

Yukon Curriculum Connections

As a culminating activity, *Create Your Own Museum* will forge its own connections to whichever subjects and topics you choose to have your students explore within their museums. In addition, you can also use the world to addresses the following:

Grade 4:

Applied Design, Skills, and Technologies

Big ideas:

- Designs Can be improved with prototyping and testing.
- Skills are developed through practice, effort, and action
- The choice of Technology and tools depend on the tasks.

Curricular Competencies

Applied Design

Understanding context

- Gather information about or from potential **users**

Defining

- Choose a design opportunity
- Identify key features or user requirements
- Identify the main objective for the design and any **constraints**

Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against the objective and constraints
- Choose an idea to pursue

Prototyping

- Outline a general plan, identifying tools and materials
- Construct a first version of the **product**, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

Testing

- Test the product
- Gather peer feedback and inspiration
- Make changes and test again, repeating until satisfied with the product

Making

- Construct the final product, incorporating planned changes

Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process
- Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment

- Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space
- Identify new design issues

Applied Skills

- Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments
- Identify the skills required for a task and develop those skills as needed

Applied Technologies

- Use familiar tools and **technologies** to extend their capabilities when completing a task
- Choose appropriate technologies to use for specific tasks
- Demonstrate a willingness to learn new technologies as needed

Arts Education

Big ideas:

- Creative expression is a means to explore and share one's identity within a community.
- Dance, drama, music, and visual arts are each unique languages for creating and **communicating**

Curricular Competencies

Exploring and Creating

- Choose artistic **elements**, processes, materials, movements, technologies, tools, techniques and environments using combinations and selections for specific purposes in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore identity, place, culture, and belonging through arts experiences

Reasoning and reflecting

- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Interpret and communicate ideas using symbolism to express meaning through the arts
- Express, feelings, ideas, and experiences in creative ways
- Experience, **document** and **present** creative works in a variety of ways

- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content

- elements and principles that together create meaning in the arts, including but not limited to:
 - **visual arts:** elements of design: line, shape, space, texture, colour, **form**;
 - **principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, variety**
- processes, materials, **technologies**, tools and techniques to support arts activities
- **image development strategies**
- **symbolism** and metaphor create and represent meaning
- **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

English Language Arts

Big ideas:

- Language and **text** can be a source of creativity and joy
- **Texts** can be understood from different perspectives.
- Using language in creative and playful ways helps us understand how language works.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Curricular Competencies

Comprehend and connect (reading, listening, viewing)

- **Access and integrate information and ideas** from a variety of sources and from **prior knowledge** to build understanding
- Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to deepen understanding of **text**

Create and communicate (writing, speaking, representing)

- **Exchange ideas and perspectives** to build shared understanding
- Use writing and design processes to plan, develop, and create **texts** for a variety of purposes and audiences
- Use language in **creative and playful ways** to develop style
- Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation
- Develop and apply expanding **word knowledge**
- Use **oral storytelling processes**
- Transform ideas and information to create original texts

Content

Story/Text

- **forms, functions, and genres of text**
- **text features**
- evidence

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraph structure**
- sentence structure and **grammar**
- **conventions**

Grade 5:

Applied Design, Skills, and Technologies

Big ideas:

- Designs Can be improved with prototyping and testing.
- Skills are developed through practice, effort, and action
- The choice of Technology and tools depend on the tasks.

Curricular Competencies

Applied Design

Understanding context

- Gather information about or from potential **users**

Defining

- Choose a design opportunity
- Identify key features or user requirements
- Identify the main objective for the design and any **constraints**

Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against the objective and constraints
- Choose an idea to pursue

Prototyping

- Outline a general plan, identifying tools and materials
- Construct a first version of the **product**, making changes to tools, materials, and procedures as needed

- Record **iterations** of prototyping

Testing

- Test the product
- Gather peer feedback and inspiration
- Make changes and test again, repeating until satisfied with the product

Making

- Construct the final product, incorporating planned changes

Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process
- Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain a co-operative work space
- Identify new design issues

Applied Skills

- Use materials, tools, and technologies in a safe manner, and with an awareness of the safety of others, in both physical and digital environments
- Identify the skills required for a task and develop those skills as needed

Applied Technologies

- Use familiar tools and **technologies** to extend their capabilities when completing a task
- Choose appropriate technologies to use for specific tasks
- Demonstrate a willingness to learn new technologies as needed

Arts Education

Big ideas:

- Engaging in creative expression and experiences expands people's sense of identity and belonging
- Dance, drama, music, and visual arts are each unique languages for creating and **communicating**

Curricular Competencies

Exploring and Creating

- Intentionally select artistic elements, processes, materials, movements, technologies, tools, techniques, and environments to express meaning in their work
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore connections to identity, place, culture, and belonging through creative expression

Reasoning and reflecting

- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and analyzing works for art

Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Express, feelings, ideas, and experiences through the arts
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content

- elements and principles that together create meaning in the arts, including but not limited to:
 - **visual arts:** elements of design: line, shape, space, texture, colour, **form, value; principles of design: balance, pattern, repetition,** contrast, emphasis, **rhythm, unity, harmony,** variety
- processes, materials, technologies, tools and techniques to support creative works
- **image development strategies**
- **symbolism** and metaphor to explore ideas and perspective
- **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

English Language Arts

Big ideas:

- Language and **text** can be a source of creativity and joy
- **Texts** can be understood from different perspectives.
- Using language in creative and playful ways helps us understand how language works.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Curricular Competencies

Comprehend and connect (reading, listening, viewing)

- **Access and integrate information and ideas** from a variety of sources and from **prior knowledge** to build understanding
- Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of **text**
- Synthesize ideas from a variety of sources to build understanding
- Apply a variety of **thinking skills** to gain meaning from **texts**

Create and communicate (writing, speaking, representing)

- **Exchange ideas and perspectives** to build shared understanding
- **Use writing and design processes** to plan, develop, and create **texts** for a variety of purposes and audiences
- Use language in **creative and playful ways** to develop style
- **Communicate in writing** using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation
- Develop and apply expanding **word knowledge**
- Use **oral storytelling processes**
- Transform ideas and information to create original texts

Content

Story/Text

- **forms, functions, and genres of text**
- **text features**
- perspective/point of view

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraphing**
- sentence structure and **grammar**
- **conventions**

Grade 6:

Applied Design, Skills, and Technologies

Big ideas:

- Design can be responsive to identified needs.
- Complex tasks require the acquisition of additional skills.
- Complex tasks may require multiple tools and technologies.

Curricular Competencies

Applied Design

Understanding context

- **Empathize** with potential **users** to find issues and uncover needs and potential design opportunities

Defining

- Choose a design opportunity
- Identify key features or potential users and their requirements
- Identify criteria for success and any **constraints**

Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against criteria and constraints
- Evaluate personal, social, and environmental impacts and ethical considerations
- Choose an idea to pursue

Prototyping

- Identify and use **sources of information**
- Develop a plan that identifies key stages and resources
- Explore and test a variety of materials for effective use
- Construct a first version of the **product** or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

Testing

- Test the first version of the product or the prototype
- Gather peer and/or user and/or expert feedback and inspiration
- Make changes, troubleshoot, and test again

Making

- Identify and use appropriate tools, **technologies**, and materials for production
- Make a plan for production that includes key stages, and carry it out, making changes as needed
- Use materials in ways that minimize waste

Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

Applied Technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Content

Computational Thinking

- **visual representations** of problems and data

Computers and Communications Devices

- strategies for identifying and troubleshooting simple hardware and software problems
- function of input and output devices, including 3D printing and adaptive technologies for those with special needs

Digital Literacy

- digital self-image, citizenship, relationships, and communication
- legal and ethical considerations, including creative credit and copyright, and cyberbullying
- methods for personal media management
- search techniques, how search results are selected and ranked, and criteria for evaluating search results

Entrepreneurship and Marketing

- role of entrepreneurship in designing and making products and services
- market niche
- branding of products, services, institutions, or places

Media Arts

- **digital and non-digital media**, and their distinguishing characteristics and uses
- **techniques** for using images, sounds, and text to communicate information, settings, ideas, and story structure
- media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes
- influences of digital media for the purpose of communication and self-expression

Arts Education

Big ideas:

- Engaging in creative expression and experiences expands people's sense of identity and community.
- Dance, drama, music, and visual arts are each unique languages for creating and **communicating**

Curricular Competencies

Exploring and Creating

- Intentionally select, apply, combine, and arrange artistic **elements**, processes, materials, movements, **technologies**, tools, techniques, and environments in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore relationships between identity, place, culture, society, and belonging through the arts

Reasoning and reflecting

- Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations

Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Express, feelings, ideas, and experiences through the arts
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content

- elements and principles that together create meaning in the arts, including but not limited to:
 - **visual arts**: elements of design: line, shape, space, texture, colour, form, **value**;
principles of design: pattern, repetition, **balance**, contrast, emphasis, **rhythm**, variety, **unity**, **harmony**
- processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works
- **image development strategies**
- **symbolism** and metaphor to explore ideas and perspective
- **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

English Language Arts

Big ideas:

- Language and **text** can be a source of creativity and joy
- Exploring and sharing multiple perspectives extends our thinking.
- Developing our understanding of how language works allows us to use it purposefully.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Curricular Competencies

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding

Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts

Content

Story/Text

- **forms, functions, and genres of text**
- **text features**
- **techniques of persuasion**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraphing**
- **language varieties**
- sentence structure and **grammar**
- **conventions**
- **presentation techniques**

Grade 7:

Applied Design, Skills, and Technologies

Big ideas:

- Design can be responsive to identified needs.
- Complex tasks require the acquisition of additional skills.
- Complex tasks may require multiple tools and technologies.

Curricular Competencies

Applied Design

Understanding context

- **Empathize** with potential **users** to find issues and uncover needs and potential design opportunities

Defining

- Choose a design opportunity
- Identify key features or potential users and their requirements
- Identify criteria for success and any **constraints**

Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against criteria and constraints
- Evaluate personal, social, and environmental impacts and ethical considerations
- Choose an idea to pursue

Prototyping

- Identify and use **sources of information**
- Develop a plan that identifies key stages and resources
- Explore and test a variety of materials for effective use
- Construct a first version of the **product** or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

Testing

- Test the first version of the product or the prototype
- Gather peer and/or user and/or expert feedback and inspiration
- Make changes, troubleshoot, and test again

Making

- Identify and use appropriate tools, **technologies**, and materials for production
- Make a plan for production that includes key stages, and carry it out, making changes as needed
- Use materials in ways that minimize waste

Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications

- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

Applied Technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Content

Computational Thinking

- **visual representations** of problems and data

Computers and Communications Devices

- strategies for identifying and troubleshooting simple hardware and software problems
- function of input and output devices, including 3D printing and adaptive technologies for those with special needs

Digital Literacy

- digital self-image, citizenship, relationships, and communication
- legal and ethical considerations, including creative credit and copyright, and cyberbullying
- methods for personal media management
- search techniques, how search results are selected and ranked, and criteria for evaluating search results

Entrepreneurship and Marketing

- role of entrepreneurship in designing and making products and services
- market niche
- branding of products, services, institutions, or places

Media Arts

- **digital and non-digital media**, and their distinguishing characteristics and uses

- **techniques** for using images, sounds, and text to communicate information, settings, ideas, and story structure
- media technologies and techniques to capture, edit, and manipulate images, sounds, and text for specific purposes
- influences of digital media for the purpose of communication and self-expression

Arts Education

Big ideas:

- Through art making, one's sense of identity and community continually evolves.
- Dance, drama, music, and visual arts are each unique languages for creating and **communicating**
- Engaging in the arts develops people's ability to understand and express complex ideas.

Curricular Competencies

Exploring and Creating

- Intentionally select and apply materials, movements, **technologies**, environments, tools, and techniques by combining and arranging artistic **elements**, processes, and principles in art making
 - Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
 - Explore relationships between identity, place, culture, society, and belonging through the arts

Reasoning and reflecting

- Develop and refine ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations

Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Express, feelings, ideas, and experiences through the arts
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content

- elements and principles that together create meaning in the arts, including but not limited to:
 - **visual arts**: elements of design: line, shape, space, texture, colour, **form, value**;
principles of design: pattern, repetition, **balance**, contrast, emphasis, **rhythm, movement, variety, proportion, unity, harmony**

- processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works
- **image development strategies**
- **symbolism** and metaphor to explore ideas and perspective
- **ethical considerations** and **cultural appropriation** related to the arts
- **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

English Language Arts

Big ideas:

- Language and **text** can be a source of creativity and joy
- Exploring and sharing multiple perspectives extends our thinking.
- Developing our understanding of how language works allows us to use it purposefully.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Curricular Competencies

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding

Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts

Content

Story/Text

- **forms, functions, and genres of text**
- **text features**
- argument

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraphing**
- **language varieties**
- **syntax and sentence fluency**
- **conventions**
- **presentation techniques**

Grade 8:

Applied Design, Skills, and Technologies

Big ideas:

- Design can be responsive to identified needs.
- Complex tasks require the acquisition of additional skills.
- Complex tasks may require multiple tools and technologies.

Curricular Competencies

Applied Design

Understanding context

- **Empathize** with potential **users** to find issues and uncover needs and potential design opportunities

Defining

- Choose a design opportunity
- Identify key features or potential users and their requirements
- Identify criteria for success and any **constraints**

Ideating

- Generate potential ideas and add to others' ideas
- Screen ideas against criteria and constraints
- Evaluate personal, social, and environmental impacts and ethical considerations
- Choose an idea to pursue

Prototyping

- Identify and use **sources of information**
- Develop a plan that identifies key stages and resources
- Explore and test a variety of materials for effective use

- Construct a first version of the **product** or a prototype, as appropriate, making changes to tools, materials, and procedures as needed
- Record **iterations** of prototyping

Testing

- Test the first version of the product or the prototype
- Gather peer and/or user and/or expert feedback and inspiration
- Make changes, troubleshoot, and test again

Making

- Identify and use appropriate tools, **technologies**, and materials for production
- Make a plan for production that includes key stages, and carry it out, making changes as needed
- Use materials in ways that minimize waste

Sharing

- Decide on how and with whom to **share** their product
- Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications
- Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment
- Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space
- Identify new design issues

Applied Skills

- Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments
- Identify and evaluate the skills and skill levels needed, individually or as a group, in relation to a specific task, and develop them as needed

Applied Technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task
- Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use

Content

Computers and Communications Devices

- systems for information transfer and communication, including videos, blogs, podcasts, and social media

Digital Literacy

- strategies for curating personal digital content, including management, personalization, organization, and maintenance of digital content; e-mail management; and workflow

- search techniques, how search results are selected and ranked, and criteria for evaluating search results

Entrepreneurship and Marketing

- recognition of a market need and identification of target market
- development of a product or service, including its features and benefits
- forms of advertising and marketing that can influence a potential customer or buyer
- differences between consumer wants and needs

Media Arts

- **digital and non-digital** media technologies, their distinguishing characteristics, and their uses, including layout and design, graphics and images, and video production techniques for using images, sounds, and text to represent characterizations and points of view of people, including themselves, as well as settings and ideas
- media technologies and techniques to shape space, time, movement, and lighting within images, sounds, and text for specific purposes
- issues in ethical media practices, including cultural appropriation, moral copyright, reproduction, and privacy
- elements of media arts used to communicate meaning
- influences of digital media, including on communication and self-expression

Arts Education

Big ideas:

- Creative growth requires patience, readiness to take risks, and willingness to try new approaches.
- Individual and collective expression can be achieved through the **arts**.
- Dance, drama, music, and visual arts are each unique languages for creating and **communicating**

Curricular Competencies

Exploring and Creating

- Intentionally select and apply materials, movements, **technologies**, environments, tools, and techniques by combining and arranging artistic **elements**, processes, and principles in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and **purposeful play**
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences

Reasoning and reflecting

- Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a **variety of art forms** to improve the quality of artistic creations

Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and **audiences**
- Interpret and communicate ideas using **symbols** and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content

- elements and principles that together create meaning in the arts, including but not limited to:
 - **visual arts**: elements of design: line, shape, space, texture, colour, **form, value; principles of design**: pattern, repetition, **balance**, contrast, emphasis, **rhythm, movement, variety, proportion, unity, harmony**
- processes, materials, movements, **technologies**, tools, **strategies**, and techniques to support creative works
- **image development strategies**
- **symbolism** and metaphor to explore ideas and perspective
- **ethical considerations** and **cultural appropriation** related to the arts
- **personal and collective responsibility** associated with creating, experiencing, or **presenting** in a safe learning environment

English Language Arts

Big ideas:

- Language and **text** can be a source of creativity and joy
- People understand text differently depending on their worldviews and perspectives.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Curricular Competencies

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding

Create and communicate (writing, speaking, representing)

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**

- Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
- Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
- Use and experiment with **oral storytelling processes**
- Select and use appropriate features, forms, and genres according to audience, purpose, and message
- Transform ideas and information to create original texts

Content

Story/Text

- **forms, functions, and genres of text**
- **text features**
- **elements of visual/graphic texts**
- relevance, accuracy, reliability

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **multi-paragraphing**
- **language usage and context**
- **elements of style**
- **syntax and sentence fluency**
- **conventions**
- **presentation techniques**