BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

An artist's intention transforms **materials** into art.	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 body and mind.	Visual arts offer unique ways of exploring our identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Explore and create	• **elements** of visual art
• Create two-dimensional (2D) artistic works using **sensory inspiration**, imagination, and inquiry	• **principles of design**
• **Design, create, and refine** 2D artistic works	• **image development strategies**
• Create 2D artistic works with an audience in mind	• **materials, technologies**, and **processes**
• Explore artistic possibilities and take **creative risks**	• **creative processes**
• Express meaning, intent, and emotion through 2D artistic works	• use of symbols and metaphors to represent ideas and perspectives
• Develop and refine artistic skills and techniques in a range of **styles** and **movements**	• role of the artist and audience
• Demonstrate safe and **responsible use of materials**, tools, and work space	• influence of **visual culture** on self-perception and identity
Reason and reflect	• traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through 2D artistic works
• Identify ways to resolve creative challenges	• role of 2D artistic works in social justice issues
• Describe and analyze how artists use materials, technologies, processes, and **environments** in art making	• contributions of traditional, innovative, and inter-cultural artists
• Recognize and evaluate design choices in artistic works	• ethics of **cultural appropriation** and plagiarism
• Develop personal answers to **aesthetic questions**	
• Reflect on the influences of a **variety of contexts** on artistic works	

Learning Standards (continued)

Curricular Competencies	Content
Communicate and document • **Document**, share, and appreciate 2D 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 **Connect and expand** • 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 2D artistic works • Explore the relationships between 2D artistic works, culture, and society	

- **materials:** The spectrum of materials available to artists is open-ended and constantly evolving.
- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

- **sensory inspiration:** ideas inspired by sensory experiences such as the feeling of rain on our face or the sound of a dog whimpering
- **Design, create, and refine:** using critical, creative, and reflective thinking skills
- **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

- **elements:** 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 2D artistic works (e.g., graphite, charcoal, chalk, oil pastel, ink, watercolour, acrylics, oil, red ochre, tempera, gouache)

- **technologies:** in visual arts, any visual image-making technology; for 2D artistic works, includes pencils, pens, paintbrush, scissors, kneadable erasers, blending stumps, rulers, drafting compasses, stencils, stamps, brushes, sticks, brush pens, spray and squeeze bottles, palette knives, sponges, and the improvisational use of miscellaneous items

- **processes:** for 2D artistic works includes sketching, gesture drawing, perspective and architectural drawing, grid enlargement, cross-hatching, stippling, shading, sfumato, scumbling, frottage, washes, priming, under-glazing, blocking in, dry brushing, impasto, fresco

- **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

- **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