

BIG IDEAS

An artist's intention transforms materials into three-dimensional art.	Visual arts are an essential element of culture and personal identity.	Refining artistic expression requires perseverance, resilience, and risk taking.	Purposeful artistic choices enhance the depth and impact of artistic works.	Aesthetic experiences have the power to transform our perspective.
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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 • Take creative risks to demonstrate artistic possibilities, and cross-cultural perspectives • Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices • Create 3D artistic works for a specific audience • Express meaning, intent, and emotions through 3D artistic works • Refine artistic skills and techniques from a variety of styles • Examine contributions of traditional, innovative, and intercultural visual artists from a variety of movements, periods, and contexts <p>Reason and reflect</p> <ul style="list-style-type: none"> • Recognize and engage in the reciprocal process of a critique • Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and environments in 3D art making • Reflect on 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 for 3D artistic works • creative processes • physical properties and impacts of various materials • First Peoples relationship with the land and natural resources as revealed through 3D artistic works • symbols and metaphors • roles and relationships of artist and audience in a variety of contexts • influences of visual culture in social and other media • traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through 3D artistic works • contributions of traditional, innovative, and intercultural artists from a variety of movements, contexts, 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 3D artistic works in a variety of contexts • Demonstrate respect for self, others, and place • Express ideas and perspectives through 3D artistic works • Communicate cross-cultural perspectives through 3D artistic works • Investigate and respond to social and environmental issues through 3D artistic works <p>Connect and expand</p> <ul style="list-style-type: none"> • Create artistic works to reflect personal voice, story, and values • Create artistic works that reflect personal, cultural, and historical contexts • Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through 3D artistic works • Examine the reciprocal relationships between 3D artistic works, culture, and society • Evaluate personal, educational, and professional opportunities in visual arts and related fields • Connect with others on a local, national, or global scale through 3D artistic works • 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.
- **Aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the scent of pine needles or the sound of tires screeching
- **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, national, and global 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:** use of 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)
- **materials:** for 3D artistic works, includes ceramics materials (e.g., clay bodies, slip, terra sigillata, 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, anvils), equipment for surface treatment and decoration (e.g., glue guns, knives, modelling tools, sieves, scales), equipment used in ceramic processes (e.g., kilns, slab rollers, pug mills, extruders), and the improvisational use of miscellaneous items
- **processes:** for 3D artistic works, includes 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, sgraffito, slip trailing)
- **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:** for example, 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
- **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