

## BIG IDEAS

An artist's intention transforms **materials** into art.

Visual arts reflect the interconnectedness of the individual, community, history, and society.

Growth as an artist is dependent on perseverance, resilience, refinement, and reflection.

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

Artistic works offer unique **aesthetic experiences** in a variety of contexts.

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Create artistic works using <b>sensory inspiration</b>, imagination, and inquiry</li> <li>• <b>Explore</b> artistic possibilities using a range of materials, processes, and technologies</li> <li>• Intentionally select and combine materials, processes, and technologies to convey ideas</li> <li>• <b>Take creative risks</b> to express thoughts and emotions through artistic works</li> <li>• Refine artistic skills from a <b>variety of styles</b></li> <li>• Demonstrate active engagement in creating artistic works and resolving creative challenges</li> <li>• Explore contributions of traditional and innovative visual artists from a variety of <b>movements</b> and contexts</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of a <b>critique</b> and choose when to apply suggestions</li> <li>• Describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and <b>environments</b> in art making</li> <li>• Analyze design choices in artistic works</li> <li>• Develop personal answers to <b>aesthetic questions</b></li> <li>• Reflect on the influences of a <b>variety of contexts</b> on artistic works</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>elements of visual art</b></li> <li>• <b>principles of design</b></li> <li>• <b>image development strategies</b></li> <li>• materials, techniques, and <b>technologies</b> for visual art</li> <li>• <b>creative processes</b></li> <li>• symbols and metaphors</li> <li>• roles of artist and audience</li> <li>• influences of <b>visual culture</b> in social and other media</li> <li>• traditional and contemporary First Peoples worldviews, stories, and history, as expressed through visual arts</li> <li>• <b>moral rights</b> and the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• health and safety protocols and procedures</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b>, share, and appreciate artistic works in a variety of contexts</li> <li>• Demonstrate awareness of self, others, and <b>place</b> through art making</li> <li>• Communicate ideas and express emotions through art making</li> <li>• Communicate about and <b>respond</b> to <b>social and environmental issues</b> through visual art</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Create artistic works to reflect <b>personal voice</b>, story, and values</li> <li>• Explore First Peoples perspectives, knowledge, and protocols; other <b>ways of knowing</b>, and local cultural knowledge through artistic works</li> <li>• Explore personal, educational, and professional opportunities in visual arts and related fields</li> <li>• Connect with others on a local, regional, or national scale through visual arts</li> <li>• Demonstrate safe and <b>responsible use of materials</b>, tools, and work space</li> </ul>	

Big Ideas – Elaborations

- **materials:** any visual arts materials, ranging from traditional to innovative. The spectrum of materials available to artists is open-ended and constantly evolving.
- **humanity:** for example, the capacity for love, creativity, and inquiry
- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the sound of an orchestra or the smell of a mechanics shop
- **Explore:** learn through experimentation, to engage and challenge thinking
- **Take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **variety:** could involve students choosing several styles or selecting one or two as they compile a personal portfolio
- **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).
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **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:** including local, regional, and national issues, as well as social justice issues
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **responsible use of materials:** using materials in an environmentally responsible way, including considering their level of biodegradability and potential for reuse and recycling

Content – Elaborations

- **elements of visual art:** colour, form, line, shape, space, texture, tone, value
- **principles of design:** balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
- **image development strategies:** processes that transform ideas and experiences into visual images (e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, figure, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch)
- **technologies:** in visual arts, any visual image-making technology, such as paintbrush, scissors, pencil, stamp; includes the improvisational use of miscellaneous items
- **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
- **visual culture:** aspects of culture that rely on visual representation
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when they can and cannot modify an image created by someone else
- **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