

# Curriculum Redesign

{ **University of British Columbia | Teacher Candidate Conference**  
**Mark Reid, Ministry of Education**

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Monday, November 23, 2015

# Update on Curriculum

- Arts Education K-9 *revised* curriculum
  - available for use
  - experimentation and transition year (15/16)
  - edits will be made based on feedback from the field
- Arts Education 10-12 *draft* curriculum
  - available for review and feedback (15/16)
  - edits will be made in advance of transition year (16/17)



# Update on Curriculum

## Provincial Assessment – Grades 10-12



**Sept. 2015**

AGPA 2 report due to the Minister



**Jan. 2016**

Create new secondary provincial assessments



**2016/17**

Field testing and refinement

- Interim work: Science 10 assessment (June 2016)



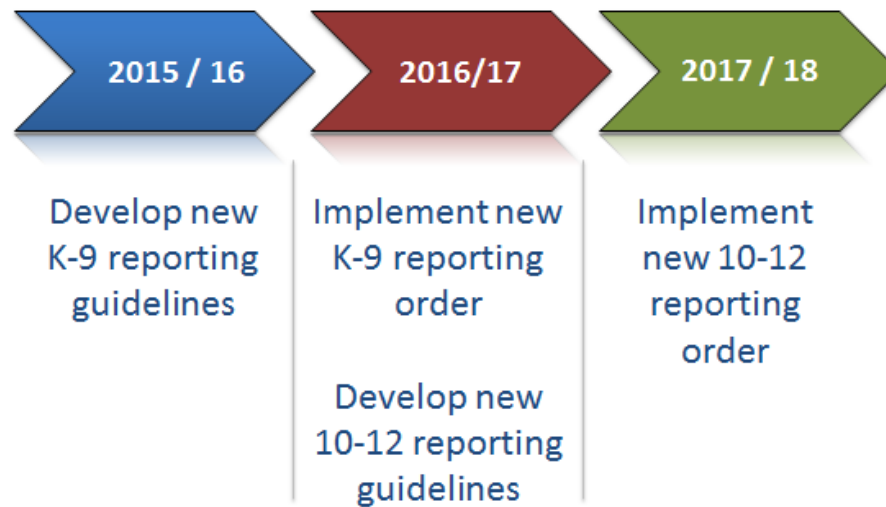
**2017/18**

Implementation



# Update on Curriculum

## Reporting on/Communicating Student Learning



# Goals of Redesign



- ✓ Personalized/flexible and greater depth of study
- ✓ Key ideas and learning standards
- ✓ Key ideas, concepts, and understanding
- ✓ Engagement and deeper learning through inquiry
- ✓ Students as doers and problem solvers
- ✓ Explicit focus on competencies
- ✓ Co-constructed and transparent development
- ✓ Synchronous development



# Curriculum Redesign Directions

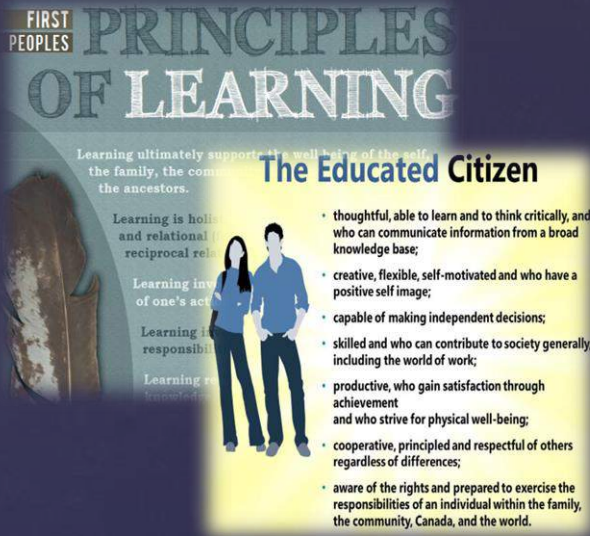
## What are the new directions?

- Increased flexibility and space for teacher innovation, student passions, and greater depth of study
- “Big Ideas” for each grade in each area of learning
- Explicit focus on competencies
- Support for inquiry, project-based, hands-on, and interdisciplinary approaches
- Aboriginal perspectives and content authentically integrated into all subjects
- A common framework for all areas of learning

## What will stay the same?

- Rigorous learning standards in each area of learning
- A strong focus on the foundations of reading, writing and mathematics
- Subjects such as Math, Science, Language Arts, and Social Studies remain at the heart of every student’s education

# Framing the Redesign



- ✓ Research promoting competency orientation
- ✓ Hands-on, minds-on
- ✓ Educated Citizen
- ✓ First Peoples Principles of Learning
- ✓ Disposition toward self-advocacy and agency
- ✓ Space for innovative practice and creativity
- ✓ Infusion of global perspectives and Aboriginal worldview



{ We are already a hands-on, process-based community!

# Arts Education

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# Curriculum

## Areas of Learning

{ *What's New? What the Same?*



{ 18 Arts Education IRPs

{ 1 Arts Education Curriculum

Curriculum	Year
<a href="#">Arts Education - Overview (2010)</a>	2010
<a href="#">Arts Education Dance Kits 7 (2010)</a>	2010
<a href="#">Arts Education Drama Kits 7 (2010)</a>	2010
<a href="#">Arts Education Music Kits 7 (2010)</a>	2010
<a href="#">Arts Education Visual Arts Kits 7 (2010)</a>	2010
<a href="#">Dance 11 and 12: Performance and Choreography (1997)</a>	1997
<a href="#">Dance 8 to 10 (1995)</a>	1995
<a href="#">Drama 11 and 12: Film and Television (1998)</a>	1998
<a href="#">Drama 11 and 12: Theatre Performance and Theatre Productions (2000)</a>	2000
<a href="#">Drama 8 to 10 (1995)</a>	1995
<a href="#">Fine Arts 11 (1997)</a>	1997
<a href="#">Fine Arts Fundamentals to Grade 7 (1998)</a>	1998
<a href="#">Music 11 and 12: Choral Music and Instrumental Music (2002)</a>	2002
<a href="#">Music 11 and 12: Composition and Technology (1997)</a>	1997
<a href="#">Music 8 to 10 (1995)</a>	1995
<a href="#">Visual Arts 11 and 12: Art Foundations and Studio Arts (2002)</a>	2002
<a href="#">Visual Arts 11 and 12: Media Arts (1997)</a>	1997
<a href="#">Visual Arts 8 to 10 (1995)</a>	1995



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Goals and Rationale Download Curriculum: English Français

# Arts Education

K 1 2 3 4 5 6 7 8 9

Arts Education ▾

**Core Competencies**

- C Communication
- T Thinking
- PS Personal & Social

**Big Ideas**

- Identify, explore, experiment, and improvise through arts experiences.
- There are multiple opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.
- Creative arts experiences can build confidence and foster relationships with others.

**Learning Standards**

**Curricular Competencies**

Students will be able to use **creative processes** to create and respond to the arts.

**Exploring and creating**

- Create artistic works both collaboratively and as an individual using ideas inspired by imagination, inquiry, and **purposeful play**.
- Explore materials, environments, tools, and techniques by combining and arranging elements, processes, and principles.
- Demonstrate an understanding and application of personal, social, cultural, historical, and environmental contexts in relation to the arts.
- Explore relationships between identity, place, culture, society, and belonging through a **ritual** experience.

**Content**

Students are expected to know with the following:

- 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
- the role of performers and audiences in a variety of contexts
- traditional and contemporary**

# Curriculum Redesign



# Arts Education

## What's new?

- Unified K–8 curriculum for the four disciplines — dance, drama, music, and visual art
- Grades 9 and 10 core *and* discipline-specific curriculum
- Grades 11 and 12 discipline-specific curriculum
- Artistic habits of mind serve as organizers for curricular competencies

## What's the same?

- Content relating to elements, processes, skills, and techniques of all four distinct core disciplines — dance, drama, music, visual art
- Focus on creative and artistic processes, discipline-specific literacy and language
- Connections between grades to support multi-year program models
- Engagement of students in creative processes and dialogue



# Core Competencies

{ *Communication, Thinking,  
Personal & Social*





## Communication



## Thinking



## Personal and Social

These, along with literacy and numeracy, provide foundation to curriculum.

Each connects with curricular content and competencies and with Big Ideas.

**T** **CREATIVE THINKING**  
Competency Profiles

OVERVIEW

**PS** **POSITIVE PERSONAL & CULTURAL IDENTITIES**  
Competency Profiles

OVERVIEW

**C** **COMMUNICATION**  
Competency Profiles

OVERVIEW

**PS** **PERSONAL AWARENESS & RESPONSIBILITY**  
Competency Profiles

OVERVIEW

**PS** **SOCIAL RESPONSIBILITY**  
Competency Profiles

OVERVIEW

**T** **CRITICAL THINKING**  
Competency Profiles

OVERVIEW





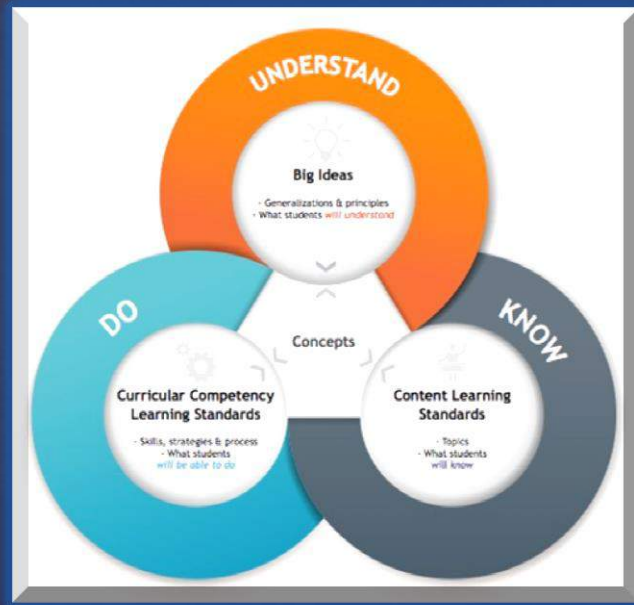
# Curriculum Model

## Know-Do-Understand

{ *Content | Competencies | Big Ideas*

{ Know-Do-Understand

{ Concepts & Competencies



The model connects all three components.

Interaction through instruction.

Choice for teachers in planning.

# Curriculum Model

# Curriculum Model

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# Big Ideas

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HOME CORE COMPETENCIES CURRICULUM DRAFTS ASSESSMENT

Goals and Rationale Download Curriculum: English Français

# Arts Education

K 1 2 3 4 5

Arts Education 9 ▼

## Core Competencies

C Communication T Thinking PS Personal & Social

## Big Ideas

- Identity is explored, expressed, and inhabited through arts experiences.
- The arts provide opportunities to gain insight into the perspectives and experiences of people from a variety of times, places, and cultures.
- Creative arts experiences can build community and nurture relationships with others.
- Dance, drama, music, and visual arts use their own unique sensory language for creating and communicating.

## Learning Standards

### Curricular Competencies

Students will be able to use creative processes to create and respond to the arts.

Exploring and creating

- Create artistic works both collaboratively and as an individual using ideas, imagination, inquiry, and purposeful play.
- Use materials, environments, tools, and techniques by combining and arranging elements, processes, and principles.
- Demonstrate an understanding and application of personal, social, cultural, historical, and environmental contexts in relation to the arts.
- Explore relationships between identity, place, culture, society, and belonging through artistic experiences.

### Content

Students are expected to know the following:

- for each of the arts disciplines — dance, drama, music, and visual arts — the essential principles and vocabulary that can be used to describe and convey ideas
- the role of performers and audiences in a variety of contexts
- traditional and contemporary

**Discipline Menu**



**Big Ideas**

**Curricular Competencies**

**Content**



## BIG IDEAS

The mind and body work together when creating works of art.

Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

The arts connect our experiences to the experiences of others.

## Learning Standards

### Curricular Competencies

*Students will be able to use creative processes to create and respond to the arts:*

#### Exploring and creating

- Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts
- 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
- Explore relationships among cultures, communities, and the arts

#### Reasoning and reflecting

- Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- Refine ideas, processes, and technical skills in a variety of art forms
- Reflect on creative processes and make connections to personal experiences
- Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art

#### Communicating and documenting

- Apply learned skills, understandings, and processes in new contexts
- Interpret and communicate ideas using symbolism in the arts
- Express feelings, ideas, and experiences in creative ways
- Describe and respond to visual and performing art pieces and provide constructive feedback
- Experience, document, perform, and share creative works in a variety of ways

### Content

*Students are expected to know the following:*

- elements in the arts, including but not limited to:
  - dance: body, space, dynamics, time, relationships
  - drama: character, time, place, plot, tension
  - music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
  - visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis
- processes, materials, movements, technologies, tools and techniques to support arts activities
- notation to represent sounds, ideas and movement
- a variety of dramatic forms
- image development strategies
- movement development strategies
- symbolism as ways of creating and representing meaning
- traditional and contemporary Aboriginal arts and arts-making processes
- a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places
- personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment

## BIG IDEAS

Identity is explored, expressed, and impacted through music experiences.

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

Collaborative music experiences can build community and nurture relationships with others.

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 create and respond to the arts:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Perform collaboratively in both solo and ensemble contexts</li> <li>• Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences</li> <li>• Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect</li> <li>• Develop appropriate musical vocabulary, skills, and techniques</li> <li>• Take musical risks to experience self-growth</li> <li>• Contribute to create processes through collaborative and independent musical study</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> <li>• Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship</li> <li>• Receive, offer, and apply constructive feedback</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences</li> <li>• Revise, refine, analyze, and document musical experiences to enhance learning</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> <li>• Take musical risks to experience synchronicity among ensemble members and their audience</li> <li>• Demonstrate respect for themselves, others, and the audience</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, notation, and symbols to define style and convey ideas, including but not limited to: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</li> <li>• musical interpretation and choices impact performance</li> <li>• the role of performers and audiences in a variety of contexts</li> <li>• traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through song</li> <li>• contributions of innovative musicians and composers from a variety of genres, communities, times, and places</li> <li>• personal and social responsibility associated with creating, performing, and responding in music</li> <li>• the ethics of cultural appropriation and plagiarism</li> </ul>

**BIG IDEAS**

The mind and body work together when creating works of art.

Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

The arts connect our experiences to the experiences of others.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to create and respond to the arts:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts</li> <li>Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>Explore identity, place, culture, and belonging through arts experiences</li> <li>Explore relationships among cultures, communities, and the arts</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>Observe, listen, describe, inquire, and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques</li> <li>Refine ideas, processes, and technical skills in a variety of art forms</li> <li>Reflect on creative processes and make connections to personal experiences</li> <li>Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art</li> </ul> <p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>Apply learned skills, understandings, and processes in new contexts</li> <li>Interpret and communicate ideas using symbolism in the arts</li> <li>Express feelings, ideas, and experiences in creative ways</li> <li>Describe and respond to visual and performing art pieces and provide constructive feedback</li> <li>Experience, document, perform, and share creative works in a variety of ways</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>dance: body, space, dynamics, time, relationships</li> <li>drama: character, time, place, plot, tension</li> <li>music: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture</li> <li>visual arts: elements of design: line, shape, space, texture, colour, form; principles of design: pattern, repetition, rhythm, contrast, emphasis</li> </ul> </li> <li>processes, materials, movements, technologies, tools and techniques to support arts activities</li> <li>notation to represent sounds, ideas and movement</li> <li>a variety of dramatic forms</li> <li>image development strategies</li> <li>movement development strategies</li> <li>symbolism as ways of creating and representing meaning</li> <li>traditional and contemporary Aboriginal arts and arts-making processes</li> <li>a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places</li> <li>personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment</li> </ul>

# { Grade 3 Curriculum

# { Instructional Ideas

The arts connect our experiences to the experiences of others.

- symbolism as ways of creating and representing meaning

- Interpret and communicate ideas using symbolism in the arts
- Express feelings, ideas, and experiences in creative ways

- Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play

- Dance – Character movement
- Drama – Character voice
- Music – Peter and the Wolf
- Art – Family Coat of Arms

# Planning for Learning



**BIG IDEAS**

Through art making, one's sense of identity and community continually evolves.

Experiencing art challenges our point of view and expands our understanding of others.

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.

**Learning Standards**

**Curricular Competencies**

*Students will be able to use creative processes to create and respond to the arts:*

**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
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

**Reasoning and reflecting**

- Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts
- Develop and refine ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Reflect on works of art and creative processes to understand artists' intentions
- Interpret works of art using knowledge and skills from various areas of learning
- Examine relationships between the arts and the wider world

**Communicating and documenting**

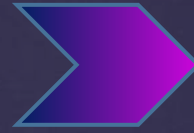
- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Interpret and communicate meaning, symbols and elements to support meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Express, feelings, ideas, and experiences through the arts
- Describe, interpret and respond to works of art
- Experience, document, choreograph, perform, and share creative works in a variety of ways

**Content**

*Students are expected to know the following:*

- manipulation of elements and principles to create meaning in the arts, including but not limited to:
  - dance: body, space, dynamics, time, relationships; form and movement principles
  - drama: character, time, place, plot, tension, mood, focus, contrast
  - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
  - visual arts: elements of design: line, shape, space, texture, colour, form, tone; principles of design: pattern, repetition, balance, contrast, emphasis, rhythm, movement, unity, variety, proportion, harmony
- processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
- movement development strategies
- drama forms and drama conventions
- notation in music and dance to represent sounds, ideas, movement, elements, and actions
- image development strategies
- symbolism and metaphor to explore ideas and perspective
- traditional and contemporary Aboriginal arts and arts-making processes
- a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and place
- ethical considerations and cultural appropriation related to the arts
- personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment

Through art making,  
one's sense of identity and  
community continually evolves.



- developing complexity of texture
- role in the ensemble

- folksong content and traditions
- variety of historical eras



traditional and contemporary Aboriginal arts and arts-making  
processes  
a variety of national and international works of art and artistic  
traditions from diverse cultures, communities, times, and place

Create artistic works collaboratively and as an individual using ideas inspired by  
imagination, inquiry, experimentation, and purposeful play



- Play, perform
- Rehearse, improvise

- Practice strategies
- Transfer of knowledge



Adapt learned skills, understandings, and processes for use in new contexts and for  
different purposes and audiences

# Planning for Ensemble



{ BCTF – TeachBC

{ Curriculum Site

- All areas of learning
- Arts Ed team – ideas for submission
- Flexible, adaptable
- Creativity welcome



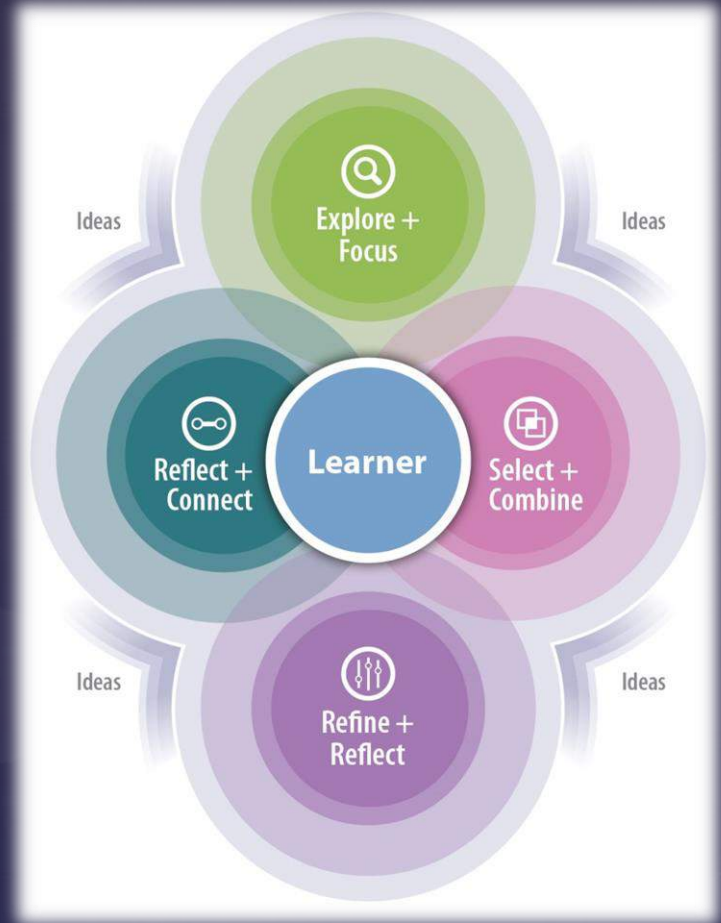
# Instructional Samples



# Instructional Supports

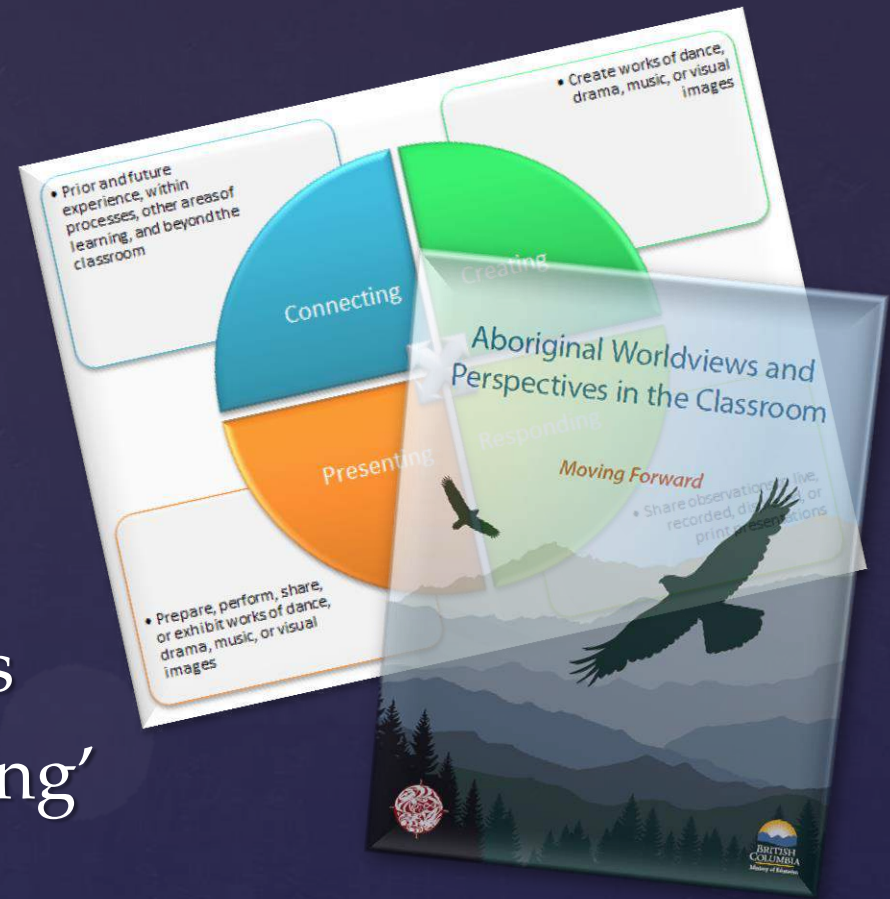
{ *Documents to provide support and a base for strategy*

- Multi-phase
- Non-linear
- Inquiry prompts
- Design thinking
- Problem solving



# Creative Processes

- Not mandated
- Possible strategies
- Links to curriculum
- Ethical connection to Aboriginal artists/arts
- Addition of 'connecting'



# Connecting, Creating, Presenting, and Responding in Arts Education

# Curriculum Redesign

{ [www.curriculum.gov.bc.ca](http://www.curriculum.gov.bc.ca)  
Feedback – [mark.reid@gov.bc.ca](mailto:mark.reid@gov.bc.ca)



# Thank you

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Feedback – [mark.reid@gov.bc.ca](mailto:mark.reid@gov.bc.ca)

