

## BIG IDEAS

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

**Graphic arts** contribute to culture and reveal insights into the human experience.

Refining artistic expression requires perseverance, resilience, and risk taking.

Purposeful artistic choices enhance the depth and meaning of graphic artworks.

**Aesthetic experiences** have the power to change our perspective.

## 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 graphic artworks using <b>sensory inspiration</b>, imagination, and inquiry</li> <li>• Design, create, and refine graphic artworks</li> <li>• Create innovative graphic artworks for a specific audience</li> <li>• Examine artistic possibilities and cross-cultural perspectives</li> <li>• <b>Take creative risks</b> to express thoughts and emotions</li> <li>• Refine skills and techniques related to various <b>styles</b> and technologies</li> <li>• Demonstrate innovation in creating graphic artworks and resolving design challenges</li> <li>• Examine contributions of traditional and innovative graphic artists from a variety of <b>movements</b>, periods, and contexts</li> <li>• Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Recognize and engage in the reciprocal process of a <b>critique</b></li> <li>• Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and <b>environments</b> in graphic artworks</li> <li>• Analyze design choices in graphic artworks</li> <li>• Reflect on personal answers to <b>aesthetic questions</b></li> <li>• Reflect on the influences of a <b>variety of contexts</b> on graphic artworks</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>• printmaking and graphic <b>forms, materials, technologies, and processes</b></li> <li>• <b>creative processes</b></li> <li>• symbols and metaphors</li> <li>• roles of and relationships between 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 practices, as expressed through graphic arts</li> <li>• contributions of traditional, innovative, and intercultural graphic artists from a variety of movements, contexts, and periods</li> <li>• history of a variety of artistic movements, including their roles in historical and contemporary societies</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 graphic artworks in a variety of contexts</li> <li>• Demonstrate respect for self, others, and <b>place</b> through art making</li> <li>• Express ideas and perspectives through graphic artworks</li> <li>• Investigate and <b>respond</b> to <b>social and environmental issues</b> through graphic artworks</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Create graphic artworks 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 graphic arts</li> <li>• Examine the reciprocal relationships between graphic arts, culture, and society</li> <li>• Evaluate personal, educational, and professional opportunities related to graphic arts and related fields</li> <li>• Connect on a local, national, or global scale through graphic artworks</li> <li>• Demonstrate safe and <b>responsible use of materials</b>, tools, and work space</li> </ul>	