

Section II

Curriculum Design and Components

Curriculum outcomes are statements articulating what students are expected to know, do, and value in particular subject areas. These statements also describe what knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education as a result of their cumulative learning experiences at each grade level in the Kindergarten to graduation continuum. Through the achievement of curriculum outcomes, students demonstrate essential graduation learnings.

Essential Graduation Learnings

Seven statements of essential graduation learnings describe the knowledge, skills, and attitudes expected of all students who graduate from school in Atlantic Canada. These statements affirm art as an integral component of a balanced school program for all students.

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.

Opportunities for learning in and through art afford students unique ways of knowing and expressing what they know. Through art, students extend their aesthetic awareness and judgement by making art that communicates their ideas, perceptions, and feelings. Learning experiences in art enable learners to understand the role of art throughout history and in their own society. Art experiences help students to develop:

- an enriched appreciation for works of art through time and culture
- the ability to respond to others' artwork with sensitivity and respect
- a heightened awareness of the role arts has in lifelong learning
- confidence in themselves as makers of art with the potential for using their abilities in future art-related and other careers

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Through experiences in art, students broaden their awareness and understanding of social, historical, and cultural diversity. These experiences provide students with opportunities to think of themselves as world citizens, with inherent challenges and responsibilities. Using knowledge and attitudes gained in and through art, students can demonstrate value and respect for cultural diversity in varying contexts.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

Through art, students are able to communicate thoughts, experiences, and feelings in unique ways that are not always possible with words. Experiences in art allow students to demonstrate individuality and critical thinking; give shape to their thoughts, feelings, and experiences through their own artwork; and use a range of critical thinking processes to reflect upon and respond to their own work and the work of others.

Personal Development

Graduates will be able to learn and to pursue an active, healthy lifestyle.

In addition to providing enrichment in other curriculum areas, art provides many opportunities for personal, social, and emotional development. Art experiences enhance emotional health because they enable students to explore an extensive range of abilities, to experience a joy in learning that elevates self-esteem and motivation, and to develop as lifelong learners. Through art experiences, students will have opportunities to: demonstrate personal growth in self-confidence, independent thinking, open-mindedness, and acceptance; take risks and develop a sense of curiosity in learning new things; and use a sense of humour to explore and develop thoughts, experiences, and feelings as they work alone or with others.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Art activities constantly challenge students to make decisions, arrive at solutions, and practice aesthetic judgement. By using their creative and critical thinking skills, students gain a sense of achievement. These skills have direct application in other areas of study and life.

Throughout the creative process, students practice individual and collaborative problem solving through various strategies, techniques, and technologies. Engagement in critical conversations allows students to develop a deeper understanding of art, artists across time and cultures, and personal possibilities. In developing their own works of art or in learning to think critically about the artwork of others, students must make important decisions that connect theory and practice. They come to value the examination of multiple solutions in various problem solving situations and to recognize that, as in life, each situation may have more than one solution.

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.

Learning experiences with technology in art provide students with opportunities to create visual images using a range of traditional, conventional, and computer tools. These opportunities allow students to engage positively with information technologies as they investigate the role of art in society and explore the potential of these technologies for creative expression.

Students use technology to create and enhance their artwork, to construct, synthesize, and integrate meanings from a wealth of resources, and to explore and express their thoughts, feelings, and experiences. New technologies allow learners flexibility in conceiving, developing, and revising their artwork as they manipulate the elements and principles of design. The Internet and digital technology provide students with access to museums, art galleries, artists, and art images from all over the world. They bring a diverse range of artwork into the classroom, facilitating the integration of diverse cultures and ideas, and allow students to investigate the cultural and historical contexts of artists and their work.

Spiritual/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.

Art experiences provide opportunities for students to understand the historical/cultural aspects of art and how the belief and value systems of people can be expressed through their art making. Throughout history, human rights and the human condition, as well as moral and ethical issues, have been reflected in the art of societies. Discussion, analysis, and evaluation lead to understanding of the forces that shape societies and defines what is and is not ethical conduct.

General Curriculum Outcomes

The eight GCO are statements that describe what students are expected to know, be able to do, and value upon completion of study in art.

Students will be expected to:

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
3. demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression
5. examine the relationship among the arts, societies, and environments
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

Unifying Concepts

A curriculum for any of the arts disciplines is one that enables students to create work in various art forms, respond critically to their own work and the work of others, and make connections in local and global contexts.

Curriculum outcomes in elementary art are grouped according to the unifying concepts of creating, contextualizing, and reflecting:

- Creating, Making, and Presenting (Create)
- Understanding and Connecting Contexts of Time, Place, and Community (Contextualize)
- Perceiving, Reflecting, and Responding (Reflect)

It is important to recognize that the concepts are inter-related and are developed most effectively as interdependent concepts. When learning experiences are designed to reflect these interrelationships, art activities become more relevant to real life situations, and learning becomes more meaningful.

| | General Curriculum Outcomes | Unifying Concepts |
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| Create | <p>Students will be expected to:</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>Creating, Making, and Presenting</p> <p>Art making allows teachers and students to explore an initial idea or experience such as looking at art reproductions, reading or listening to stories, singing songs, experiencing field trips, or discussing feelings about issues or concepts. During the creating process, students make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork, students have exciting opportunities to work independently and collaboratively, express ideas, gain feedback, look at others' artwork, reflect on their progress, and plan for future art making.</p> |
| Contextualize | <ol style="list-style-type: none"> 3. demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture 4. respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression 5. examine the relationship among the arts, societies, and environments | <p>Understanding and Connecting Contexts of Time, Place, and Community</p> <p>Children have an amazing ability to look at and respond to art in fresh and imaginative ways. In contextualizing art, students have opportunities to learn about elements and processes in art making, as well as varieties of styles, techniques, and materials used by artists across time and cultures. They learn about the many reasons why art is created and develop an appreciation for art as an expression of culture. They can then use this knowledge to develop their own art and share thoughts and ideas about it. During the contextualizing phase, students are also reflecting on the myriads of ways in which people see and respond to their world through the art process.</p> |
| Reflect | <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 | <p>Perceiving, Reflecting, and Responding</p> <p>The reflective process guides the process of creating and contextualizing art. It involves oral and written expression, as well as art making in response to an idea or belief. Students engage in reflective activities throughout the art experience beginning at the invitation to look at and create art, through the stages of extending their knowledge into future art making. They have opportunities to look beyond their world through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have had throughout time and cultures. Students also examine the multimedia environment in which they live and its effect on their lives and art making.</p> |

Key Stage Curriculum Outcomes

The following key stage curriculum outcomes (KSCO), organized according to the eight GCO, are statements that describe what students are expected to know, be able to do, and value upon completion of Grade 6:

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| 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts. | 1.2.1 | Create imagery that demonstrates an understanding of the expressive qualities of the elements and principles of design. |
| | 1.2.2 | Demonstrate and apply knowledge of basic art skills, techniques, processes, and language. |
| | 1.2.3 | Experiment with a variety of materials, tools, equipment, and processes. |
| | 1.2.4 | Develop and create imagery that draws upon observation, imagination, memory, and the interpretation of sensory experiences. |
| 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. | 2.2.1 | Construct personal meaning and communicate it through their artwork. |
| | 2.2.2 | Choose, display, and describe work from their own portfolio. |
| | 2.2.3 | Acknowledge and respect individual approaches to and opinions of art. |
| 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture. | 3.2.1 | Develop observation skills and sensitivity to the visual environment. |
| | 3.2.2 | Investigate how visual communication systems are a part of everyday life. |
| | 3.2.3 | Use experiences from their personal, social, and physical environments as a basis for visual expression. |
| | 3.2.4 | Understand that past events, the way people live, and the visual arts influence one another. |
| | 3.2.5 | Demonstrate an awareness of how visual art is used in their school and community. |
| | 3.2.6 | Investigate the roles of artists in their community and potential careers available to those trained in the visual arts. |
| 4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression. | 4.2.1 | Demonstrate respect for the uniqueness of the works created by self and others. |
| | 4.2.2 | Investigate art styles from a variety of social, historical, and cultural contexts. |
| | 4.2.3 | Communicate an understanding that the visual arts have and show a history. |
| | 4.2.4 | Develop awareness of the ethnic diversity, cultural uniqueness, and influence of the visual arts in our society. |
| | 4.2.5 | Increase their understanding of the contributions of various artists, past and present, to the field of visual art. |
| | 4.2.6 | Demonstrate an awareness that many works of art can be studied according to their context (design, function, and setting). |

5. Students will be expected to examine the relationship among the arts, societies, and environments.
- 5.2.1 Investigate the relationship among the visual arts and the other art disciplines.
 - 5.2.2 Draw upon objects and images from their own community as a starting point for their own artwork.
 - 5.2.3 Recognize that our response to art is strongly influenced by our experiences.
 - 5.2.4 Identify and discuss the visual effect of the elements and principles of design in the natural and built environment.
 - 5.2.5 Consider the moral and ethical issues involved in copying work.
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.
- 6.2.1 Analyse preferences for selected works of art.
 - 6.2.2 Analyse others' artwork to form conclusions about formal properties, cultural contexts, and intent.
 - 6.2.3 Use descriptive art language to analyse, interpret, and respond to their own and others' work.
 - 6.2.4 Examine the works of artists to determine how they have used the elements and principles of design.
 - 6.2.5 Recognize the relationship between seeing, feeling, and thinking by analysing and interpreting their own and others' work.
7. Students will be expected to understand the role of technologies in creating and responding to expressive works.
- 7.2.1 Use common safety practices associated with the proper care of art materials and tools.
 - 7.2.2 Solve design problems by making use of the elements and principles of design, using a variety of technologies.
 - 7.2.3 Select and use a variety of tools and technological processes in creating art objects, considering the sensory qualities of the materials.
8. Students will be expected to analyse the relationship between artistic intent and the expressive work.
- 8.2.1 Recognize that art imagery is developed for a variety of purposes, and discuss their own intentions and intentions of others in creating art objects.
 - 8.2.2 Identify and discuss the source of ideas behind their own work.
 - 8.2.3 Discuss and describe artistic process in the artwork of others.
 - 8.2.4 Consider the various sources of ideas and influences which affect their work.

Specific Curriculum Outcomes

The following specific curriculum outcomes (SCO), organized according to the eight GCO, are statements describing what students are expected to know, be able to do, and value upon completion of Grades 4, 5 and 6:

Creating, Making, and Presenting

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| 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts. | 1 | Explore the elements of design (line, value, colour, shape, form, texture, and space) in creating artwork. |
| | 2 | Explore the principles of design (balance, emphasis, unity, movement/rhythm, pattern, and contrast/variety) in creating artwork. |
| | 3 | Use a combination of the elements and principles of design in art making. |
| | 4 | Experiment with a variety of art materials, tools, and processes. |
| | 5 | Demonstrate and apply knowledge of basic art skills, techniques, processes, and language. |
| | 6 | Make effective choices about tools and materials in the creation of art. |
| 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. | 7 | Develop observation skills and sensitivity to the visual environment. |
| | 8 | Use experiences from their personal, social, and physical environments to create art. |
| | 9 | Create art for a variety of audiences and purposes. |
| | 10 | Collaborate with others during the creative process to examine a variety of art forms. |
| | 11 | Use safety considerations when handling art making tools and materials. |

Understanding and Connecting Contexts of Time, Place, and Community

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| 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture. | 12 | Describe ways the visual arts are used in their home, school, and community. |
| | 13 | Explore images from a variety of times and cultures to understand connections with their own time and place. |
| | 14 | Identify and discuss the visual effect of the elements and principles of design in the natural and built environments. |
| | 15 | Investigate the roles of artists in their community. |
| | 16 | Research potential careers available to those trained in the visual arts. |
| 4. Students will be expected to respect the contributions of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression. | 17 | Examine artwork made for various purposes from past and present cultures. |
| | 18 | Communicate an understanding that the visual arts have and show a history. |
| | 19 | Investigate art styles from a variety of historical and cultural contexts. |
| | 20 | Investigate contributions made by visual artists. |
| | 21 | Demonstrate an awareness that artwork can be studied according to its context. |
| 5. Students will be expected to examine the relationship among the arts, societies, and environments. | 22 | Identify and consider the sources of ideas and influences which affect their artwork. |
| | 23 | Recognize that the viewers' response to art is strongly influenced by their experiences. |
| | 24 | Consider the moral and ethical issues involved in copying artwork. |

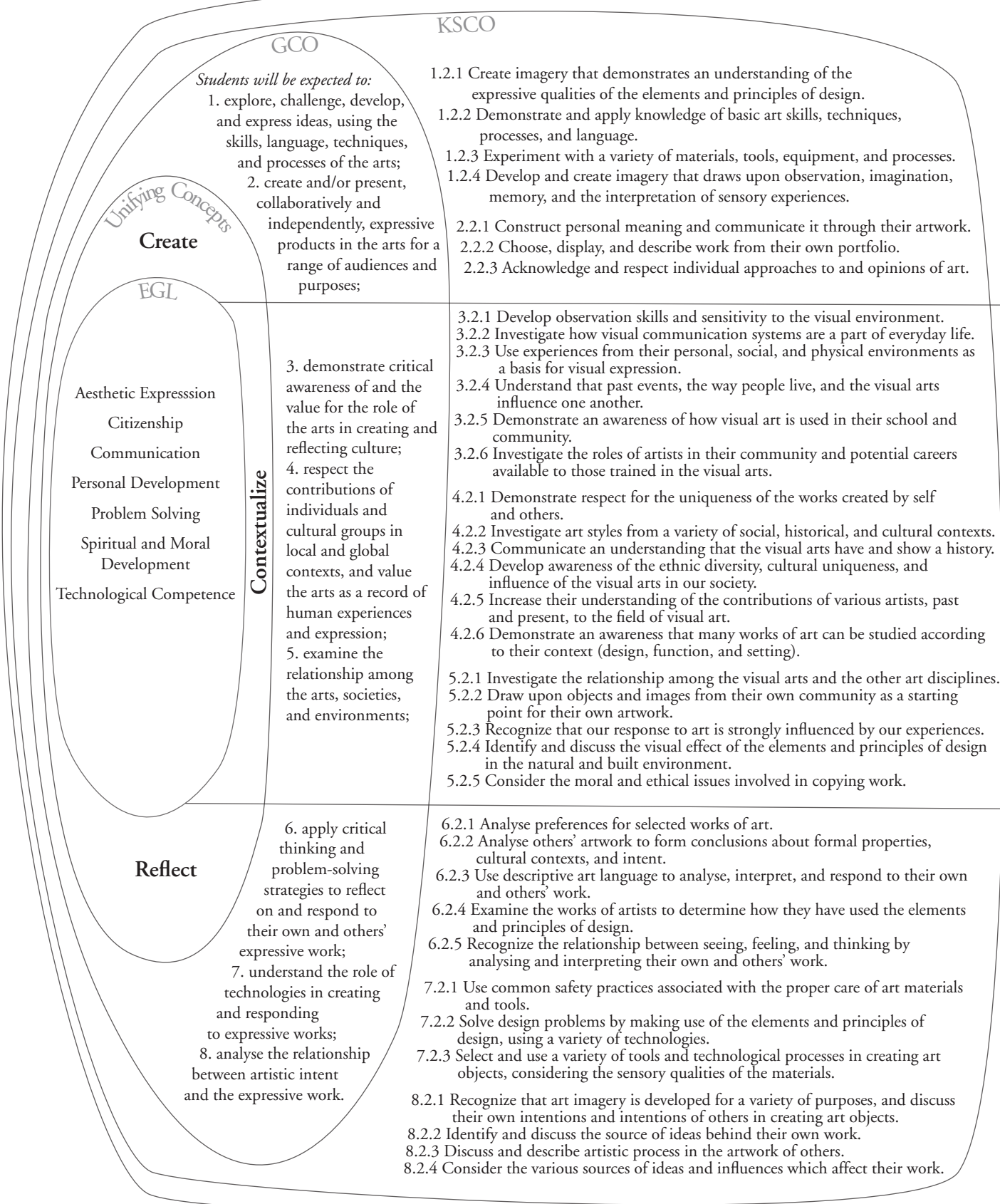
Perceiving, Reflecting, and Responding

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| 6. Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work. | 25 | Respectfully view and discuss, using descriptive language, as they analyse and interpret artwork. |
| | 26 | Suggest reasons for preferences in artwork. |
| | 27 | Examine the work of artists to determine how they have used the elements and principles of design. |
| | 28 | Recognize the relationship between feeling and thinking when experiencing art. |
| | 29 | Acknowledge and respect individual approaches to and opinions of art. |
| 7. Students will be expected to understand the role of technologies in creating and responding to expressive works. | 30 | Choose, display, and describe work from their own portfolios. |
| | 31 | Solve design problems by making use of the elements and principles of design, using a variety of technologies. |
| 8. Students will be expected to analyse the relationship between artistic intent and the expressive work. | 32 | Discuss their own and others' intentions for creating an artwork. |
| | 33 | Describe how they and others made an artwork. |

In summary, the diagram on the following two pages outlines art curriculum outcomes to be addressed by the elementary student. Please note that all Art outcomes for Grade 4, 5, and 6 are the same.

The EGL are located at the core of the diagram. The three unifying concepts (**Create**, **Contextualize**, and **Reflect**) organize the GCO, KSCO, and the SCO, which expand outward from the EGL core on page 30.

Curriculum Outcome Connections



SCO

- 1 Explore the elements of design (line, value, colour, shape, form, texture, and space) in creating artwork.
- 2 Explore the principles of design (balance, emphasis, unity, movement/rhythm, pattern, and contrast/variety) in creating artwork.
- 3 Use a combination of the elements and principles of design in art making.
- 4 Experiment with a variety of art materials, tools, and processes.
- 5 Demonstrate and apply knowledge of basic art skills, techniques, processes, and language.
- 6 Make effective choices about tools and materials in the creation of art.

- 7 Develop observation skills and sensitivity to the visual environment.
- 8 Use experiences from their personal, social, and physical environments to create art.
- 9 Create art for a variety of audiences and purposes.
- 10 Collaborate with others during the creative process to examine a variety of art forms.
- 11 Use safety considerations when handling art making tools and materials.

- 12 Describe ways the visual arts are used in their home, school, and community.
- 13 Explore images from a variety of times and cultures to understand connections with their own time and place.
- 14 Identify and discuss the visual effect of the elements and principles of design in the natural and built environments.
- 15 Investigate the roles of artists in their community.
- 16 Research potential careers available to those trained in the visual arts.

- 17 Examine artwork made for various purposes from past and present cultures.
- 18 Communicate an understanding that the visual arts have and show a history.
- 19 Investigate art styles from a variety of historical and cultural contexts.
- 20 Investigate contributions made by visual artists.
- 21 Demonstrate an awareness that artwork can be studied according to its context.

- 22 Identify and consider the sources of ideas and influences which affect their artwork.
- 23 Recognize that the viewers' response to art is strongly influenced by their experiences.
- 24 Consider the moral and ethical issues involved in copying artwork.

- 25 Respectfully view and discuss, using descriptive language, as they analyse and interpret artwork.
- 26 Suggest reasons for preferences in artwork.
- 27 Examine the work of artists to determine how they have used the elements and principles of design.
- 28 Recognize the relationship between feeling and thinking when experiencing art.
- 29 Acknowledge and respect individual approaches to and opinions of art.

- 30 Choose, display, and describe work from their own portfolios.
- 31 Solve design problems by making use of the elements and principles of design, using a variety of technologies.

- 32 Discuss their own and others' intentions for creating an artwork.
- 33 Describe how they and others made an artwork.

