**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
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