

BIG IDEAS

Drawing and painting are unique art forms that use specific mark-making processes for artistic expression.

Drawing and painting 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.

Drawing and painting provide a unique way to represent self, personal identity, and cultural expression.

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, and inquiry • Demonstrate creative thinking by using ideas inspired by exploration • Intentionally select and combine materials, processes, and technologies to convey ideas • Engage in appropriate risk taking to express thoughts and emotions • Experiment with a wide range of materials, processes, and technologies to create art • Apply artistic skills that engage the body and mind • Develop skills and techniques in a wide 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"> • Understand the purpose of a critique and choose when to apply suggestions • Describe and analyze, using the language of drawing and painting, how artists use materials, technologies, processes, and environments in art making • Apply thinking skills in the exploration, design, creation, and refinement of artistic creations • Apply 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 in social and other media

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

Curricular Competencies – Elaborations

- **exploration:** learning that uses experimentation to engage and challenge students' thinking by creating opportunities for them to explore and express their natural curiosity to provide a means for high-level reasoning, innovation, and problem solving in a variety of ways
- **technologies:** in visual arts, any visual image-making technology, such as paintbrush, scissors, pencil, stamp; includes the improvisational use of miscellaneous items
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **respond:** involves activities ranging from reflection to action
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **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.
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview; artists can express either their own personal voice or that of another individual
- **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