



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District No. 73 (Kamloops-Thompson)	School District Authority Number: SD73
Developed by: Kirk Macfarlane, Greg Hall, Dennis Staginnus, Emily Oliver, Dawn Burn, Katrina Melan, Steve Weisgerber, Lindsay Williams, Syd Griffith	Date Developed: Semester 1, 2018
School Name: Kamloops School of the Arts	Principal's Name: Sydney Griffith
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Arts Academy Minors (S1 10), (S1 11), (S1 12) and (S2 10), (S2 11), (S2 12)	Grade Level of Course: 10, 11 and 12
Number of Course Credits: 2	Number of Hours of Instruction: 60 – 120 hours

Board/Authority Prerequisite(s):

While there are no prerequisites it is desirable that students have had earlier experience with the various art forms listed below; however each course is designed to stand alone and pre-requisites are not essential.

Special Training, Facilities or Equipment Required:

Studios - Music, Visual Arts, Media Arts, Drama, Dance.

Course Synopsis: *These are two credit exploratory courses. No prerequisite courses are required for these exploratory courses.

CONTEMPORARY MUSIC/CHAMBER MUSIC - This course is for students with musical experience who would like to work in small groups to produce a variety of music. From duets to quintets students can explore music in traditional, contemporary or hybrid form. Examples of collaborations could be but not limited to songwriters and instrumentalists, jazz combos, rock bands, and quartets, classical quartets. Students will also learn basic recording techniques to archive their works and collaborations.

DANCE - Companies engage audiences with spectacular performances, with a core focus on musicality, dynamic movement, and stage presence. In this course you will be introduced to a number of dance styles as well as performance styles. This course will also teach the fundamentals of dance stage presence, and what it takes to become a large company dancer!



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DIGITAL PHOTOGRAPHY - Students build upon the skills learned in the introductory course, learning more advanced digital photography techniques. Students will also be called upon to mentor students in the introductory level.

DRAMA IMPROVISATION - Students will deepen their repertoire of the fundamental skills acquired from the introductory course. Physical Theatre will be introduced, with a focus on the body as the “honest instrument”. Students will create original pieces, encompassing the ridiculous and the sublime. Students should be ready to collaborate with an ensemble and be willing to take creative risks through advanced games, scene work and fully developed performances.

FILM STUDIES - Film Studies is the study of the production, aesthetics, and history of the 20th century’s most important visual medium—the cinema. As storytelling device, as historical document, as expression of imagination, as artistic object, there is no form more capable of capturing our interest and provoking the senses. The cinema can create worlds of magic, fantasy, and romance just as easily as it can expose the dim reality of actually lived life. In film studies we will look at a number of different time periods and genres. You will get the chance to watch, debate, and make film!

GUITAR - This course is designed for beginner and advanced guitarists. Students will learn various skills such as chords, strumming and fingerpicking. Students will get to play in a variety of musical genres. Instruction is done in both large groups and individual one on one time. Students who have previous knowledge in guitar can progress their skills further in more technical areas as well. No previous musical knowledge is required for this course.

GRAPHIC PRODUCTION (YEARBOOK) - In the senior levels of this course, students may be assigned to lead groups in the production process. They may also be assigned as editors of the book. Students completing this course will be able to work with industry standard software for desktop publishing and image and photo manipulation. Students who participate in publishing the yearbook will leave the class with marketable skill in desktop publication. In addition, students will gain invaluable skills in organization, teamwork and business practices.

MEDIA ARTS (VIDEO PRODUCTION) - This course is a continuation of the Moodle studies in Introductory Video Production. With a firm understanding of the basics of video production techniques and camera features, students will create video products to help learn academic subjects through the integration of this art form. Students have the freedom to create film and edit academic topics of their choice to create quality educational videos. If time permits, students will be permitted to create a non-academic video project of their choosing.

MUSICAL THEATRE - The Musical Theatre course introduces students to the varied aspects of musical theatre performance, with special attention to the fundamentals of voice production, stage movement, acting, characterization and dance. Students will have the opportunity to perform in either a small-scale and/or large scale production.

STUDIO ARTS 3D (CERAMICS & SCULPTURE) - Using your previous experiences in Ceramics and Sculpture you will be presented with assignments to challenge your skills. You will need to be motivated and open-minded. Expect to spend some time out of class working on class projects and independent explorations.

STUDIO ARTS 2D (DRAWING & PAINTING) - Using your previous experiences in Drawing and Painting you will be presented with assignments to challenge your skills. You will need to be motivated and open-minded. Expect to spend some time out of class working on projects and independent explorations. All students will be expected to keep a sketchbook.



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THEATRE PRODUCTION - This course will cover the elements of production design, technical theatre, and theatre management. It will include lighting design, sound design, set design, and costume design. The students will go over the hierarchy of a production and crew responsibilities. They will also cover the order in which tasks are undertaken and the steps it takes to produce a piece of theatre from rehearsals to the final show. During this course students will be working with the Junior and Senior Theatre classes to help design and produce their plays

WORLD DRUMMING - This course is open to any student wishing to learn about playing world hand drums and percussion. This course will focus on teaching the fundamentals to play percussive music in a group. This course gains insight into perspectives and experiences of cultures from a variety of times and places. No previous musical knowledge is required for this course.

Goals and Rationale:

These are 2 credit exploratory courses for students to explore their passions within a variety of arts courses.

Aboriginal Worldviews and Perspectives:

Big Ideas

Personal design choices require self-exploration, evaluation, and the refinement of skills.

Arts encourages creativity, innovation, and collaboration in a variety of contexts.

Arts offers dynamic ways to explore and share identity and a sense of belonging.

Artistic expression is an artist's physical and cognitive articulation of our humanity.

Enduring understanding of the Arts is gained through perseverance, resilience, and risk taking.



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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> Explore and create dramatic works to express ideas, meaning, and emotions Create, rehearse, and refine artistic works through collaborative and individual presentation or performance Develop and refine project skills in a variety of contexts Express meaning, intent, and emotion through the art major Experiment with a range of materials, props, processes, and technologies to create and refine performances Create artistic works for an intended audience Improvise and take creative risks using imagination, exploration, and inquiry Receive and apply constructive feedback <p>Reason and reflect</p> <ul style="list-style-type: none"> Receive and apply constructive feedback to develop and refine ideas Demonstrate awareness of self, others, and audience Reflect on artistic works and make connections with personal experiences Examine the influences of social, cultural, historical, environmental, and personal contexts in the world of arts based learning <p>Communicate and document</p> <ul style="list-style-type: none"> Document and respond to artistic works and experiences in a variety of contexts Use symbolism and imagery to communicate about and respond to environmental and social issues Express personal voice, cultural identity, and perspectives using a variety of techniques Receive and apply constructive feedback Use discipline-specific language to communicate and interpret ideas <p>Connect and expand</p> <ul style="list-style-type: none"> Demonstrate personal and social responsibility associated with creating, performing, and responding to dramatic works Create artistic works to reflect personal voice, story, and values Explore the relationships between media, arts, culture, and society Explore the relationships between the arts, culture, and society Explore the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts Demonstrate awareness of self, others, and audience Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through dramatic works Identify and practise appropriate self-care to prevent performance-related injury 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Strategies and techniques to support creative processes Artistic forms and conventions Influences of time and place on artistic works Artists from a variety of genres and cultures A range of local, national, and intercultural performers and movements Traditional and contemporary First Peoples worldviews, history, and stories communicated through artistic works Ethics of cultural appropriation and plagiarism Health and safety protocols and procedures Technical skills, strategies, and technologies to support the creative process. Elements and principles of the creative process Movement, sound, image, and form Roles of performer, audience, and venue



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Big Ideas – Elaborations

- Aesthetic experiences: emotional, cognitive, or sensory responses to works of art
- Artist: an individual, including a student, who creates or designs artistic works

Curricular Competencies – Elaborations

- **Take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **Feedback:** a form of assessment for learning in which the learner is provided with meaningful observations, comments, and ideas from teachers and peers during the creative process
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **Empathetic observation:** may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders
- **Project management processes:** setting goals, planning, organizing, constructing, monitoring, and leading during execution
- **Intellectual property:** creations of the intellect such as works of art, invention, discoveries, design ideas to which one has the legal rights of ownership
- **Ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **Personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **Digital citizenship:** understanding human, cultural, and societal issues related to technology, and engaging in legal and ethical behaviours
- **Responsible use of materials:** using materials in an environmentally responsible way, including considering their level of biodegradability and potential for reuse and recycling



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Content – Elaborations

- **Artistic elements:** character, time, place, plot, tension, mood, focus, contrast, balance
- **Strategies and techniques:** the use of artistic elements and devices in rehearsal and performance contexts for a desired effect
- **Artistic forms:** structures associated with specific genres (e.g., comedy, tragedy, melodrama) or types of dramatic expression
- **Cultural appropriation:** use of a cultural motif, theme, “voice,” image, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **Principles of design:** balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity, depth, proportion and scale, sequencing, synchronization repetition, rhythm, unity
- **Creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection

Recommended Instructional Components:

Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

<https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting>

Learning Resources:

- Musical instruments (guitars/drums/band and string instruments)
- Music method books (guitar/band)

- Clear space for dancing (sprung floor desirable) (dance)
- Mirror wall (desirable) (dance)
- Accessibility to music (dance)

- Studios/Academy Materials

Additional Information: