

BIG IDEAS

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

Visual arts are an essential element of culture and personal identity.

Refining artistic expression requires perseverance, resilience, and risk taking.

Purposeful artistic choices enhance the depth and meaning of artistic work.

Aesthetic experiences have the power to transform our perspective.

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 • Examine artistic possibilities using a range of materials, processes, and technologies • Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices • Take creative risks to express thoughts and emotions through artistic works • Refine artistic skills from a variety of styles • Demonstrate innovation in creating artistic works and resolving creative challenges • Examine contributions of traditional, innovative, and intercultural visual artists from a variety of movements, periods, and contexts • Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices <p>Reason and reflect</p> <ul style="list-style-type: none"> • Recognize and engage in the reciprocal process of critique • Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and environments in art making • Evaluate design choices in artistic works • Reflect on personal answers to aesthetic questions • Reflect on the influences of a variety of contexts on artistic works 	<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 • symbols and metaphors • roles of and relationships between artist and audience in a variety of contexts • influences of visual culture in social and other media • traditional and contemporary First Peoples worldviews, stories, and history, as expressed through visual arts • history of a variety of artistic movements, including their roles in historical and contemporary societies • 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 artistic works in a variety of contexts • Anticipate audience impact of design choices and artistic works • Demonstrate respect for self, others, and place through art making • Express ideas, emotions, and values through art making • Investigate and respond to social and environmental issues through visual art <p>Connect and expand</p> <ul style="list-style-type: none"> • Create artistic works to reflect personal voice, story, and values • Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through artistic works • Examine the reciprocal relationships between visual arts, culture, and society • Evaluate personal, educational, and professional opportunities in visual arts and related fields • Connect with others on a local, national, or global scale through visual arts • Demonstrate safe and responsible use of materials, tools, and work space 	

Big Ideas – Elaborations

- **materials:** any visual arts materials, ranging from traditional to innovative. 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 scent of pine needles or the sound of tires screeching
- **Take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **variety:** could involve students choosing several styles or selecting one or two as they compile a personal portfolio
- **styles:** Works of art that share common visual characteristics can be described as belonging to the same artistic style.
- **intercultural:** pertaining to work that engages in the context of two or more cultures
- **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).
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **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:** including local, regional, national, and global issues, as well as social justice issues
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **ways of knowing:** First Nations, Métis, Inuit, gender-related, subject/discipline-specific, cultural, embodied, intuitive
- **responsible use of materials:** using materials in an environmentally responsible way, including considering their level of biodegradability and potential for reuse and recycling

Content – Elaborations

- **elements of visual art:** 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
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when they can and cannot modify an image created by someone else
- **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