

BIG IDEAS

People create art to express who they are as individuals and community.

Engagement in the **arts** creates opportunities for **inquiry** through purposeful play.

Dance, drama, music, and visual arts express meaning in unique ways.

People connect to others and share ideas through the **arts**.

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"> Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore artistic expressions of themselves and community through creative processes <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination Reflect on creative processes and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none"> Interpret how symbols are used through the arts Express feelings, ideas, stories, observations, and experiences through the arts Describe and respond to works of art Experience, document and share creative works in a variety of ways Demonstrate increasingly sophisticated application and/or engagement of curricular content 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> elements in the arts, including but not limited to: <ul style="list-style-type: none"> dance: body, space, dynamics, time, relationships, form drama: character, time, place, plot music: beat/pulse, rhythm, tempo, pitch, dynamics visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition processes, materials, movements, technologies, tools and techniques to support arts activities notation to represent sounds, ideas and movement a variety of dramatic forms symbolism as expressions of meaning traditional and contemporary Aboriginal arts and arts-making processes variety of local works of art and artistic traditions personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

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BIG IDEAS

Creative expression develops our unique identity and voice.

Inquiry through the **arts** creates opportunities for **risk taking**.

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

People connect to the hearts and minds of others in a variety of places and times through the **arts**.

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"> Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore personal experience, community, and culture through arts activities <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques Develop processes and technical skills in a variety of art forms to refine artistic abilities Reflect on creative processes and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none"> Interpret symbolism and how it can be used to express meaning through the arts Express feelings, ideas, stories, observations, and experiences through creative works Describe and respond to works of art Experience, document and share creative works in a variety of ways Demonstrate increasingly sophisticated application and/or engagement of curricular content 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> elements in the arts, including but not limited to: <ul style="list-style-type: none"> – dance: body, space, dynamics, time, relationships, form – drama: character, time, place, plot, tension – music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture – visual arts: elements of design: line, shape, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast processes, materials, technologies, tools, and techniques to support arts activities notation to represent sounds, ideas, and movement a variety of dramatic forms symbolism as a means of expressing specific meaning traditional and contemporary Aboriginal arts and arts-making processes a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

BIG IDEAS

The mind and body work together when creating **works of art**.

Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

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

The **arts** connect our experiences to the experiences of others.

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"> Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore identity, place, culture, and belonging through arts experiences Explore relationships among cultures, communities, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques Refine ideas, processes, and technical skills in a variety of art forms Reflect on creative processes and make connections to personal experiences Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art <p>Communicating and documenting</p> <ul style="list-style-type: none"> Apply learned skills, understandings, and processes in new contexts Interpret and communicate ideas using symbolism in the arts Express feelings, ideas, and experiences in creative ways Describe and respond to visual and performing art pieces and provide constructive feedback Experience, document and share creative works in a variety of ways Demonstrate increasingly sophisticated application and/or engagement of curricular content 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> elements in the arts, including but not limited to: <ul style="list-style-type: none"> dance: body, space, dynamics, time, relationships, form drama: character, time, place, plot, tension music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis processes, materials, technologies, tools, and techniques to support arts activities notation to represent sounds, ideas, and movement a variety of dramatic forms image development strategies choreographic devices symbolism as ways of creating and representing meaning traditional and contemporary Aboriginal arts and arts-making processes a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

BIG IDEAS

Creative expression is a means to explore and share one's identity within a community.

Artists experiment in a variety of ways to discover new possibilities.

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

Exploring **works of art** exposes us to diverse values, knowledge, and perspectives.

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"> Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore identity, place, culture, and belonging through arts experiences Explore relationships among cultures, societies, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations Reflect on creative processes and make connections to other experiences Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> elements and principles that together 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 and focus music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety processes, materials, technologies, tools and techniques to support arts activities choreographic devices a variety of dramatic forms notation to represent sounds, ideas, movements, elements, and actions image development strategies symbolism and metaphor create and represent meaning traditional and contemporary Aboriginal arts and arts-making processes a variety of regional and national 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 symbolism to express meaning through the arts • Express, feelings, ideas, and experiences in creative ways • Describe 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

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

Artists experiment in a variety of ways to discover new possibilities and perspectives.

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

Works of art influence and are influenced by the world around us.

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 artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play Explore connections to identity, place, culture, and belonging through creative expression Explore a range of cultures, and the relationships among cultures, societies, and the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Observe, listen, describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations Reflect on creative processes as an individual and as a group, and make connections to other experiences Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art 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"> elements and principles that together 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 and focus 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: balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety processes, materials, technologies, tools 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 regional and national 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 • Express, feelings, ideas, and experiences through the arts • Describe 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 	