

I Wish I Was a Mountain

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>Exploring and creating</p> <ul style="list-style-type: none">• Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles• Explore relationships between identity, place, culture, society, and belonging through artistic experiences <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>

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ARTS EDUCATION (DRAMA) BIG IDEAS

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

Drama 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>Exploring and creating</p> <ul style="list-style-type: none">• Explore relationships between identity, place, culture, society, and belonging through dramatic experiences <p>Reasoning and reflecting</p> <ul style="list-style-type: none">• Describe, interpret, and evaluate how performers and playwrights use dramatic structures, elements, and techniques to create and communicate ideas <p>Connecting and expanding</p> <ul style="list-style-type: none">• Reflect on 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">• drama elements, techniques, and vocabulary, to create mood and convey ideas, including but not limited to: character, time, place, plot, tension, mood, focus, contrast, balance• a variety of drama forms and drama conventions• 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>

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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>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

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ENGLISH LANGUAGE ARTS BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to 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>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts• Recognize how language constructs personal, social, and cultural identity• Construct meaningful personal connections between self, text, and world• Explain how literary elements, techniques, and devices enhance and shape meaning• Recognize an increasing range of text structures and how they contribute to meaning	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none">• forms, functions, and genres of text• literary elements• literary devices <p>Strategies and processes</p> <ul style="list-style-type: none">• oral language strategies

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/english-language-arts/k/core>