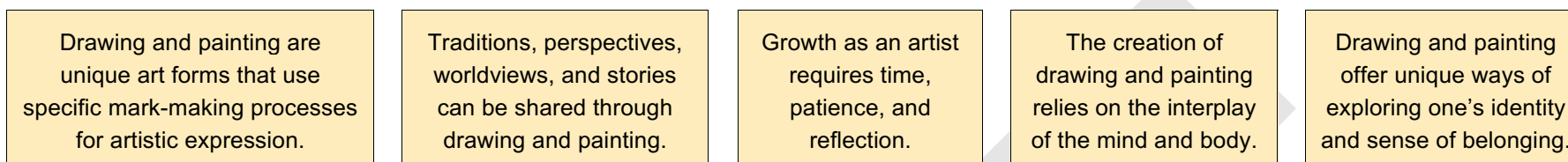


BIG IDEAS



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 |

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

- **materials:** for drawing and painting: e.g., graphite, charcoal, chalk, oil pastel, ink, watercolour, acrylics, oil, red ochre, tempera, gouache
- **technologies:** for drawing and painting: e.g., pencils, pens, kneadable erasers, blending stumps, rulers, drafting compasses, stencils, brushes, sticks, brush pens, spray and squeeze bottles, palette knives, sponges
- **processes:** for drawing and painting: 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
- **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