

BIG IDEAS

Art Studio embraces the selection and combination of a broad spectrum of materials, technologies, and processes for artistic expression.

Traditions, perspectives, worldviews, and stories can be shared through visual arts.

Growth as an artist requires time, patience, and reflection.

The creation of visual art relies on the interplay of the mind and body.

Visual arts offer unique ways of exploring one's identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual using imagination, observation, inquiry, and ideas • Experiment with artistic possibilities with a wide range of materials, processes, and technologies • Express meaning, intent, emotions, and feelings through visual art • Combine materials, processes, and technologies in a variety of ways • Apply skills that engage the body and mind • Develop skills and techniques in a range of styles and movements and a variety of technologies and processes • Investigate and identify ways that visual arts reflect concern for, or respond to, social and environmental issues • Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Evaluate design choices in artistic works • Describe, using discipline-specific language, how artists use materials, technologies, processes, and environments in art making • Recognize knowledge and skills from other contexts in the planning, creating, interpreting, and analyzing of artistic creations • Develop personal answers to aesthetic questions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • visual arts elements, principles of design, and image development strategies, including but not limited to: <ul style="list-style-type: none"> – elements: colour, form, line, shape, space, texture, tone, value – principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity – image development strategies: abstraction, compression, distortion, elaboration, exaggeration, gesture, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch • a variety of materials, strategies, techniques, and technologies that support creative processes • symbols and metaphors to represent ideas and perspectives in visual art • the role of the artist and audience in a variety of contexts • the influence of visual culture on self-perception and identity • the influence of time and place on the emergence of artistic movements

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share, document, and appreciate artworks in a variety of ways and contexts • Create works of art with an audience in mind • Communicate ideas and express emotions through art making • Demonstrate respect for self, others, and place through image making • Use visual art to communicate and respond to social and environmental issues occurring locally, regionally, and globally <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through artistic works • Explore and engage in the reciprocal relationship between visual arts, cultures, and society • Adapt learned artistic skills or processes for use in new contexts • Recognize cross-cultural similarities in visual art • Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, processes, and technologies • Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space 	<ul style="list-style-type: none"> • contributions of innovative visual artists from a variety of movements, contexts, time periods, and cultures • a range of local, national, global, and intercultural artists and movements • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives as communicated through visual arts • the influence of social, cultural, historical, political, and personal context on artistic works • personal and social responsibility associated with creating, perceiving, and responding in visual arts • the ethics of cultural appropriation and plagiarism • the role of visual art in exploring social justice issues

Curricular Competencies – Elaborations

- **technologies:** in visual arts, any visual image-making technology, such as paintbrush, scissors, pencil, stamp; includes the improvisational use of miscellaneous items
- **respond:** involves activities ranging from reflection to action
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **document:** involves 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 of the world.
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, intuitive)

Content – Elaborations

- **visual culture:** aspects of culture that rely on visual representation
- **intercultural:** pertaining to work that engages in the context of two or more cultures
- **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