

# Liwanda Africa!

## Grade 10

### ARTS EDUCATION (DANCE: DANCE CHOREOGRAPHY) BIG IDEAS

Dance offers unique ways of exploring our identity and sense of belonging.

Choreographers communicate through creative expression in dance.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"><li>• Explore, design, and create dance compositions</li><li>• Explore how <b>production elements</b> support the expression of intent and meaning in dance compositions</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li><li>• Reflect on the influences of social, cultural, historical, political, and personal context on dance</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore contributions of key dance innovators from a variety of genres, contexts, periods, and cultures</li><li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>elements of dance</b></li><li>• skills specific to a <b>technique, genre, or style</b></li><li>• <b>choreographic forms and structures</b></li><li>• <b>choreographic devices</b></li><li>• in a variety of contexts</li><li>• local and intercultural performers, movements, and genres</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10*  
<https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-choreography>

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## Grade 10

### ARTS EDUCATION (DANCE: DANCE COMPANY) BIG IDEAS

Choreographic works communicate ideas, emotions, and perspectives through movement, sound, costumes, lights, and set design.

Artistic choices communicate the choreographer's intent.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"><li>• Explore the interplay of movement, sound, image, and form to convey meaning in dance</li><li>• Explore the influences of <b>context</b> on a dance technique, <b>genre, or style</b></li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore educational, personal, and professional opportunities in dance or related fields</li><li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li><li>• Connect with local issues and communities through dance</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>elements of dance</b></li><li>• <b>techniques and movement principles</b></li><li>• <b>choreographic devices</b></li><li>• contributions of key dance innovators in specific genres, contexts, periods, and cultures</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li></ul>

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<https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-company>

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Grade 10

## ARTS EDUCATION (DANCE: DANCE FOUNDATIONS) BIG IDEAS

Individual and collective expression is rooted in history, culture, community, and values.

Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"><li>• Explore the interplay of movement, sound, image, and form to convey meaning</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore a range of local, national, global, and intercultural performers, movements, and genres</li><li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li><li>• Explore ways in which dance impacts cultures and societies</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>elements of dance</b></li><li>• <b>choreographic forms and structures</b></li><li>• choreographic devices</li><li>• contributions of key dance innovators from a variety of genres, contexts, periods, and cultures</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li><li>• history and theory of a variety of genres</li></ul>

*Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grade 10*  
<https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-foundations>

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Grade 10

## ARTS EDUCATION (DANCE: DANCE TECHNIQUE & PERFORMANCE) BIG IDEAS

Dance technique and performance skills are embodied and developed in a variety of genres or styles.

**Aesthetic experiences** have the power to transform the way we see, think, and feel.

### Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"><li>• Explore specific or a variety of genres or styles from historical and contemporary cultures</li><li>• Explore the interplay of movement, sound, image, and form used to convey meaning in dance</li></ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"><li>• Reflect on rehearsal and performance experiences</li><li>• Reflect on the influences of social, cultural, historical, political, and personal context on dance</li></ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"><li>• Explore First Peoples perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through movement and dance</li></ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• <b>elements of dance</b></li><li>• technical skills specific to a <b>technique, genre, or style</b></li><li>• contributions of key dance innovators in specific genres, contexts, periods, and cultures</li><li>• local and intercultural performers</li><li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through movement and dance</li><li>• history and theory of a dance technique, genre, or style</li></ul>

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<https://curriculum.gov.bc.ca/curriculum/arts-education/10/dance-technique-and-performance>

# Liwanda Africa!

Grade 10

## ENGLISH LANGUAGE ARTS - COMPOSITION BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>Explore how language constructs personal and cultural identities</li></ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"><li>Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for a <b>range of purposes</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li><b>narrative structures found in First Peoples texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li><b>oral language strategies</b></li></ul>

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<https://curriculum.gov.bc.ca/curriculum/english-language-arts/10/courses>

# Liwanda Africa!

Grade 10

## ENGLISH LANGUAGE ARTS – CREATIVE WRITING BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Explore how language constructs personal and cultural identities</li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>narrative structures found in First Peoples texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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## Grade 10

### ENGLISH LANGUAGE ARTS – LITERARY STUDIES BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Apply appropriate <b>strategies</b> to comprehend written, oral, visual, and <b>multimodal texts</b></li><li>• Explore how language constructs personal and cultural identities</li></ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"><li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for <b>a range of purposes</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>narrative structures found in First Peoples texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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Grade 10

## ENGLISH LANGUAGE ARTS – NEW MEDIA BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

### Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"><li>• Explore the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Explore how language constructs personal and social identities</li></ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"><li>• Demonstrate <b>speaking and listening skills</b> in a variety of formal and informal contexts for <b>a range of purposes</b></li></ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text forms and genres</b></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"><li>• <b>narrative structures found in First Peoples texts</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul>

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