

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

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

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

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

## 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><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Choose artistic <b>elements</b>, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making</li> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>Explore identity, place, culture, and belonging through arts experiences</li> <li>Explore relationships among cultures, societies, and the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Observe, listen, describe, inquire and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</li> <li>Develop and refine ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li> <li>Reflect on <b>creative processes</b> and make connections to other experiences</li> <li>Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, interpreting, and analyzing works for art</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>elements and principles that together create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li><b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>drama: <b>character</b>, time, place, plot, tension, mood and focus</li> <li><b>music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li><b>visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety</b></li> </ul> </li> <li>processes, materials, <b>technologies</b>, tools and techniques to support arts activities</li> <li><b>choreographic devices</b></li> <li>a variety of <b>dramatic forms</b></li> <li><b>notation</b> to represent sounds, ideas, movements, elements, and actions</li> <li><b>image development strategies</b></li> <li><b>symbolism</b> and metaphor create and represent meaning</li> <li>traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>a variety of regional and national <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li><b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment</li> </ul>

Learning Standards (continued)

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

## 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><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Intentionally select artistic <b>elements</b>, processes, materials, movements, <b>technologies</b>, tools, techniques, and environments to express meaning in their work</li> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>Explore connections to identity, place, culture, and belonging through creative expression</li> <li>Explore a range of cultures, and the relationships among cultures, societies, and the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Observe, listen, describe, inquire and predict how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate</li> <li>Develop and refine ideas, processes, and technical skills in a <b>variety of art forms</b> to improve the quality of artistic creations</li> <li>Reflect on <b>creative processes</b> as an individual and as a group, and make connections to other experiences</li> <li>Connect knowledge and skills from other <b>areas of learning</b> in planning, creating, interpreting, and analyzing works for art</li> <li>Examine relationships between the arts and the wider world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>elements and principles that together create meaning in the arts, including but not limited to: <ul style="list-style-type: none"> <li><b>dance: body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>drama: <b>character</b>, time, place, plot, tension, mood and focus</li> <li>music: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li> <li>visual arts: elements of design: line, shape, space, texture, colour, <b>form, value; principles of design: balance, pattern, repetition, contrast, emphasis, rhythm, unity, harmony, variety</b></li> </ul> </li> <li>processes, materials, <b>technologies</b>, tools and techniques to support creative works</li> <li><b>choreographic devices</b></li> <li>a variety of <b>dramatic forms</b></li> <li><b>notation</b> in music and dance to represent sounds, ideas, movement, elements, and actions</li> <li><b>image development strategies</b></li> <li><b>symbolism</b> and metaphor to explore ideas and perspective</li> <li>traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>a variety of regional and national <b>works of art</b> and artistic traditions from diverse cultures, communities, times, and places</li> <li><b>personal and collective responsibility</b> associated with creating, experiencing, or <b>presenting</b> in a safe learning environment</li> </ul>

Learning Standards (continued)

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