

# Won'Ma Africa

## Grade 9

### ARTS EDUCATION (GENERAL) BIG IDEAS

The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.

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><b>Exploring and creating</b></p> <ul style="list-style-type: none"><li>• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles</li><li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li><li>• Explore relationships between identity, place, culture, society, and belonging through artistic experiences</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of works of art</li></ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"><li>• Reflect on works of art and creative processes to make connections to personal learning and experiences</li></ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• for each of the arts disciplines — dance, drama, music, and visual arts — the <b>specific elements, principles, techniques, vocabulary, and symbols</b> that can be used to create mood and convey ideas</li><li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works</li><li>• contributions of innovative artists from a variety of genres, communities, times, and places</li></ul> |

*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>

# Won'Ma Africa

## Grade 9

### ARTS EDUCATION (DANCE) BIG IDEAS

Dance provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

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><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to dance</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Describe, interpret, and evaluate how dancers and choreographers use the elements of dance and choreographic structures to create and communicate ideas</li> <li>• Develop and refine ideas, movement, and technical skills to improve the quality of performance pieces</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Revise, refine, analyze, and <b>document</b> creative works and experiences to enhance presentation in a variety of ways</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Reflect on works of art and creative processes to make connections to personal learning and experiences</li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>dance</b> elements, techniques, and vocabulary to create mood and convey ideas, including but not limited to: <b>body, space, dynamics, time, relationships, form, and movement principles</b></li> <li>• <b>choreographic devices and notation</b></li> <li>• choreographic choices that impact clarity of intent and purpose</li> <li>• compositional devices, forms, and structures of dance</li> <li>• processes, materials, movements, <b>technologies</b>, strategies, and techniques to support creative works</li> <li>• the roles of performers and audiences in a variety of contexts</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through movement and dance</li> <li>• contributions of innovative artists from a variety of genres, communities, times, and places</li> </ul> |

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# Won'Ma Africa

## Grade 9

### ARTS EDUCATION (MUSIC) BIG IDEAS

Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

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><b>Exploring and creating</b></p> <ul style="list-style-type: none"><li>• Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences</li></ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"><li>• Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance</li></ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"><li>• Reflect on musical performance to make connections to personal learning and experiences</li></ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"><li>• music elements, principles, techniques, vocabulary, <b>notation</b>, and symbols to define style and convey ideas, including but not limited to: beat/pulse, <b>metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</b></li><li>• contributions of innovative <b>musicians</b> and composers from a variety of genres, communities, times, and places</li></ul> |

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

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## Grade 9

### ENGLISH LANGUAGE ARTS BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

### Learning Standards

| Curricular Competencies  | Content   |
|--|---|
| <p><i>Using oral, written, visual, and digital <b>texts</b>, 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 <b>story</b>, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li><li>• Develop an awareness of the <b>diversity within and across First Peoples societies</b> represented in <b>texts</b></li><li>• Recognize the influence of place in First Peoples and other Canadian texts</li></ul> | <p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"><li>• <b>literary elements</b></li><li>• <b>literary devices</b></li></ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"><li>• <b>oral language strategies</b></li></ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"><li>• <b>features of oral language</b></li></ul> |

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<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k/core>