BIG IDEAS

Art Studio embraces the selection and combination of a broad spectrum of materials, technologies, and processes for artistic expression.	Active participation in the visual arts is an essential element of culture and personal identity, and reveals insights into the human experience.	Refining artistic expression requires perseverance, resilience, and **risk taking**.	Purposeful artistic choices enhance the depth and passion of the message.	Ideas and beliefs within a work of art have the power to effect change.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Create artistic works collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate creative thinking and innovation by using ideas inspired by **exploration** • Intentionally select and combine materials, processes, and **technologies** to convey an idea, and justify their choices • Engage in appropriate risk taking to express thoughts and emotions • Experiment with a wide range of materials, processes, and technologies to create works of art in innovative way • Apply skills that engage the body and mind • Investigate and identify ways that visual arts reflect concern for, or **respond** to, social and environmental issues • Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges **Reasoning and reflecting** • Identify and initiate inquiry and effective **critique** strategies • Describe, analyze, interpret, and evaluate, using appropriate terminology, how artists use materials, technologies, processes, and **environments** in art making • Apply knowledge and skills from other contexts in the planning, creating, interpreting, and analyzing of artistic creations • Develop personal answers to **aesthetic questions**	*Students are expected to know the following:* • visual arts elements, principles of design, and image development strategies, including but not limited to: – 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 variety of materials, strategies, techniques, and technologies that support creative processes • symbols and metaphors to represent ideas and perspectives in visual art • the role of the artist and audience in a variety of contexts • the influence of **visual culture** in social and other media • the influence of time and place on the emergence of artistic movements

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Learning Standards (continued)

Curricular Competencies	Content
Communicating and documenting • Share, **document**, and appreciate artworks in a variety of ways and contexts • Anticipate audience and make design choices with an understanding and respect for their impact on that audience • Communicate ideas and express emotions through art making • Demonstrate respect for self, others, and **place** through image making • Use visual art to communicate and respond to social and environmental issue**s** occurring locally, regionally, and globally as they connect to personal values **Connecting and expanding** • 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 members of family, community, and the world • Explore and engage in the reciprocal relationship between the visual arts, cultures, and society • Explore the career opportunities of professional artists and other people in related careers • Adapt learned arts skills or processes for use in new contexts • Apply problem-solving skills to facilitate innovation • Make connections through the visual arts among individuals in a learning community on a local, regional, and global scale • 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	• 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 • history and theory of a variety of artistic movements, including their role in historical and contemporary societies • traditional and contemporary Aboriginal worldviews, stories, and history as expressed through the visual arts • cross-cultural perspectives as communicated through visual arts • the influence of social, cultural, historical, political, and personal context on artistic works • personal and social responsibility associated with creating, perceiving, and responding in visual arts • the ethics of **cultural appropriation** and plagiarism • the role of artists in presenting social justice issues to an audience

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