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.

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**Curricular Competencies**

**Explore and create**
- Create two-dimensional (2D) artistic works using **sensory inspiration**, imagination, and inquiry
- **Design, create, and refine** 2D artistic works
- Create 2D artistic works with an audience in mind
- Explore artistic possibilities and take **creative risks**
- Express meaning, intent, and emotion through 2D artistic works
- Develop and refine artistic skills and techniques in a range of **styles** and **movements**
- Demonstrate safe and **responsible use of materials**, tools, and work space

**Reason and reflect**
- Identify ways to resolve creative challenges
- Describe and analyze how artists use materials, technologies, processes, and **environments** in art making
- Recognize and evaluate design choices in artistic works
- Develop personal answers to **aesthetic questions**
- Reflect on the influences of a **variety of contexts** on artistic works

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**Learning Standards**

**Content**

Students are expected to know the following:
- **elements** of visual art
- **principles of design**
- **image development strategies**
- **materials, technologies, and processes**
- **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 practices, as expressed through 2D artistic works
- **role of 2D artistic works** in social justice issues
- **contributions of traditional, innovative, and inter-cultural artists**
- **ethics of cultural appropriation** and plagiarism
## Learning Standards (continued)

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Communicate and document</strong></td>
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<tr>
<td>• <strong>Document</strong>, share, and appreciate 2D artistic works in a variety of contexts</td>
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<tr>
<td>• Demonstrate respect for self, others, and <strong>place</strong></td>
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<tr>
<td>• Communicate and <strong>respond</strong> to <strong>social and environmental issues</strong> through artistic works</td>
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<td><strong>Connect and expand</strong></td>
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<tr>
<td>• Create artistic works that demonstrate personal, cultural, and historical contexts</td>
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<tr>
<td>• Explore First Peoples perspectives and knowledge, other <strong>ways of knowing</strong>, and local cultural knowledge through 2D artistic works</td>
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<tr>
<td>• Explore the relationships between 2D artistic works, culture, and society</td>
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