation in music and dance to represent sounds, ideas, movement, elements, and actions image development strategies symbolism and metaphor to explore ideas and perspective traditional and contemporary Aboriginal arts and arts-making processes a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences • Interpret and communicate ideas using symbols and elements to express meaning through the arts • Take creative risks to express feelings, ideas, and experiences • Express, feelings, ideas, and experiences through the arts • Describe, interpret and respond to works of art and explore artists' intent • Experience, document and present creative works in a variety of ways • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

BIG IDEAS

Through **art** making, one's sense of identity and community continually evolves.

Experiencing art challenges our point of view and expands our understanding of others.

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

Engaging in the arts develops people's ability to understand and express complex ideas.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play 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 <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> 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 Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations Reflect on works of art and creative processes to understand artists' intentions Interpret works of art using knowledge and skills from various areas of learning Examine relationships between the arts and the wider world 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> manipulation of elements and principles to create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> dance: body, space, dynamics, time, relationships, form, and movement principles drama: character, time, place, plot, tension, mood, focus, contrast music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony processes, materials, movements, technologies, tools, strategies, and techniques to support creative works choreographic devices drama forms and drama conventions notation in music and dance to represent sounds, ideas, movement, elements, and actions image development strategies symbolism and metaphor to explore ideas and perspective traditional and contemporary Aboriginal arts and arts-making processes a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places ethical considerations and cultural appropriation related to the arts personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences • Interpret and communicate ideas using symbols and elements to express meaning through the arts • Take creative risks to express feelings, ideas, and experiences • Express, feelings, ideas, and experiences through the arts • Describe, interpret and respond to works of art • Experience, document, choreograph, perform, and share creative works in a variety of ways • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

BIG IDEAS

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through the **arts**.

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

Artists often **challenge the status quo** and open us to new perspectives and experiences.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations Reflect on works of art and creative processes to understand artists motivations and meanings Interpret works of art using knowledge and skills from various areas of learning Respond to works of art using one's knowledge of the world 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to: <ul style="list-style-type: none"> dance: body, space, dynamics, time, relationships, form, and movement principles drama: character, time, place, plot, tension, mood, focus, contrast, balance music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation visual arts: elements of design: line, shape, space, texture, colour, form, value; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony processes, materials, movements, technologies, tools, strategies, and techniques to support creative works choreographic devices drama forms and drama conventions notation in music, dance and drama to represent sounds, ideas, movement, elements, and actions image development strategies symbolism and metaphor to explore ideas and perspective traditional and contemporary Aboriginal arts and arts-making processes a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places ethical considerations and cultural appropriation related to the arts personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences • Interpret and communicate ideas using symbols and elements to express meaning through the arts • Take creative risks to express feelings, ideas, and experiences • Describe, interpret and respond to works of art • Experience, document, choreograph, perform, and share creative works in a variety of ways • Use the arts to communicate, respond to and understand environmental and global issues • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

BIG IDEAS

Identity is explored, expressed, and impacted through arts experiences.

The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.

Creative arts experiences can build community and nurture relationships with others.

Dance, drama, music, and visual arts each use their own unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and purposeful play • 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 • Select and combine elements and principles of the arts to intentionally create a particular mood, effect, or meaning <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Describe, interpret, and evaluate how artists use tools, processes, technologies, materials, and environments to create and communicate ideas • Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences • Compose, interpret, and expand ideas using symbolism, imagery, and elements • Revise, refine, analyze, and document creative works and experiences to enhance presentation and/or performance in a variety of ways 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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 • the roles of performers and audiences in a variety of contexts • 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 • personal and social responsibility associated with creating, performing, and responding in the arts • the ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Connecting and expanding</p> <ul style="list-style-type: none"> • Reflect on works of art and creative processes to make connections to personal learning and experiences • Take creative risks to experience and express thoughts, emotions, ideas, and meaning • Demonstrate respect for themselves, others, and the audience • Collaborate through reciprocal relationships during creative processes • Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

BIG IDEAS

Identity is explored, expressed, and impacted through dance experiences.

Dance provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Collaborative dance experiences can build community and nurture relationships with others.

Dance uses a unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Select and combine the elements of dance to intentionally create a particular mood, meaning, or purpose Create movement phrases both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play Explore relationships between identity, place, culture, society, and belonging through movement experiences Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts Take creative risks to experience and express thoughts, emotions, and meaning <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> 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 Receive, offer, and apply constructive feedback 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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 personal and social responsibility associated with creating, performing, and responding in dance the ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences • Compose, interpret, and expand ideas using symbolism, imagery, and elements • Revise, refine, analyze, and document creative works and experiences to enhance presentation in a variety of ways <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Reflect on works of art and creative processes to make connections to personal learning and experiences • Demonstrate respect for themselves, others, and the audience • Collaborate through reciprocal relationships during creative processes • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

BIG IDEAS

Identity is explored, expressed, and impacted through drama experiences.

Drama provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Collaborative drama experiences can build community and nurture relationships with others.

Drama uses a unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play Explore relationships between identity, place, culture, society, and belonging through dramatic experiences Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental in relation to drama Take creative risks to experience and express thoughts, emotions, and meaning <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas Develop and refine ideas and technical skills to improve the quality of performance pieces Receive, offer, and apply constructive feedback <p>Communicating and documenting</p> <ul style="list-style-type: none"> Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences Compose, interpret, and expand ideas using symbolism, imagery, and elements Revise, refine, analyze, and document performance pieces and experiences to enhance presentation in a variety of ways 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance a variety of drama forms and drama conventions the roles of performers and audiences in a variety of contexts traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through storytelling and drama contributions of innovative artists from a variety of genres, communities, times, and places personal and social responsibility associated with creating, performing, and responding in drama the ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Connecting and expanding</p> <ul style="list-style-type: none"> • Reflect on creative processes to make connections to personal learning and experiences • Demonstrate respect for themselves, others, and the audience • Collaborate through reciprocal relationships during creative processes • Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

BIG IDEAS

Identity is explored, expressed, and impacted through music experiences.

Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Collaborative music experiences can build community and nurture relationships with others.

Music uses a unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Perform collaboratively in both solo and ensemble contexts • Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences • Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect • Develop appropriate musical vocabulary, skills, and techniques • Take musical risks to experience self-growth • Contribute to create processes through collaborative and independent musical study <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance • Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship • Receive, offer, and apply constructive feedback <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences • Revise, refine, analyze, and document musical experiences to enhance learning 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • 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 • musical interpretation and choices impact performance • the roles of performers and audiences in a variety of contexts • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through song • contributions of innovative musicians and composers from a variety of genres, communities, times, and places • personal and social responsibility associated with creating, performing, and responding in music • the ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Connecting and expanding</p> <ul style="list-style-type: none"> • Reflect on musical performance to make connections to personal learning and experiences • Take musical risks to experience synchronicity among ensemble members and their audience • Demonstrate respect for themselves, others, and the audience • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	

BIG IDEAS

Identity is explored, expressed, and impacted through visual arts experiences.

The visual arts provide opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

Art experiences can build community and nurture relationships with others.

The visual arts use a unique sensory language for creating and communicating.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play • Explore materials, technologies, processes, and environments by combining and arranging elements, principles, and image design strategies • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts • Demonstrate active engagement and discipline in creating works of art and resolving creative challenges • Explore relationships between identity, place, culture, society, and belonging through artistic experiences • Select and combine elements and principles of the arts to intentionally create a particular mood or meaning <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Describe, interpret, and evaluate how artists use technologies, processes, materials, and environments to create and communicate ideas • Develop, refine, document, and critically appraise ideas, processes, and technical skills • Reflect on their art-making process and development as artists 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • visual arts elements, principles, and image design strategies to create mood and convey ideas, including but not limited to: <ul style="list-style-type: none"> – elements of design: line, shape, space, texture, colour, form, value – principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony – image design strategies: elaboration, simplification, magnification, reversal, fragmentation, distortion • personal narrative as a means of representing self-perception and identity in artistic works • the roles of artists and audiences in a variety of contexts • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives as communicated through visual arts • contributions of innovative artists from a variety of styles, genres, contexts, and movements • personal and social responsibility associated with creating, experiencing, and responding to visual art • the ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Create works of art using materials, technologies, and processes for different purposes and audiences • Compose, interpret, and expand ideas using symbolism, metaphor, and design strategies • Revise, refine, analyze, and document creative works and experiences • Present or share personal works of art <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Reflect on works of art and creative processes to make connections to personal learning and experiences • Take creative risks to experience and express thoughts, emotions, and meaning • Demonstrate respect for themselves, others, and the audience • Collaborate through reciprocal relationships during the creative process • Create personally meaningful artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts • Demonstrate increasingly sophisticated application and/or engagement of curricular content 	