
Curriculum Outcomes

Meeting the Essential Graduation Learnings Through Art

Essential Graduation Learnings (EGL's) are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. They serve as a framework for the curriculum development process. These Learnings describe expectations in terms of knowledge, skills and attitudes developed throughout the curriculum. They verify that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study for their present and in their future. The seven EGL's are described in the first column of the chart on page 16. The chart also briefly details student development through the visual arts programs.

Visual Arts education in Newfoundland and Labrador further builds itself around three strands:

1. Creating, Making, Presenting
2. Understanding and Connecting Contexts of Time, Place and Community
3. Perceiving, Reflecting, and Responding

In addition, Visual Arts education in Newfoundland and Labrador is described in terms of eight General Curriculum Outcomes. These outcomes relate to the entire art education program from kindergarten to level three and are connected to the three strands around which art education in this province is organized. These strands are not intended to separate the domains which are intrinsically intertwined, but to help clarify the curriculum. Each of the General Curriculum Outcomes is further defined by Key-Stage Outcomes. Key-Stage curriculum outcomes are statements that identify what students are expected to know and be able to do as a result of their cumulative learning experiences. The Specific Curriculum Outcomes are the final level of outcomes which entail a variety of learning experiences to guide students in the attainment of the Key-Stage Outcomes. Elaboration regarding these levels of the curriculum framework is presented in the following pages.

Essential Graduation Learnings	Students Develop Through Art	Areas of Experience
<p>Aesthetic Expression: Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.</p>	<p>Knowledge and appreciation of art forms</p> <p>Awareness of others</p>	<p>critical study and interpretative skills, historical contexts, tolerance, sensitivity, empathy, valuing of others and their work</p>
<p>Citizenship: Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.</p>	<p>Knowledge and appreciation of social and cultural domains</p>	<p>traditions, social issues</p>
<p>Communication: Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.</p>	<p>Communication and expressive skills</p> <p>Social skills</p>	<p>language, critical listening, self-expression, teamwork, negotiation, life skills, co-operation, forming better relationships</p>
<p>Personal Development: Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.</p>	<p>Personal skills, self-awareness and intrinsic well-being</p>	<p>responsibility, autonomy, self esteem, organizational skills, self confidence, independence, self understanding, enjoyment, fulfilment</p>
<p>Problem Solving: Graduates will be able to use strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.</p>	<p>Thinking and creativity skills</p>	<p>problem-solving, reflection, imagination</p>
<p>Technological Competence: Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.</p>	<p>Technical skills using a variety of media and extrinsic transfer</p>	<p>transfers to other areas of learning, employment, and leisure activities</p>
<p>Spiritual and Moral Development: Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.</p>	<p>Knowledge and appreciation of the affective domain</p>	<p>emotions, spirituality</p>

Visual Arts and Cross Curricular Connections

The visual arts are a discrete and valuable part of the total curriculum and supports student attainment of the Essential Graduation Learnings. Just as the study of art can enrich student's understanding of other subjects, so too, can their studies of other subjects be linked to art.

LITERACY / LANGUAGE ARTS

Language arts are reinforced in the art curriculum through a variety of activities which include comparison and analysis, reflective inquiry, descriptive response to artwork - both verbal and written, critical thinking with interpretation and hypothesis relating to visual facts. Students also formally research, read and write about art. For example: when responding to art works, students communicate observations, ideas, and feelings; and students enhance their existing vocabulary with discreet art vocabulary and meanings. The study of visual arts enhances the development of students' visual literacy skills.

SCIENCE, MATH AND TECHNOLOGY

Art students use multiple approaches to problem solving; they experiment within the artistic process, develop and test hypotheses, and use observation skills for study, identification and recording visual data. They explore the natural world using it often as a source of inspiration for creating. Computer hardware and software are applied by students to the creation of computer-aided art work and word-processing. Students also apply and develop their knowledge of measurement, ratio, proportion, and geometric shape and form in the evolution and creation of their work. The comparison and development of shapes and forms is integral to their development of 3 dimensional art works. Patterns and symmetry in art and design enhance student understanding of visual-spatial relationships, measurement, proportion, and grid work. Students in visual arts also explore design through a social context, use drawings to plan or respond to a design task, use art media to make or model artifacts, systems and environments being studied and also judge and seek ways to improve their art works.

SOCIAL STUDIES / HISTORY / GEOGRAPHY

Students in visual arts study the importance of culture and history to the creation and existence of art. The study of Newfoundland art and artists provide a window through which to explore part of their own rich cultural heritage. Students develop better understanding of the concepts of time and change through art from the past, interpreting environmental and historical evidence in art, buildings and artifacts. Historical explorations for students in visual arts include sources such as myths and legends, eye witness accounts, period styles, inventions and the lives of historical figures, including but not limited to artists. Students utilize maps and the atlas to locate places in art, developing knowledge through art of distant and local locations and in the exploration and creation of environmental art work students explore weather, water, land forms and nature and its inspiration and effect on art.

PERSONAL DEVELOPMENT

Students often use music as a stimulus when creating art or establishing an environment to create in (as background to art activity). When working abstractly for example, music, can be the catalyst for the creation of a piece of art. The dramatic form of tableaux provides an alternate, non-verbal method for students to communicate their knowledge and understanding of art works from the lives and works of artists being studied. Students study, design and create with textiles in fibre arts developing an understanding of the versatility and role of textiles in societies and cultures. In art, through career studies and explorations of information media, students construct understanding about industry, society, economy, and the role of visual arts to it. Students examine art and explore the reasons why people create it, this can extend their understanding of the history and religion of other other cultures and linguistic communities.

Organizing Strands and General Curriculum Outcomes

The learning outcomes are grouped according to three organizing strands: creating works of art; responding critically to their own works and the works of others; and making connections in local, global, and historical contexts. Under these three organizing strands, eight general curriculum outcomes identify what students are expected to know, to do, and value, upon completion of their study in art education. Key-stage curriculum outcomes are the next level of criteria. These statements identify what students are expected to know and be capable of doing as a result of their cumulative learning experiences. The specific curriculum outcomes in each unit of this guide provide direction for student achievement of the Key-stage outcomes.

Creating, Making, and Presenting	Understanding and Connecting Contexts of Time, Place, and Community	Perceiving, Reflecting, and Responding
<p>This strand involves students' creative and technical development; that is, their ability to use and manipulate media - images and words, sound and movement, to create art forms that express and communicate their ideas and feelings. Through these art works students provide evidence of achievement, both as the work is being developed and in its final form.</p> <p>General Curriculum Outcomes</p> <p><i>Students will be expected to:</i></p> <ol style="list-style-type: none"> 1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts 2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes 	<p>This strand focuses on evidence, knowledge, understanding, and valuing the arts in a variety of contexts.</p> <p>General Curriculum Outcomes</p> <p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> 3. demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture 4. respect the contributions of individuals and cultural groups to the arts in local and global contexts, and value the arts as a record of human experience and expression 5. examine the relationship among the arts, societies, and environments 	<p>This strand is concerned with students' ability to respond critically to art works through increasing knowledge and understanding of, and appropriate responses to, the expressive qualities of art works.</p> <p>General Curriculum Outcomes</p> <p><i>Students will be expected to</i></p> <ol style="list-style-type: none"> 6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work 7. understand the role of technologies in creating and responding to expressive works 8. analyse the relationship between artistic intent and the expressive work

Strand : Perceiving, Reflecting and Responding: Visual Arts	
GCO 6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.	
GCO 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.	
GCO 8. Students will be expected to analyse the relationship between artistic intent and the expressive work.	
Level	Sample Criteria
A+ (90-100)	<ul style="list-style-type: none"> · Comprehensively applies concepts and technical vocabulary to describe works of artistic expression. · Consistently analyzes and communicates in depth how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of works of artistic expression. · States and supports in an insightful way with multiple examples, preferences for artistic work(s) and reasons for preferences, based on an analysis of how elements and principles are used in producing the work.
A (80-89)	<ul style="list-style-type: none"> · Clearly applies concepts and technical vocabulary to describe works of artistic expression. · Clearly analyzes and communicates how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of works of artistic expression. · States and supports in a clear way, preferences for artistic work(s) and reasons for preferences, based on an analysis of how elements and principles are used in producing the work.
B (70-79)	<ul style="list-style-type: none"> · Applies basic concepts and technical vocabulary to describe works of artistic expression. · Analyzes and communicates how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of works of artistic expression. · States preferences for artistic work(s) and reasons for preferences, based on an analysis of how elements and principles are used in producing the work.
C (60-69)	<ul style="list-style-type: none"> · Inconsistently applies basic concepts and technical vocabulary to describe works of artistic expression. · Inconsistently analyzes and communicates how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of the works of artistic expression. · Preferences made about the quality of the artistic work(s) are based on personal tastes with some consideration for established criteria.
D (50-59)	<ul style="list-style-type: none"> · Begins to apply basic concepts and technical vocabulary to describe works of artistic expression. · Begins to analyze and communicate how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of works of artistic expression. · Preferences made about the quality of the artistic work(s) are based exclusively on personal tastes without supporting detail.
F (0-49)	<ul style="list-style-type: none"> · Does not yet apply basic concepts and technical vocabulary to describe works of artistic expression. · Does not yet analyze and communicate how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact of works of artistic expressions. · Preferences made are too minimal to score.

Sample Rubric Criteria for the achievement of General Curriculum Outcomes and the corresponding Key-stage Outcomes

Strand : Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts	
GCO 3. Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.	
GCO 4. Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.	
GCO 5. Students will be expected to examine the relationship among the arts, societies, and environments.	
Level	Sample Criteria
A+ (90-100)	<ul style="list-style-type: none"> · Consistently analyzes and communicates in depth the characteristics of artistic expressions that distinguish a work of art from various time periods and different cultures. · Comprehensively applies knowledge and understanding of social and cultural influences on artistic expressions.
A (80-89)	<ul style="list-style-type: none"> · Clearly analyzes and communicates the characteristics of artistic expressions that distinguish a work of art from various time periods and different cultures. · Clearly applies knowledge and understanding of social and cultural influences on artistic expressions.
B (70-79)	<ul style="list-style-type: none"> · Analyzes and communicates the characteristics of artistic expressions that distinguish a work of art from various time periods and different cultures. · Applies knowledge and understanding of social or cultural influences on artistic expressions.
C (60-69)	<ul style="list-style-type: none"> · Inconsistently analyzes and communicates the characteristics of artistic expressions that distinguish a work of art from various time periods and different cultures. · Inconsistently applies knowledge and understanding of social or cultural influences on artistic expressions.
D (50-59)	<ul style="list-style-type: none"> · Begins to analyze and communicate the characteristics of artistic expressions that distinguish a work of art from various time periods and different cultures. · Begins to apply knowledge and understanding of social or cultural influences on artistic expressions.
F (0-49)	<ul style="list-style-type: none"> · Does not yet analyze and communicate the characteristics of artistic expressions that distinguish a work of art from various time periods and different cultures. · Does not yet apply knowledge and understanding of social or cultural influences on artistic expressions.

Sample Rubric Criteria for the achievement of General Curriculum Outcomes and the corresponding Key-stage Outcomes

Strand : Creating, Making and Presenting: Visual Arts	
GCO 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.	
GCO 2. Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.	
Level	Sample Criteria
A+ (90-100)	· Consistently creates individually expressive work of superior quality showing a clear personal interpretation. · Utilizes creative problem solving and higher level thinking processes, explores several choices, generates many ideas and uses thoughtful planning, a willingness to take risks and a keen intellectual and creative curiosity towards work. · Skillfully applies knowledge of the elements and principles of design and commands an understanding of the art medium, tools and techniques. · Produces work that reflects pride and effort through excellent craftsmanship. · Comprehensively applies appropriate criteria using specific vocabulary to reflect and evaluate one's own work. · Justifies critical choices with in depth supporting evidence and proposes refinement.
A (80-89)	· Clearly creates work of high quality that shows some personal interpretation. · Utilizes creative problem solving and explores some ideas and demonstrates planning and a willingness to take some risks and exhibits creative curiosity towards work. · Competently applies knowledge of the elements and principles of design and shows understanding of the art medium, tools and techniques. · Produces work that reflects pride and effort through fine craftsmanship. · Clearly applies appropriate criteria using specific vocabulary to reflect and evaluate one's own work. · Clearly justifies critical choices with supporting evidence and proposes refinement.
B (70-79)	· Adequately creates work of good quality that shows some personal interpretation. · Utilizes creative problem solving and shows some originality. · Adequately applies knowledge of the elements and principles of design and shows understanding of the art medium, tools and techniques. · Produces work that reflects pride and effort through craftsmanship. · Applies appropriate criteria using specific vocabulary to reflect and evaluate one's own work. · Justifies critical choices with supporting evidence and proposes refinement.
C (60-69)	· Inconsistently creates work of fair quality that shows minimal personal interpretation. · Utilizes creative problem solving or some originality. · Inconsistently applies knowledge of the principles of design and shows minimal understanding of the art medium, tools and techniques. · Produces work that reflects minimal pride and effort through craftsmanship. · Inconsistently applies appropriate criteria using specific vocabulary to reflect and evaluate one's own work. · Inconsistently justifies critical choices with supporting evidence and proposes refinement.
D (50-59)	· Begins to show personal interpretation. · Begins to apply knowledge of the elements and principles of design as well as art medium, tools, and techniques. · Begins to produce work that reflects craftsmanship. · Begins to apply appropriate criteria with minimal specific vocabulary to reflect and evaluate one's own work. · Begins to justify critical choices with minimal supporting evidence and does not propose refinement.
F (0-49)	· Does not yet create individually expressive work. · Does not yet apply knowledge of the design elements and principles or understanding of art medium, tools, and techniques. · Does not yet produce work that reflects pride or effort in craftsmanship. · Self-reflection is too minimal to score.

Sample Rubric Criteria for the achievement of General Curriculum Outcomes and the corresponding Key-stage Outcomes

Key-Stage Curriculum Outcomes and Visual Arts Units

Key-stage curriculum outcomes are statements which identify what students are expected to know and are capable of doing as a result of their cumulative learning experiences. The Key Stage Outcomes are presented in this document in a check list format and are designed to help students on the path toward attaining the General Curriculum Outcomes. They have been written to accommodate students' developmental levels and with the understanding that high expectations can strongly influence results in student learning.

It is understood that teachers will choose and apply developmentally appropriate practices (Specific Curriculum Outcomes) to enable students to accomplish the Key Stage Outcomes, which in turn will facilitate students' mastery of the content and skills.

For each Key Stage Outcome, the ordering of outcomes is not intended to suggest any priority, hierarchy, or instructional sequence. While these outcomes provide a framework on which educators may build specific curricular outcomes and base decisions concerning instruction and assessment, they are not intended to limit the scope of learning experiences in any key stage. Although it is expected that most students will be able to attain the key-stage curriculum outcomes, the needs and performance of some students will range across key stages.

Teachers should take this variation into consideration as they plan learning experiences and assess students' achievement of the various outcomes. Students' attitudes, experiences, knowledge, abilities, and engagement in learning will also influence their ability to achieve the Key-Stage Curriculum Outcomes.

Key-Stage Outcomes Senior High Visual Arts

By the end of grade 12, students will have achieved the outcomes for entry-grade 9 and will also be expected to:

Key-Stage Outcomes from General Curriculum Outcome 1

- 1.401 assess and apply complex image development techniques
- 1.402 produce an original body of artwork that integrates information from a variety of sources to convey personal meaning
- 1.403 create artwork that communicates intentions
- 1.404 analyse and use complex visual relationships, processes, and content, making subtle discriminations

Key-Stage Outcomes from General Curriculum Outcome 2

- 2.401 create art works to carry personal messages to a diverse range of audiences
- 2.402 analyse and create art objects where emotions, feelings, and experiences are used as a symbolic, non-verbal means of expression and communication of ideas
- 2.403 arrange and create an exhibition of works that considers types of works, presentation issues, location, lighting, and intended audience
- 2.404 analyse and use complex visual relationships, processes, and content, making subtle discriminations
- 2.405 engage in artistic inquiry, exploration, and discovery in collaboration with others

Key-Stage Outcomes from General Curriculum Outcome 3

- 3.401 analyse and make informed judgments about the role that visual creations have in our everyday modes of expression
- 3.402 demonstrate an understanding of the complexities of art works
- 3.403 understand the influence of the visual arts, their impact on daily life, and their power to create, alter, and reflect culture
- 3.404 understand how ideas, perceptions, and feelings are embodied in art works of a culture
- 3.405 explore how the visual arts of their own culture are used as a vehicle of cultural production and transmission
- 3.406 use visual arts as a means of conveying concerns about social and ethical issues
- 3.407 evaluate possibilities for ongoing involvement in art-related vocations and avocations

Key-Stage Outcomes from General Curriculum Outcome 4

- 4.401 explore how ethnic and geographical communities visually celebrate themselves
- 4.402 derive images through the study of historical images from their own and others' cultures
- 4.403 create personal symbols for visual communication
- 4.404 explain the role of artists and the arts to inform, define, and cause us to question and reflect
- 4.405 develop knowledge, understanding, and appreciation of art and design in historical and contemporary cultures
- 4.406 trace influences of various cultures on contemporary artwork

Key-Stage Outcomes from General Curriculum Outcome 5

- 5.401 determine the relationship among the visual arts and the other arts disciplines through studio experiences, viewing, and investigation
- 5.402 use visual structures in art making to develop personal imagery and communicate a personal viewpoint on issues relating to society and/or environments
- 5.403 evaluate the context of images they produce
- 5.404 analyse the relationship between elements and principles of design in art and in the physical and built environments
- 5.405 examine and discuss the moral, ethical, and legal issues related to the creation of art works

Key-Stage Outcomes from General Curriculum Outcome 6

- 6.401 describe, analyse, interpret, and evaluate art works
- 6.402 use appropriate art vocabulary in oral and written communication to articulate informed aesthetic responses
- 6.403 evaluate and justify content, subject matter, symbols, and images in their own and others' art
- 6.404 recognize that the principles of design can be used to show relationships in an image
- 6.405 evaluate, both formally and informally, their own art work
- 6.406 articulate informed aesthetic responses that demonstrate critical reflection

Key-Stage Outcomes from General Curriculum Outcome 7

- 7.401 show competence and responsibility in use and manipulation of required materials, tools, and techniques
- 7.402 assess the degree of knowledge, skills, and abilities necessary to carry out a project
- 7.403 demonstrate advanced abilities in and understanding of the technical aspects of art making
- 7.404 investigate how the sensory qualities of media affect an image and our response to it
- 7.405 predict the impact that new technologies might have on art and on society

Key-Stage Outcomes from General Curriculum Outcome 8

- 8.401 interpret the relationship between intention and outcome in their own work
- 8.402 analyse the work of others to assess the relationship between intention and outcome
- 8.403 develop an awareness of how consideration of the intended audience affects and impacts on an art work