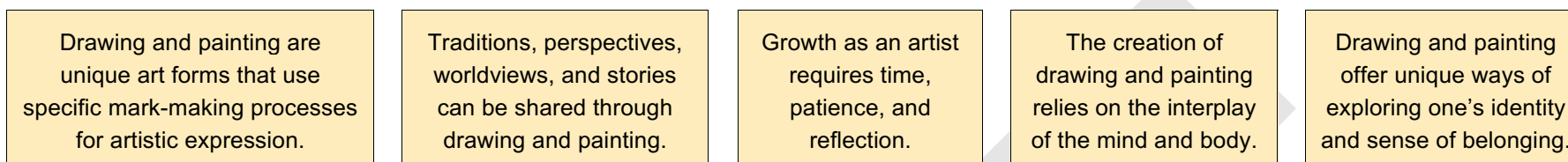


BIG IDEAS



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 individually using imagination, observation and inquiry • Experiment with artistic possibilities with a wide range of materials, processes, and technologies • Express meaning, intent, emotions, and feelings through drawing and painting • 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 drawing and painting allow artists to reflect on, 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 drawing and painting • Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of artistic creations • Recognize knowledge and skills from other areas of learning 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 range of drawing and painting materials, technologies, and processes • symbols and metaphors to represent ideas and perspectives in drawing and painting • the role of the artist and audience in a variety of contexts • the influence of visual culture on self-perception and identity

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 drawing and painting 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 drawing and painting, cultures, and society • Adapt learned artistic skills or processes for use in new contexts • Recognize cross-cultural similarities and differences in drawing and painting • 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"> • the influence of time and place on the emergence of artistic movements • 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 drawing and painting • the influence of social, cultural, historical, political, and personal context on artistic works • personal and social responsibility associated with creating, perceiving, and responding in drawing and painting • the ethics of cultural appropriation and plagiarism • the role of drawing and painting in exploring social justice issues