

Luminarium

Grade 9

ARTS EDUCATION (GENERAL) BIG IDEAS

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">• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles <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 <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	<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• contributions of innovative artists from a variety of genres, communities, times, and places

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
<https://curriculum.gov.bc.ca/curriculum/arts-education>

Luminarium

Grade 9

ARTS EDUCATION (DANCE) BIG IDEAS

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>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 <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	<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 principleschoreographic devices and notationcompositional devices, forms, and structures of danceprocesses, materials, movements, technologies, strategies, and techniques to support creative workscontributions of innovative artists from a variety of genres, communities, times, and places

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Luminarium

Grade 9

ARTS EDUCATION (MUSIC) BIG IDEAS

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>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 <p>Connecting and expanding</p> <ul style="list-style-type: none">Reflect on musical performance to make connections to personal learning and experiences	<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, texturecontributions of innovative musicians and composers from a variety of genres, communities, times, and places

Source: All information provided above has been extracted from the Province of British Columbia's Curriculum for Grades K to 9
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