

BIG IDEAS

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

Active participation in graphic arts contributes to 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 impact of the meaning in a body of work.

Ideas and beliefs within a work of graphic 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"> • Make graphic 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 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 in innovative ways • Apply skills that engage the body and mind • Investigate and identify ways that graphic arts reflect concern for, or respond to, social and environmental issues • Demonstrate active and disciplined engagement in resolving design 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 graphic 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 	<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 • a range of printmaking and graphic forms, materials, technologies, and processes • symbols and metaphors to represent ideas and perspectives in graphic arts • the role of the artist and audience in a variety of contexts • the influence of visual culture in social and other media • the impact of time and place on the emergence of artistic movements • contributions of innovative graphic artists from a variety of movements, contexts, time periods, and cultures • the influence of social, cultural, historical, political, and personal context on graphic works of art • 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 graphic arts • cross-cultural perspectives as communicated through graphic arts • personal and social responsibility associated with creating, perceiving, and responding in graphic arts • the ethics of cultural appropriation, plagiarism and moral rights • the role of the artist in presenting social justice issues to an audience

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share, document, and appreciate graphic works in a variety of ways and contexts • Anticipate the 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 • 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"> • Design artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context • Construct personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through graphic arts • Expand skills, processes, inquiry, and works of art in connection with family, community, and the world • Explore and engage in the reciprocal relationship between graphic arts, cultures, and society • Explore the career opportunities of professional graphic artists and other people in related careers • Adapt learned skills for use in new contexts • Apply problem-solving skills for innovation • Make connections through graphic 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 	