

BIG IDEAS

Sculpture communicates ideas, emotions, and perspectives through **form**.

Active participation in sculpture 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 impact of the 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 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 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 skills that engage the body and mind • Investigate and identify ways that sculpture allows 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 sculpture • 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, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, simplification, stylization, thumbnail sketch • a range of sculpture materials, technologies, and processes • a variety of materials, strategies, techniques, and technologies that support creative processes • symbols and metaphors to represent ideas and perspectives in sculpture • 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 visual artists from a variety of movements, contexts, time periods, and cultures

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share, document, and appreciate sculpture 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 sculpture • Demonstrate respect for self, others, and place through the use of materials • Use sculpture 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 sculpture • Create personally meaningful sculptures 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 sculpture, society, and culture • Explore the practice habits of the professional artist and related careers • Adapt learned arts skills or processes for use in new contexts • Make connections through sculpture 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 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 sculpture • cross-cultural perspectives as communicated through sculpture • personal and social responsibility associated with creating, perceiving, and responding through sculpture • the ethics of cultural appropriation and plagiarism • the role of the visual artist in presenting social justice issues to an audience • the physical and chemical changes of clay bodies, glazes, and other sculpture materials where applicable • British Columbia First Peoples' relationships with the land and natural resources as revealed through sculpture