

BIG IDEAS

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

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 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 innovative graphic artists from a variety of movements and contexts <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 	<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 • 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • 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 <p>Connect and expand</p> <ul style="list-style-type: none"> • 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 	