

BIG IDEAS

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

Traditions, perspectives, worldviews, and stories are shared through **aesthetic experiences**.

Growth as an artist requires time, patience, and reflection.

The creation of visual art relies on the interplay of the mind and body.

Visual arts offer unique ways of exploring our identity and sense of belonging.

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 artistic works using sensory inspiration, imagination, and inquiry • Explore artistic possibilities and take creative risks • Create artistic works with an audience in mind • Express meaning, intent, and emotion through visual art • Develop and refine artistic skills in a variety of styles and movements • Demonstrate safe and responsible use of materials, tools, and work space <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and analyze how artists use materials, technologies, processes, and environments in art making • Recognize and evaluate design choices in artistic creations • Develop personal answers to aesthetic questions • Reflect on the influences of a variety of contexts on artistic works <p>Communicate and document</p> <ul style="list-style-type: none"> • Document, share, and appreciate works of art in a variety of contexts • Demonstrate respect for self, others, and place • Communicate ideas through art making • Communicate and respond to social and environmental issues through visual art 	<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, techniques, and technologies • creative processes • use of symbols and metaphors to represent ideas and perspectives • role of the artist and audience • influence of visual culture on self-perception and identity • traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts • role of visual art in social justice issues • contributions of traditional, innovative, and inter-cultural artists • ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Connect and expand</p> <ul style="list-style-type: none"> • Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge through artistic works • Create artistic works that demonstrate personal, cultural, and historical contexts 	

Big Ideas – Elaborations

- **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

Curricular Competencies – Elaborations

- **sensory inspiration:** ideas inspired by sensory experiences, such as the feeling of rain on our face or the sound of a dog whimpering
- **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:** locally, regionally, nationally, and/or globally
- **ways of knowing:** First Nations, Métis and Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive

Content – Elaborations

- **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)
- **technologies:** in visual arts, any visual image-making technology, such as paint brush, 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
- **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