

## BIG IDEAS

Graphic arts are unique art forms that use specific processes to convey a message.

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

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

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

Graphic arts are used to communicate and 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>• Make graphic 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 moods and ideas</li> <li>• Experiment with a wide range of materials, processes, and technologies to create graphic 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 graphic artists reflect concern for, or <b>respond</b> to, social and environmental issues</li> <li>• Demonstrate active and disciplined engagement in resolving design 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 graphic arts, how artists use materials, technologies, processes, and environments in art making</li> <li>• Transfer learning from other contexts, where appropriate, 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 <b>elements, principles of design, and image development strategies</b></li> <li>• a range of printmaking and graphic <b>forms, materials, technologies, and processes</b></li> <li>• symbols and metaphors to represent ideas and perspectives in graphic arts</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> <li>• the impact of time and place on the emergence of artistic movements</li> <li>• contributions of innovative graphic 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 graphic arts</li> <li>• cross-cultural perspectives as communicated through graphic arts</li> <li>• personal and social responsibility associated with creating, perceiving, and responding in graphic arts</li> <li>• the ethics of <b>cultural appropriation, plagiarism, and moral rights</b></li> <li>• the role of the artist in presenting social justice issues to an audience</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 graphic works in a variety of ways and contexts</li> <li>• Make graphic 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>• 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>• Design graphic works to reflect <b>personal voice</b>, story, and values in connection with a specific place, time, and context</li> <li>• Construct personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through graphic arts</li> <li>• Expand skills, processes, inquiry, and works of art in connection with family, community, and the world</li> <li>• Explore and engage in the reciprocal relationship between graphic arts, cultures, and society</li> <li>• Explore the practice habits of professional graphic artists and other people in related careers</li> <li>• Adapt learned skills for use in new contexts</li> <li>• Apply problem-solving skills for innovation</li> <li>• Make connections through graphic 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>	

### Big Ideas – Elaborations

- **graphic arts:** uses methods such as traditional printmaking, graphic design, illustration, and concept art for the purpose of reproduction

### 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 a 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

- **elements:** e.g., colour, form, line, shape, space, texture, tone, value
- **principles of design:** e.g., balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity
- **image development strategies:** e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch, storyboard, narration
- **forms:** of printmaking and graphic arts: e.g., printmaking, digital graphics, concept art, illustration, graphic novels, typography, other genres
- **materials:** of printmaking and graphic arts: e.g., linoleum, copper, aluminum, acrylic, polystyrene, screens, ink, paper, fabric, paper, wood, improvisational materials such as collagraph materials

Content – Elaborations

- **technologies:** of printmaking and graphic arts: e.g., pencils, pens, brayers, printing presses, baren, chisels, etching tools, carving tools, airbrushes, rulers, digital graphic software, scanners, printers, cameras, hand-held devices
- **processes:** of printmaking and graphic arts: e.g., stencils, registration, layering, editions, kitchen lithography, aquatinting
- **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
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when one can or cannot modify an image created by someone else

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