**Area of Learning: ARTS EDUCATION — Visual Arts: Graphic Arts Grade 12**

**BIG IDEAS**

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| An artist’s intention transforms **materials** into art. |  | **Graphic arts** contribute to culture and reveal insights into the human experience. |  | Refining artistic expression requires perseverance, resilience, andrisk taking. |  | Purposeful artistic choices enhance the depth and meaning of graphic artworks. |  | **Aesthetic experiences** have the power to change our perspective. |

**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 innovative graphic artworks for a specific audience * Examineartistic possibilities and cross-cultural perspectives * **Take creative** **risks** to express thoughts and emotions * Refine skills and techniques related to various **styles** and technologies * Demonstrate innovation in creating graphic artworks and resolving design challenges * Examine contributions of traditional and innovative graphic artists from a variety  of **movements**, periods, and contexts * Intentionally select and combine materials, processes, and technologies  to convey ideas, and justify choices   Reason and reflect   * Recognize and engage in the reciprocal process of a **critique** * Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and **environments** in graphic artworks * Analyze design choices in graphic artworks * Reflect on personal answers to **aesthetic questions** * Reflect on 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 and relationships between artist  and audience * influences of **visual culture** in social and other media * traditional and contemporary First Peoples worldviews, stories, and practices, as expressed through graphic arts * contributions of traditional, innovative,  and intercultural graphic artists from a variety  of movements, contexts, and periods * 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 |

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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 respect for self, others, and **place** through art making * Express ideas and perspectives through graphic artworks * Investigate 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 * Examine the reciprocal relationships between graphic arts, culture, and society * Evaluate personal, educational, and professional opportunities related  to graphic arts and related fields * Connect on a local, national, or global scale through graphic artworks * Demonstrate safe and **responsible** **use of materials**, tools, and work space |  |