

BIG IDEAS

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

Visual art is essential to building culture, expressing and exploring personal identity, and revealing insights into the human experience.

Refining artistic expression requires perseverance, resilience, and **risk taking**.

Purposeful artistic choices enhance the depth and message in a body of work.

Ideas and beliefs within a work of art have the power to effect change.

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 individually and collaboratively 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 those 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 ways • Apply artistic skills that engage the body and mind • 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"> • 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 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 • Anticipate audience and make design choices with an understanding and respect for impact on that audience • 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 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, and inquiries in connection with members of family, community, and the world • Explore and engage in the reciprocal relationship between drawing and painting, cultures, and society • Explore the diverse 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 drawing and painting 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 	<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 • 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 drawing and painting • 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 artists in presenting social justice issues to an audience

Big Ideas – Elaborations

- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

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
- **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)
- **environments:** place-based influence on the creation of artistic work; art related to or created for a specific place
- **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:** refers to the various beliefs about the nature of knowledge that people have; they can include, but are not limited to, Aboriginal, gender-related, subject/discipline specific, cultural, embodied and intuitive beliefs about knowledge

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