**Area of Learning: ARTS EDUCATION — Visual Arts: Graphic Arts Grade 11**

**BIG IDEAS**

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| An artist’s intention transforms **materials** into art. |  | **Graphic arts** reflect the interconnectedness of the individual, community, history, and society. |  | Growth as a graphic artist is dependent on perseverance, resilience, and reflection. |  | Artistic expression is an artist’s physical and cognitive articulation  of our **humanity**. |  | Artistic works offer unique **aesthetic experiences** in a variety of contexts. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Create graphic artworks using **sensory inspiration**, imagination, and inquiry * Design, create, and refine graphic artworks * Create graphic artworks for a specific audience * **Explore** artistic possibilities and cross-cultural perspectives * **Take creative** **risks** to express mood and ideas * Develop skills and techniques related to a variety of **styles** and technologies * Demonstrate active engagement in creating graphic artworks and resolving  creative challenges * Intentionally select and combine materials, processes, and technologies to convey ideas * Explore contributions of traditional and innovativegraphic artists from a variety  of **movements** and contexts   Reason and reflect   * Understand the purpose of a **critique** and choose when to apply suggestions * Describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and **environments** in graphic arts * Analyze design choices in graphic artworks * Develop personal answers to **aesthetic questions** * Examine the influences of a **variety of contexts** on graphic artworks | *Students are expected to know the following:*   * **elements of visual art** * **principles of design** * **image development strategies** * printmaking and graphic **forms**, **materials**, **technologies**, and **processes** * **creative** **processes** * symbols and metaphors * roles of artist and audience * influences of **visual culture** in social  and other media * traditional and contemporary First Peoples worldviews, stories, practices, and history,  as expressed through graphic arts * contributions of traditional, innovative,  and intercultural graphic artists from a variety  of movements and periods * **moral rights** and the ethics of **cultural appropriation** and plagiarism * health and safety protocols and procedures |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document**, share, and appreciate graphic artworks in a variety of contexts * Demonstrate awareness of self, others, and **place** through art making * Express thoughts and emotions through graphic artworks * Communicate about and **respond** to **social and environmental issues** through graphic artworks   Connect and expand   * Create graphic artworks to reflect **personal voice**, story, and values * Explore First Peoples perspectives, knowledge, and protocols; other **ways of knowing**, and local cultural knowledge through graphic arts * Explore the reciprocal relationships between graphic arts, culture, and society * Explore personal, educational, and professional opportunities related to graphic arts and related fields * Connect with others on a local, regional, or national scale through graphic artworks * Demonstrate safe and **responsible** **use of materials**, tools, and work space |  |