

## BIG IDEAS

An artist's intention transforms <b>materials</b> into two-dimensional 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 depth and meaning in artistic works.	<b>Aesthetic experiences</b> have the power to transform our perspective.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Create two-dimensional (2D) artistic works using <b>sensory inspiration</b>, imagination, and inquiry</li> <li>• Design, create, and refine a range of 2D artistic works for a specific audience</li> <li>• Examine artistic possibilities and <b>take creative risks</b></li> <li>• Refine artistic skills and techniques from a variety of <b>styles</b></li> <li>• Demonstrate active engagement in creating artistic works and resolving creative challenges</li> <li>• Examine contributions of traditional, innovative, and intercultural visual artists from a variety of <b>movements</b>, periods, and contexts</li> <li>• Intentionally select and combine materials, processes, and technologies to convey ideas, and justify choices</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Recognize and engage in the reciprocal process of a <b>critique</b></li> <li>• Interpret and evaluate, using discipline-specific language, how artists use materials, technologies, processes, and <b>environments</b> in 2D art making</li> <li>• Analyze and apply design choices in 2D artistic works</li> <li>• Reflect on personal answers to <b>aesthetic questions</b></li> <li>• Examine the influences of a <b>variety of contexts</b> on artistic works</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>elements of visual art</b></li> <li>• <b>principles of design</b></li> <li>• <b>image development strategies</b></li> <li>• <b>materials, technologies, and processes</b> for 2D artistic works</li> <li>• <b>creative processes</b></li> <li>• symbols and metaphors</li> <li>• roles of and relationships between artist and audience in a variety of contexts</li> <li>• influences of <b>visual culture</b> in social and other media</li> <li>• traditional and contemporary First Peoples worldviews, stories, practices, and history, as expressed through 2D artistic works</li> <li>• contributions of traditional, innovative, and intercultural visual artists from a variety of movements, contexts, and periods</li> <li>• history of a variety of artistic movements, including their roles in historical and contemporary societies</li> <li>• <b>moral rights</b>, and the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• health and safety protocols and procedures</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b>, share, and appreciate 2D artistic works in a variety of contexts</li> <li>• Demonstrate respect for self, others, and <b>place</b> through art making</li> <li>• Express ideas and perspectives through 2D artistic works</li> <li>• Investigate and <b>respond</b> to <b>social and environmental issues</b> through 2D artistic works</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Create artistic works to reflect <b>personal voice</b>, story, and values</li> <li>• Explore First Peoples perspectives, knowledge, and protocols; other <b>ways of knowing</b>, and local cultural knowledge through 2D artistic works</li> <li>• Examine the reciprocal relationships between 2D artistic works, culture, and society</li> <li>• Evaluate personal, educational, and professional opportunities related to visual arts and related fields</li> <li>• Connect with others on a local, national, or global scale through 2D artistic works</li> <li>• Demonstrate safe and <b>responsible use of materials</b>, tools, and work space</li> </ul>	

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
- **styles:** Works of art that share common visual characteristics can be described as belonging to the same artistic style.
- **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)
- **materials:** for 2D artistic works, includes graphite, charcoal, chalk, oil pastel, ink, watercolour, acrylics, oil, red ochre, tempera, gouache, conté, gel medium, gesso, pan pastel, self-levelling gel, canvas, masonite, hard board, terraskin, illustration board
- **technologies:** in visual arts, any visual image-making technology; for 2D artistic works, includes pencils, pens, kneadable erasers, blending stumps, rulers, drafting compasses, t-squares, stencils, brushes, sticks, brush pens, spray and squeeze bottles, palettes, palette knives, sponges
- **processes:** for 2D artistic works, includes sketching, gesture drawing, perspective and architectural drawing, grid enlargement, cross hatching, stippling, shading, sfumato, scumbling, frottage, washes, priming, under-glazing, blocking in, dry brushing, impasto, fresco, camaieu, grisaille, cirage, chiaroscuro
- **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