

BIG IDEAS

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

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

Growth as a graphic artist is dependent on perseverance, resilience, 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>Explore and create</p> <ul style="list-style-type: none"> • Create graphic artworks using sensory inspiration, imagination, and inquiry • Design, create, and refine graphic artworks • Create graphic artworks for a specific audience • Explore artistic possibilities and cross-cultural perspectives • Take creative risks to express mood and ideas • Develop skills and techniques related to a variety of styles and technologies • Demonstrate active engagement in creating graphic artworks and resolving creative challenges • Intentionally select and combine materials, processes, and technologies to convey ideas • Explore contributions of traditional and innovative graphic artists from a variety of movements and contexts <p>Reason and reflect</p> <ul style="list-style-type: none"> • Understand the purpose of a critique and choose when to apply suggestions • Describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and environments in graphic arts • Analyze design choices in graphic artworks • Develop personal answers to aesthetic questions • Examine the influences of a variety of contexts on graphic artworks 	<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 • printmaking and graphic forms, materials, technologies, and processes • creative processes • symbols and metaphors • roles of artist and audience • influences of visual culture in social and other media • traditional and contemporary First Peoples worldviews, stories, practices, and history, as expressed through graphic arts • contributions of traditional, innovative, and intercultural graphic artists from a variety of movements and periods • moral rights and the ethics of cultural appropriation and plagiarism • health and safety protocols and procedures

Learning Standards (continued)

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

Big Ideas – Elaborations

- **materials:** any visual arts materials, ranging from traditional to innovative. The spectrum of materials available to artists is constantly evolving and open-ended.
- **Graphic arts:** use methods such as traditional printmaking, graphic design, illustration, and concept art for the purpose of reproduction
- **humanity:** the qualities of being human (e.g., the capacity for love, creativity, 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
- **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, storyboard, narration)
- **forms:** for printmaking and graphic arts (e.g., printmaking, digital graphics, concept art, illustration, graphic novels, typography, other genres)
- **materials:** for printmaking and graphic arts (e.g., linoleum, copper, aluminum, acrylic, polystyrene, screens, ink, paper, fabric, wood, improvisational materials such as collagraph materials)
- **technologies:** for printmaking and graphic arts (e.g., pencils, pens, brayers, printing presses, barens, chisels, etching tools, carving tools, airbrushes, rulers, digital graphic software, scanners, printers, cameras, hand-held devices)
- **processes:** for printmaking and graphic arts (e.g., stencils, registration, layering, editions, kitchen lithography, aquatinting)
- **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