

BIG IDEAS

Artists communicate ideas, emotions, and perspectives through **form**.

Traditions, perspectives, worldviews, and stories can be shared through **aesthetic experiences**.

Growth as an artist requires time, patience, and reflection.

The creation of artistic works relies on the interplay of mind and body.

Visual arts offer unique ways of exploring our identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Create three-dimensional (3D) artistic works using sensory inspiration, imagination, and inquiry • Explore artistic possibilities and take creative risks • Create 3D artistic works with an audience in mind • Express meaning, intent, and emotions through 3D artistic works • Develop and refine artistic skills and techniques in a range of styles and movements • Demonstrate safe and responsible use of materials, tools, and work space <p>Reason and reflect</p> <ul style="list-style-type: none"> • Identify ways to resolve creative challenges • Describe and analyze how artists use materials, technologies, processes, and environments in art making • Develop personal answers to aesthetic questions • Reflect on the influences of a variety of contexts on artistic works 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements of visual art • principles of design • image development strategies • materials, technologies, and processes • creative processes • physical properties and impacts of various materials • use of symbols and metaphors to represent ideas and perspectives • role of the artist and audience • influence of visual culture in media • traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through 3D artistic works • role of 3D artistic works in social justice issues • contributions of traditional, innovative, and inter-cultural artists • ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and appreciate 3D artistic works in a variety of contexts • Demonstrate respect for self, others, and place • Communicate and respond to social and environmental issues through artistic works <p>Connect and expand</p> <ul style="list-style-type: none"> • Create artistic works that demonstrate personal, cultural, and historical contexts • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through 3D artistic works • Explore the relationships between 3D artistic works, cultures, and society 	

Big Ideas – Elaborations

- **form:** three-dimensional (3D) artwork
- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences such as the feeling of rain on our face or the sound of a dog whimpering
- **creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **styles:** Works of art that share common visual characteristics can be described as belonging to the same artistic style.
- **movements:** Art movements occur when groups of artists embrace a common philosophy, style, and goal, usually within a similar time frame (e.g., Renaissance, neoclassicism, Romanticism, impressionism, symbolism, post-impressionism, art nouveau, art deco, fauvism, expressionism, cubism, futurism, Dadaism, de Stijl, Bauhaus, constructivism, surrealism, social realism, abstract expressionism, Color Field, pop art, op art, land art, minimalism, Graffiti, post-modernism, remodernism).
- **responsible use of materials:** using materials in an environmentally responsible way, considering their level of biodegradability and potential for reuse and recycling
- **environments:** place-based influences on the creation of artistic work; art related to or created for a specific place
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **Document:** through activities that help students reflect on and demonstrate their learning (e.g., writing an essay or article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **respond:** through activities ranging from reflection to action
- **social and environmental issues:** occurring locally, regionally, nationally, and/or globally
- **ways of knowing:** First Nations, Métis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **elements:** colour, form, line, shape, space, texture, tone, value
- **principles of design:** balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
- **materials:** ceramics materials (e.g., clay bodies, glazes, stains), wood, plastic, wire, paper pulp; single medium and mixed media
- **technologies:** in visual arts, any visual image-making technology; for 3D artistic works includes manipulating tools (e.g., pottery wheels, forms, chisels, drills, adzes), equipment for surface treatment and decoration (e.g., glue guns, knives, modelling tools), equipment used in ceramic processes (e.g., kilns, slab rollers, pug mills), and the improvisational use of miscellaneous items
- **processes:** additive processes (e.g., clay hand-building, assemblage, stitching), subtractive processes (e.g., carving, sanding, filing, engraving), modelling processes (e.g., throwing, casting, hand-modelling), surface treatment processes (e.g., glazing, staining, embossing, fretwork)
- **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
- **physical properties:** chemical changes in clay bodies and glazes, setting properties of plaster of Paris, softness or hardness of wood
- **impacts:** for example, what tools are required, sequencing and timing required by certain materials, allowances for reduction in clay, how weight and strength affects balance of a sculpture
- **visual culture:** aspects of culture that rely on visual representation
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, 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