

## BIG IDEAS

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

The visual arts reflect the interconnectedness of the individual, community, history, and society.

Growth as an artist is dependent on perseverance, resilience, and reflection.

Meaningful artistic expression requires the engagement of the mind and body.

Visual arts provide a unique way to represent self, identity, and cultural expression.

## Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Create artistic works collaboratively and as an individual using imagination, observation, and inquiry</li> <li>• Demonstrate creative thinking by using ideas inspired by <b>exploration</b></li> <li>• Intentionally select and combine materials, processes, and <b>technologies</b> to convey an idea</li> <li>• Engage in appropriate <b>risk taking</b> to express thoughts and emotions</li> <li>• Experiment with a wide range of materials, processes, and technologies to create works of art</li> <li>• Apply skills that engage the body and mind</li> <li>• Develop skills and techniques in a wide range of styles and movements and a variety of technologies and processes</li> <li>• Investigate and identify ways that visual arts reflect concern for, or <b>respond</b> to, social and environmental issues</li> <li>• Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of a <b>critique</b> and choose when to apply suggestions</li> <li>• Describe and analyze, using the language of visual arts, how artists use materials, <b>technologies</b>, processes, and environments in art making</li> <li>• Apply knowledge and skills from other contexts in the planning, creating, interpreting, and analyzing of artistic creations</li> <li>• Develop personal answers to <b>aesthetic questions</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• visual arts elements, principles of design, and image development strategies, including but not limited to: <ul style="list-style-type: none"> <li>– elements: colour, form, line, shape, space, texture, tone, value</li> <li>– principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity</li> <li>– 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</li> </ul> </li> <li>• a variety of materials, strategies, techniques, and technologies that support creative processes</li> <li>• symbols and metaphors to represent ideas and perspectives in visual art</li> <li>• the role of the artist and audience in a variety of contexts</li> <li>• the influence of <b>visual culture</b> in social and other media</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Share, <b>document</b>, and appreciate artworks in a variety of ways and contexts</li> <li>• Create works of art with a specific audience in mind</li> <li>• Communicate ideas and express emotions through art making</li> <li>• Demonstrate respect for self, others, and <b>place</b> through image making</li> <li>• Use visual art to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Create artistic works to reflect <b>personal voice</b>, story, and values in connection with a specific place, time, and context</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through artistic works</li> <li>• Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts</li> <li>• Expand skills, processes, inquiries, and works of art in connection with family, community, and the world</li> <li>• Explore and engage in the reciprocal relationship between the visual arts, cultures, and society</li> <li>• Explore the practice habits of professional artists and other people in related careers</li> <li>• Adapt learned arts skills or processes for use in new contexts</li> <li>• Apply problem-solving skills to facilitate innovation</li> <li>• Make connections through the visual arts among individuals in a learning community on a local, regional, and global scale</li> <li>• Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, processes, and technologies</li> <li>• Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space</li> </ul>	<ul style="list-style-type: none"> <li>• the impact of time and place on the emergence of artistic movements</li> <li>• contributions of innovative visual artists from a variety of movements, contexts, time periods, and cultures</li> <li>• the influence of social, cultural, historical, political, and personal context on artistic works</li> <li>• a range of local, national, global, and <b>intercultural</b> artists and movements</li> <li>• traditional and contemporary Aboriginal worldviews, stories, and history as expressed through the visual arts</li> <li>• cross-cultural perspectives as communicated through visual arts</li> <li>• personal and social responsibility associated with creating, perceiving, and responding in visual arts</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• the role of the artist in presenting social justice issues to an audience</li> </ul>