

Vancouver Biennale BIG IDEAS 2014 Cross Curricular Challenge

Program Participant List

School/Applicant	Grade(s)	Learning Subject	Biennale Inspiration	BIG IDEAS	Guiding Questions	Cross-curricular Access	Artistic Creation
Surrey School District		Language Arts	Blue Trees; Amazing Laughter; Minotaur and Hare; Walking Figures; The Stop; Eros Bendato Scrippolato	Exploring personal identity and embracing uniqueness.	How can we support and celebrate uniqueness? How do we understand, promote and reinforce stereotypes, gender roles, expectations and perceptions? What are the myths, truths and complexities of stereotypes, gender roles and perceptions? Is there one truth or many? How do we encourage ourselves and others to open our minds and accept diverse possibilities? How do we limit each other to what is expected based on race, gender or culture? How can we diminish gender roles and stereotypes to have an open society? What is gender expression? What are the effects of gender diversity on students who do not present like the stereotypes?	Dance; Music and Language Arts; Arts Education; Social Justice; Social Studies/History; Psychology; Technology	Performances that will incorporate dance, song, visual art, new media art
ELEMENTARY							
Simon Cunningham	Grade 4/5						
French Immersion							
Maple Green	Grade 5/6						
George Greenaway	Grade 7						
WE Kinvig	Grade 6						
ARTS ELEMENTARY							
David Brankin	Grade 5/6						
David Brankin	Grade 5/6						
White Rock	Grade 5/6						
SECONDARY							
Princess Margaret	Choir						
Panorama Ridge	Dance						
Frank Hurt	Art 9/10 & Planning 10						
North Surrey	Grade 9-12 Choir						
Johnston Heights	Art 9/10						
Ecole Bilingue, Vancouver	Grade 1	Science, language Arts, Social Studies	Walking Figures	Understanding consequence of our decision on ourselves and others.	How does better understanding of force and fiction allows us to make better decision?	Technology; Arts Education	Posters, drawings, multi-sense performance
Kerrisdale Elementary, Vancouver	Grade 6 and 7	Language Arts	Freezing Water #7	As individuals and as a culture we are shaped by our environment.	How were ancient cultures shaped by their environment? How has Vancouver's evolution been shaped by it's environment? How do people in Vancouver interact with the natural environment? How does access to our natural environment enhance a healthy lifestyle?	Science; Social Studies; Language Arts; Health and Career; Math	Photo journals; spoken word poetry; performance including a digital slideshow

Vancouver Biennale BIG IDEAS 2014 Cross Curricular Challenge

Program Participant List

School/Applicant	Grade(s)	Learning Subject	Biennale Inspiration	BIG IDEAS	Guiding Questions	Cross-curricular Access	Artistic Creation
King George Secondary, Vancouver	Grade 8, 9 and 10	Science	Freezing Water #7; 217.5 Arc, Wind Waves	Water systems are the foundation of life.	How does water transform and how is it transformed by the environment? How does water define Vancouver? How does water shape our landscape? How is water transformed by humans? How does the question of sustainability pertain to water given its open border nature? What is your Watermark? How does water shape humans, communities, cultures and civilizations? How do world events effect local water - ocean currents have no borders?	Science, Arts Education, Math, Socials, Language Arts	Photography display, water colour paintings, presentation to community
Kitsilano Secondary Mini, Vancouver	Grade 10 - 12	Arts Education, Social Studies	Anastasia Henry's Haida art; Brian Jungen's contemporary first nations masks; museums and galleries in BC; Bill Reid piece from 2005/2007 exhibit	Bridging traditional ideas of North West Coast Art with modern reality; Art helps change our perspective; Cultures change through time.	How do we bridge the gap between traditional and modern North West Coast Art of First Nations culture ? Can we unlearn mistaken background knowledge of First Nations culture? Can we attempt to diversify the observer's perceptions of North West Coast Art? What is the new emerging culture of First Nations today? How do we make change happen even with considering pre-conceptual perception among outsiders of First Nations culture? Curriculum content to be integrate with social & civic studies of grade 8-12 & 3-4.	Science, Socials, Poli-Sci, History, Language Arts	Artifacts, visual art, blog, video
Lord Selkirk Elementary, Vancouver	Grade 5 and 6	Language Arts	Echoes, AMaze-ing Laughter, Where I Belong documentary	Our cultures and identities.	How does one's identity and culture shape us in understanding others is a diverse society?	Music, French/English Language Arts, Socials, Art Education, Physical Education, Math, Social Responsibility	Live looping performance, visual composition, journal collage
Queen Alexandra School, Vancouver	Grade 6 and 7	Science, Language Arts	Freezing Water #7	Everything changes: matter changes, people change as they grow and the environment changes with varying conditions. We must learn to adapt and learn how we can be agents of change in the world.	How does matter change? Why do changes matter? How can young people be agents of change?	Science, Health and Career, Language Arts, Fine Arts	A play, movement pieces, spoken word poetry

Vancouver Biennale BIG IDEAS 2014 Cross Curricular Challenge

Program Participant List

School/Applicant	Grade(s)	Learning Subject	Biennale Inspiration	BIG IDEAS	Guiding Questions	Cross-curricular Access	Artistic Creation
St Francis Xavier School, Vancouver	Grade 6	Social Studies	Freezing Water #7; various other artists	We as citizens are called to use our talents and passions to shape the identity of our community and the world.	How can we as global citizens, use our talents and passions to lead change in our community and the world?	Science, Socials and Mathematics	Visual art film of drama, images and spoken word poetry
Walter Moberly Elementary, Vancouver	Grade 4	Language Arts	Walking Figures; Masks at the MOA; Alfred Pellán	Who am I? Making meaning and connecting with story, text and images through exploration and inquiry deepens understanding of self, identity, and others.	What is a mask? How do you feel when you are wearing a mask? How can we use art and storytelling to learn about ourselves? About others? What masks (borders) do we put on ourselves? What masks (borders) do others put on themselves? How can we open/remove/understand/appreciate these masks? How do others see me when I have my different masks (borders) on? How do I see others? How can I cross these borders and feel safe in doing so?	Science; Social Studies; Math; Arts Education	Masks; performance; website
Walter Moberly Elementary, Vancouver	Grade 4,5,6 and 7	Language Arts	Minotaur and Hare, The Stop, other media	The inherent values embedded in a meritocracy education system define who we are as learners.	What roles has meritocracy played in shaping the borders my learners have drawn for themselves? What daily decisions do they make to maintain these borders? What can I do as a teacher/leader to help my learners to extend and reshape these boundaries?	Language Arts, Socials	
Walter Moberly Elementary, Vancouver	Grade 4	Science, Language Arts	Minotaur and Hare,	How do living organisms interact with each other in their environments? Living things sense and respond to stimuli in their environment.	What structural and behavioural adaptations do organisms have in order to survive in their habitats? What impact do humans have on their surroundings environments? How do we resolve conflict peacefully? Why is empathy important? When we get to a crossroad what do we do?	Socials, Language Arts, Arts Education	Posters, myths, performances, newsletter
Windermere, Vancouver	Grade 8,9 and 10	Language Arts	A-maze-ing Laughter; Engagement; We; Ceramic Forms; Miss Mao; First Nation collections and various other pieces	Values shape social, cultural, and personal identities. Values also shape places and spaces.	How does art foster an awareness of Place, Space and Identity? How are the values represented in our school/community? What values define the culture of our school/community? How have/do Open Borders Crossroads Vancouver define the culture of our school/community? How are Place, Space and Identity transformed over time? What is the human vs nature impact on the transitioning and transforming of Place, Space and Identity?	Language Arts, Fine Arts, Socials, Contemporary Studies	Photo display of cultural mapping, written narratives, poems, presentation, designing a transformation in a public space in their school
Alcuin College, North Vancouver	Grade 3,4 and 10	Social Studies	Various installations, walking tour of Chinatown	Immigration shapes our national identity.	How has Canada benefitted from immigration? How have immigrants benefitted from living in Canada?	Arts Education	Visual art, music, theatre

Vancouver Biennale BIG IDEAS 2014 Cross Curricular Challenge

Program Participant List

School/Applicant	Grade(s)	Learning Subject	Biennale Inspiration	BIG IDEAS	Guiding Questions	Cross-curricular Access	Artistic Creation
Ecole Cedardale, West Vancouver	K, Grade 1 and 3	Science, Social Studies	Echoes; local green spaces; land art; Andy Goldsworthy; children led projects	Cultures are influenced by the local environment and contact with other cultures. Different environmental features present people with different challenges and opportunities.	How does understanding our personal identity help us appreciate our community? What role does diversity play, if any? In what ways, if any, is community reflected in our surroundings? Who and what has impacted the community landscape over time? What has lasting impact and why? How might participating in the Biennale's project help to develop our school's feeling of identity, community and pride?	Arts Education; Math; Language Arts	Designing and creating a garden, various garden projects, blog, video and image art
Sentinel Secondary, Ecole Pauline Johnson, Ecole Cedardale, West Vancouver	Grade 6,7 and 8	Arts Education; French Immersion Language Arts	Echoes; TED Talk "How mobile phones fight poverty"; Haiku Deck for iPad; Skype; various websites	Using Lines as Communication.	Given the BIG IDEAS of Open Borders Crossroads Vancouver, how can the concept of lines be used to communicate ideas across boundaries?	Social Studies; Economy and Technology; Language arts	Collaborative projects in the medium of their choice; presentation for school/presentation
Moody Middle School, Coquitlam	Grade 6 and 7	Language Arts	A-maze-ing Laughter; Engagement; 217.5 Arc x 13; Freezing Water; movie Wasteland; novel "Trash"; Aurora Robson	The arts bring awareness to global issues.	How does art foster awareness about social issues? Given the BIG IDEAS theme of Open Borders / Crossroads Vancouver, how do different expressions of international art impact our social awareness? How can the arts create awareness of how we consume and waste and the effects that has on the environment and poverty?	Language Arts, Socials, Career and Health, Math, Arts Education	Music and dance performance, flash mob, art installation, drama/video
Summit Middle School, Coquitlam	Grade 6 and 7	Language Arts	Freezing Water #7; We, 2008; A-maze-ing Laughter; Walking Figures;	Art helps build awareness of cultural diversity.	How does art speak to different communities and different generations? How can you use art to express yourself and how will this help yourself and help others understand your culture? What role does understanding pieces of art play in understanding other cultures? How does this deepened understanding of "cultural" art play into accepting, understanding, and welcoming other cultures into the larger community?	Social Studies; Math; Science	Music, interpretive dance, book of poetry, short stories, visual journals, a play
Burnett Secondary and Learning Services Dept., Richmond	Grade 8	Language Arts	Walking Figures; Dough Portraits; Echoes; YouTube video "For the Birds"	Social Values Shape the Individual.	How do we develop our personal identity within a collective? What make the consequences of assimilation be, especially as experienced from a First Nations perspective?	Visual Arts; Social Studies; Home Economics; Marketing/Business; Science	Poems, film, sketches, personal ancestry zine

Vancouver Biennale BIG IDEAS 2014 Cross Curricular Challenge

Program Participant List

School/Applicant	Grade(s)	Learning Subject	Biennale Inspiration	BIG IDEAS	Guiding Questions	Cross-curricular Access	Artistic Creation
William Bridge Elementary, Richmond	Grade 7	Language Arts	We, 2008; various other media	Diversity can be celebrated through mutual respect and thoughtful communication.	How can we respect diversity by cooperating and using out individual creative voices? How can volume, expression, pace, tone and emphases foster good communication with classmates of diverse backgrounds?	Arts Education, Health and Career	Spoken word, dance and music collaborations and performances
Squamish Elementary and Howe Sound Secondary, Squamish	Grade 6, 7, 10 and 12	Language Arts; Arts Education	WE 2008; Alphabet Stories by Laura Barron	Art, music and language can connect humanity by helping us to express the human experience.	How does the human experience manifest itself in art, music and language? How can we promote appreciation of our Canadian cultural mosaic?	Social Studies; History; Arts Education	School yard labyrinth, written narratives on story stones, spoken word piece with music, visual arts