

Kalabante: Curriculum Connections

Kalabante is a Francophone, Montreal based West-African cirque troupe. Their show incorporates diverse artistic elements of West-African culture. Musical aspects include drumming and kora (a stringed instrument). Movement includes dance, acrobatics, and circus arts.

As audience members, BC students experience immersive, impactful connections to multi-disciplinary arts and culture. There are numerous arts-based learning connections that teachers and students will have the opportunity to experience as they engage with the Kalabante performance.

Here are some examples of BC Arts Education curriculum connections from grades 1, 3 and 7. These connections begin in Kindergarten and develop throughout the elementary school curriculum to Grade 7.

Grade 1

BIG IDEAS

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

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

People connect to others and share ideas through the arts

CURRICULAR COMPETENCIES

Reasoning and reflecting

Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques

Communicating and documenting

Describe and respond to works of art

Experience, document and share creative works in a variety of ways

CONTENT

Students are expected to know the following:

- elements in the arts, including but not limited to:
 - dance: body, space, dynamics, time, relationships, form
 - music: beat/pulse, rhythm, tempo, pitch, dynamics, form
- a variety of local works of art and artistic traditions from diverse cultures and communities
- personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment

Grade 3

BIG IDEAS

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

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

The arts connect our experiences to the experiences of others.

CURRICULAR COMPETENCIES

Exploring and creating

Explore identity, place, culture, and belonging through arts experiences

Explore relationships among cultures, communities, and the arts

Reasoning and reflecting

Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques

Communicating and documenting

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

CONTENT

Students are expected to know the following:

- elements in the arts, including but not limited to:
 - dance: body, space, dynamics, time, relationships, form
 - music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
- choreographic devices
- 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

Grade 7

BIG IDEAS

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.

CURRICULAR COMPETENCIES

Exploring and creating

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

Reasoning and reflecting

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

Communicating and documenting

Describe, interpret and respond to works of art

Experience, document, choreograph, perform, and share creative works in a variety of ways

CONTENT

Students are expected to know the following:

- manipulation of elements and principles to create meaning in the arts, including but not limited to:
 - dance: body, space, dynamics, time, relationships, form, and movement principles
 - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
- processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
- choreographic devices
- 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