

## BIG IDEAS

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

Engagement in the **arts** creates opportunities for **inquiry** through purposeful play.

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

People connect to others and share ideas through the **arts**.

## 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 <b>elements</b>, processes, materials, movements, technologies, tools, and techniques of the arts</li> <li>• Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and <b>purposeful play</b></li> <li>• Explore artistic expressions of themselves and community through <b>creative processes</b></li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Observe and share how <b>artists</b> (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>• Develop processes and technical skills in a <b>variety of art forms</b> to nurture motivation, development, and imagination</li> <li>• Reflect on creative processes and make connections to other experiences</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Interpret how symbols are used through the arts</li> <li>• Express feelings, ideas, stories, observations, and experiences through the arts</li> <li>• Describe and respond to works of art</li> <li>• Experience, <b>document</b> and <b>share</b> creative works in a variety of ways</li> <li>• Demonstrate increasingly sophisticated application and/or engagement of curricular content</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• elements in the arts, including but not limited to: <ul style="list-style-type: none"> <li>– <b>dance: body, space, dynamics, time, relationships, form</b></li> <li>– drama: <b>character</b>, time, place, plot</li> <li>– music: beat/pulse, <b>rhythm, tempo, pitch, dynamics</b></li> <li>– visual arts: elements of design: <b>line, shape, texture, colour; principles of design: pattern, repetition</b></li> </ul> </li> <li>• processes, materials, movements, <b>technologies</b>, tools and techniques to support arts activities</li> <li>• <b>notation</b> to represent sounds, ideas and movement</li> <li>• a variety of <b>dramatic forms</b></li> <li>• <b>symbolism</b> as expressions of meaning</li> <li>• traditional and contemporary <b>Aboriginal arts</b> and arts-making processes</li> <li>• variety of local <b>works of art</b> and artistic traditions</li> <li>• <b>personal and collective responsibility</b> associated with creating, experiencing, or <b>sharing</b> in a safe learning environment</li> </ul>

Big Ideas – Elaborations	ARTS EDUCATION Kindergarten
<ul style="list-style-type: none"> <li>• <b>arts:</b> includes but is not limited to the four disciplines of dance, drama, music, and visual arts</li> <li>• <b>inquiry:</b> an approach to learning based on students' questions, wonderings and observations</li> </ul>	

Curricular Competencies – Elaborations	ARTS EDUCATION Kindergarten
<ul style="list-style-type: none"> <li>• <b>elements:</b> characteristics of dance, drama, music, and visual arts</li> <li>• <b>purposeful play:</b> learning that uses real-life and/or imaginary situations to engage and challenge learners' thinking. Through planned purposeful play, students express their natural curiosity while exploring the world around them. It also provides a means for high-level reasoning and problem solving in a variety of ways. Learning can be performed collaboratively in both solo and ensemble contexts.</li> <li>• <b>creative processes:</b> the means by which an artistic work (in dance, drama, music, and visual arts) is made; includes but is not limited to exploration, selection, combination, refinement, and reflection</li> <li>• <b>artists:</b> people who create works in any of the arts disciplines (e.g., dancers, actors, musicians, visual artists); also includes the students themselves</li> <li>• <b>variety of art forms:</b> mediums of creative or artistic expression, such as painting, sculpture, plays, improvisations, dances, songs, and performances in both/either solo and/or ensemble contexts.</li> <li>• <b>document:</b> activities that help students reflect on their learning (e.g., through drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)</li> <li>• <b>share:</b> includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource</li> </ul>	

Content – Elaborations	ARTS EDUCATION Kindergarten
<ul style="list-style-type: none"> <li>• <b>dance:</b> the elements of dance are universally present in all dance forms and grow in sophistication over time.</li> <li>• <b>music:</b> the elements of music are universally present in all forms of vocal and instrumental music and grow in sophistication over time.</li> <li>• <b>body:</b> what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc.</li> <li>• <b>space:</b> where the body is moving, including place, level, direction, pathway, size/reach, shape, etc.</li> <li>• <b>dynamics (in dance):</b> how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound)</li> <li>• <b>time:</b> how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns</li> <li>• <b>relationships:</b> with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments</li> <li>• <b>form:</b> The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract</li> <li>• <b>character:</b> in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another</li> <li>• <b>rhythm:</b> the arrangement of sounds and silences over time</li> <li>• <b>tempo:</b> the frequency or speed of the beat</li> <li>• <b>pitch:</b> how high or low a note is</li> </ul>	

## Content – Elaborations

- **dynamics (in music):** the level of loudness or softness of music (e.g., loud/soft)
- **line:** e.g., thick, thin, wavy, zigzag, jagged, etc.
- **shape:** 2-dimensional enclosed space, as compared to form which is 3-dimensional
- **texture:** the way something feels (e.g., smooth, rough, fuzzy)
- **principles of design:** the planned use of the visual elements to achieve a desired effect
- **pattern:** a design in which shapes, colours or lines repeat with regularity
- **repetition:** using the same object, colour, marking, or type of line more than once
- **technologies:** includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items
- **notation:** any written, visual, or kinetic form of representing music compositions; for example, movement and body percussion (e.g., clap, snap, stomp) can be used to investigate and represent music patterns and concepts; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
- **dramatic forms:** a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
- **symbolism:** use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., love can be symbolized by the colour red or the cradling of one's arms)
- **Aboriginal arts:** dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies or rituals as part of cultural tradition
- **works of art:** the results of creative processes in disciplines such as dance, drama, music, and visual arts
- **personal and collective responsibility:** ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials
- **sharing:** includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource