

## 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 high 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, CDs, and video disc 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 General Curriculum Outcomes (GCO) 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 primary art are grouped according to the following unifying concepts:

- 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
<b>Create</b>	<p><b>Students will be expected to:</b></p> <ol style="list-style-type: none"> <li>1. explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts</li> <li>2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes</li> </ol>	<p><b>Creating, Making, and Presenting</b></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>
<b>Contextualize</b>	<ol style="list-style-type: none"> <li>3. demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture</li> <li>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</li> <li>5. examine the relationship among the arts, societies, and environments</li> </ol>	<p><b>Understanding and Connecting Contexts of Time, Place, and Community</b></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>
<b>Reflect</b>	<ol style="list-style-type: none"> <li>6. apply critical thinking and problem solving strategies to reflect on and respond to their own and others' expressive work</li> <li>7. understand the role of technologies in creating and responding to expressive works</li> <li>8. analyse the relationship between artistic intent and the expressive work</li> </ol>	<p><b>Perceiving, Reflecting, and Responding</b></p> <p>The reflective process guides the process of creating and contextualizing art. It involves oral and written expression, as well as making art 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

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 3:

- |  |       |   |
|--|-------|---|
| 1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.   | 1.1.1 | Explore colour, shape, line, and texture and the principles of pattern and repetition in the visual environment.                            |
|  | 1.1.2 | Create images based on sensory experiences and imagination that express a mood, feeling, or emotional response and convey personal meaning. |
|  | 1.1.3 | Visually communicate stories, ideas, and experiences, using a variety of materials.   |
|  | 1.1.4 | Explore basic art skills, techniques, and vocabulary.   |
|  | 1.1.5 | Explore a range of materials, tools, equipment, and processes.  |
| 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.                               | 2.1.1 | Create art for a variety of reasons and recognize that there are many kinds of visual arts.   |
|  | 2.1.2 | Choose, display, and describe work from their own portfolio.  |
|  | 2.1.3 | Develop skills in interaction, co-operation, and collaboration through working with others in making visual images.                         |
| 3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.   | 3.1.1 | Demonstrate awareness of visual images and their daily effects on people.   |
|  | 3.1.2 | Identify visual communication in daily life.  |
|  | 3.1.3 | Make images that reflect their culture and community.   |
|  | 3.1.4 | Explore images from a variety of historical and cultural contexts.  |
|  | 3.1.5 | Draw upon experiences from their personal, social, and physical environments as a basis for visual expression.                              |
|  | 3.1.6 | Describe ways they use the visual arts in school and at home.   |
| 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. | 4.1.1 | Demonstrate respect for the work of self and others.  |
|  | 4.1.2 | Examine artwork from past and present cultures created for various purposes.  |
|  | 4.1.3 | Recognize and investigate how art is a human activity that can emerge from personal experiences.  |
|  | 4.1.4 | Demonstrate an understanding that visual art is a universal means of expression among people.   |

- 
- |   |  |
|---|--|
| 5. Students will be expected to examine the relationship among the arts, societies, and environments.   | 5.1.1 Understand that there are relationships and commonalities between the visual arts and other arts.                        |
|   | 5.1.2 View and discuss objects and images in their community.  |
|   | 5.1.3 Demonstrate sensitivity to and respect for others and the works they create.   |
|   | 5.1.4 Investigate artwork from the past and relate it to their art.  |
|   | 5.1.5 Explore the relationships between the natural and built environments.  |
| 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. | 6.1.1 Suggest reasons for preferences in artwork.  |
|   | 6.1.2 Apply simple criteria to identify main ideas in original artwork of others.  |
|   | 6.1.3 Use descriptive language to talk about their own work and that of their peers.   |
|   | 6.1.4 Recognize that the elements of design can be organized according to the principles of design.                            |
|   | 6.1.5 Explain how they make decisions during the art making process.   |
|   | 6.1.6 Recognize that people can respond emotionally to what they see.  |
| 7. Students will be expected to understand the role of technologies in creating and responding to expressive works.   | 7.1.1 Use safety considerations when handling art making tools and materials.  |
|   | 7.1.2 Solve simple design problems using available technologies.   |
|   | 7.1.3 Make choices and decisions about tools and materials in the creation of art objects.                                     |
| 8. Students will be expected to analyse the relationship between artistic intent and the expressive work.   | 8.1.1 Recognize that images are developed for a variety of purposes, and discuss their own intentions in creating art objects. |
|   | 8.1.2 Discuss their own visual images to share their intentions.   |
|   | 8.1.3 Describe how people's experiences influence their art.   |
|   | 8.1.4 View and discuss the works of others and consider the intentions of those who made them.                                 |

# Specific Curriculum Outcomes

The following specific curriculum outcomes (SCO), 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 Kindergarten, Grades 1,2, and 3:

## Creating, Making, and Presenting

1. Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.

### Kindergarten/Grade 1

- 1.1.1 Investigate the elements of design (colour, shape, line, texture, space, value, and form) in the visual environment.
- 1.1.2 Investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment.
- 1.1.3 Apply one or more of the elements and principles of design in creating artwork based on the senses and imagination.
- 1.1.4 Explore a range of art materials, techniques, and vocabulary to develop art making skills.

### Grades 2/3

- 1.3.1 Investigate the elements of design (colour, shape, line, texture, space, value, and form) in the visual environment.
- 1.3.2 Investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment.
- 1.3.3 Employ a combination of the elements and principles of design in creating artwork that is based on the senses and imagination.
- 1.3.4 Explore a range of art materials, processes, and vocabulary to develop art making skills.

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.

### Kindergarten/Grade 1

- 2.1.1 Create art for a variety of purposes and recognize there are many kinds of visual art.
- 2.1.2 Choose, display, and talk about work from their portfolio.
- 2.1.3 Collaborate during the art making process.

### Grades 2/3

- 2.3.1 Create art for a variety of purposes and recognize there are many kinds of visual art.
- 2.3.2 Choose, display, and discuss work from their portfolio.
- 2.3.3 Demonstrate positive interactive skills through collaborative art making.

## Understanding and Connecting Contexts of Time, Place, and Community

3. Students will be expected to demonstrate critical awareness of and the value for the role of the arts in creating and reflecting culture.

### Kindergarten/Grade 1

- 3.1.1 Investigate how visual art is used at home, school, and in the community.
- 3.1.2 Explore images from different times and cultures.
- 3.1.3 Realize that their personal, social, and physical environments can influence the content of their artwork.

### Grades 2/3

- 3.3.1 Identify and describe ways visual art is used at home, school, and in the community.
- 3.3.2 Explore images from different times and cultures that have been created for various purposes.
- 3.3.3 Make reference in their own art to historical and cultural artwork.
- 3.3.4 Illustrate and describe how their personal, social, and physical environments can influence their artwork.

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.

### Kindergarten/Grade 1

- 4.1.1 Demonstrate an understanding that visual art is a universal way of expression among people.
- 4.1.2 Respectfully discuss their own and others' artwork, describing various reasons why the artwork was made.

### Grades 2/3

- 4.3.1 Demonstrate an understanding that visual art is a universal way of expression among people.
- 4.3.2 Respectfully view their own and others' artwork and discuss the artists' intentions.

5. Students will be expected to examine the relationship among the arts, societies, and environments.

### Kindergarten/Grade 1

- 5.1.1 Examine artwork from past and present cultures that have been created for different purposes and relate it to their own work.
- 5.1.2 Refer to the natural and built environments when viewing and creating art.

### Grades 2/3

- 5.3.1 Understand commonalities between the fine art disciplines (creative writing, dance, music, and theatre).
- 5.3.2 Explore relationships between the natural and built environments when viewing and creating art.

## Perceiving, Reflecting, and Responding

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.

### Kindergarten/Grade 1

- 6.1.1 Give reasons for their preferences in artwork, recognizing people can respond emotionally to what they see.
- 6.1.2 Respond to questions to identify main ideas in others' artwork.
- 6.1.3 Talk about their own and others' artwork using descriptive language that includes the elements and principles of design.

### Grades 2/3

- 6.3.1 Describe reasons for preferences in artwork, recognizing that people can respond emotionally to what they see.
- 6.3.2 Apply simple criteria to identify main ideas in the artwork of others.
- 6.3.3 Use descriptive language, including the elements and principles of design, to talk about their work and that of others.
- 6.3.4 Explain reasons for the decisions they made during the art making process.

7. Students will be expected to understand the role of technologies in creating and responding to expressive works.

### Kindergarten/Grade 1

- 7.1.1 Recognize safety considerations when handling art making tools and materials.
- 7.1.2 Solve simple design problems using available technologies.

### Grades 2/3

- 7.3.1 Make effective and safe choices about tools and materials in the creation of art.
- 7.3.2 Solve simple design problems using available technologies.

8. Students will be expected to analyse the relationship between artistic intent and the expressive work.

### Kindergarten/Grade 1

- 8.1.1 Explain reasons for creating an artwork.
- 8.1.2 Describe how they made an artwork.

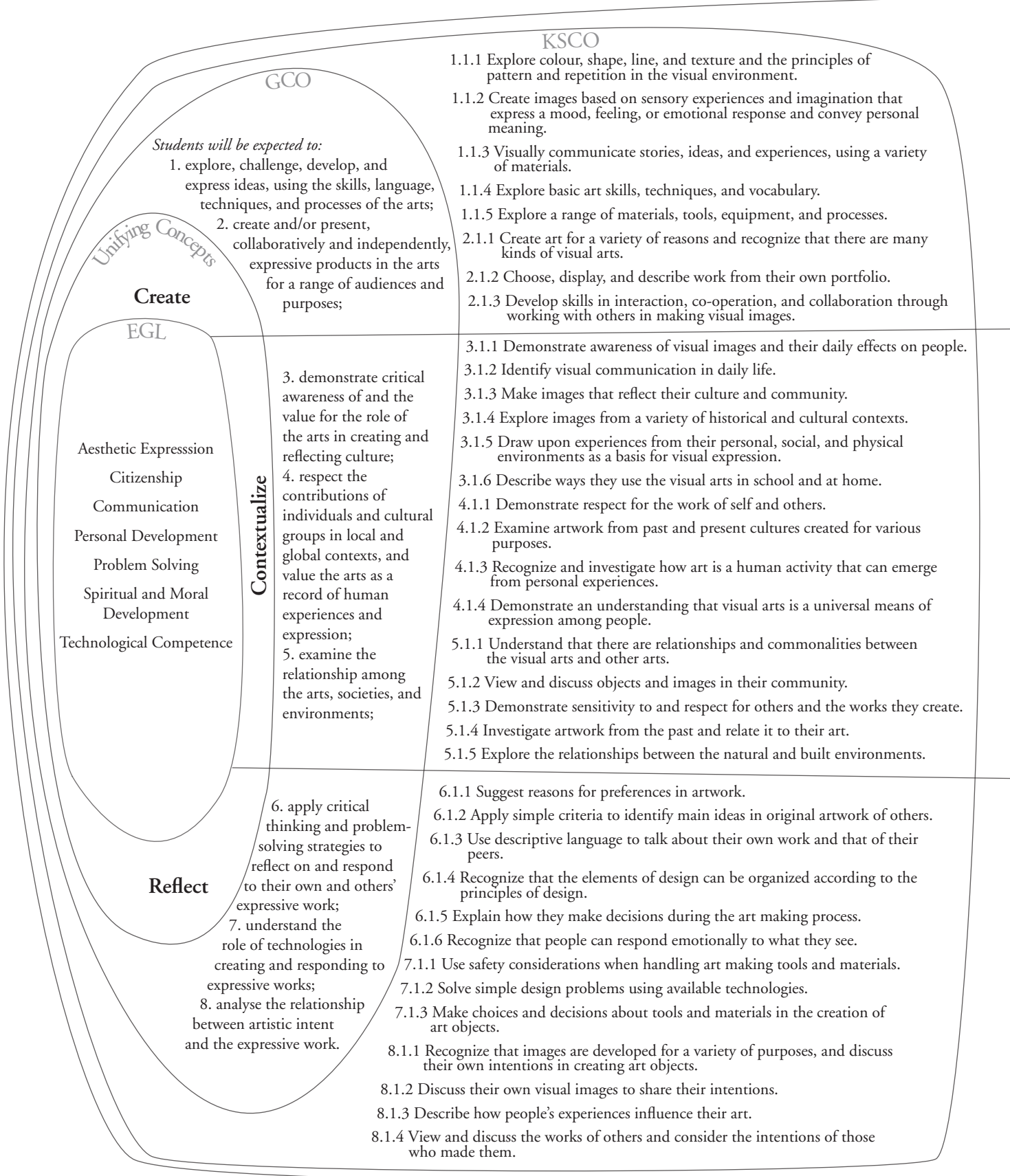
### Grades 2/3

- 8.3.1 Discuss their own artwork to share their intentions.

In summary, the diagram on the following two pages outlines every art curriculum outcome to be addressed by the primary student.

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

**Kindergarten/Grade 1**

- 1.1.1 Investigate the elements of design (colour, shape, line, texture, space, value, and form) in the visual environment.
- 1.1.2 Investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment.
- 1.1.3 Apply one or more of the elements and principles of design in creating artwork based on the senses and imagination.
- 1.1.4 Explore a range of art materials, techniques, and vocabulary to develop art making skills.
- 2.1.1 Create art for a variety of purposes and recognize there are many kinds of visual art.
- 2.1.2 Choose, display, and talk about work from their portfolio.
- 2.1.3 Collaborate during the art making process.

**Grades 2/3**

- 1.3.1 Investigate the elements of design (colour, shape, line, texture, space, value, and form) in the visual environment.
- 1.3.2 Investigate the principles of design (pattern/repetition, variety, contrast, emphasis, rhythm/movement, balance, and unity) in the visual environment.
- 1.3.3 Employ a combination of the elements and principles of design in creating artwork that is based on the senses and imagination.
- 1.3.4 Explore a range of art materials, processes, and vocabulary to develop art making skills.
- 2.3.1 Create art for a variety of purposes and recognize there are many kinds of visual art.
- 2.3.2 Choose, display, and discuss work from their portfolio.
- 2.3.3 Demonstrate positive interactive skills through collaborative art making.

**Kindergarten/Grade 1**

- 3.1.1 Investigate how visual art is used at home, school, and in the community.
- 3.1.2 Explore images from different times and cultures.
- 3.1.3 Realize that their personal, social, and physical environments can influence the content of their artwork.
- 4.1.1 Demonstrate an understanding that visual art is a universal way of expression among people.
- 4.1.2 Respectfully discuss their own and others' artwork, describing various reasons why the artwork was made.
- 5.1.1 Examine artwork from past and present cultures that have been created for different purposes and relate it to their own work.
- 5.1.2 Refer to the natural and built environments when viewing and creating art.

**Grades 2/3**

- 3.3.1 Identify and describe ways visual art is used at home, school, and in the community.
- 3.3.2 Explore images from different times and cultures that have been created for various purposes.
- 3.3.3 Make reference in their own art to historical and cultural artwork.
- 3.3.4 Illustrate and describe how their personal, social, and physical environments can influence their artwork.
- 4.3.1 Demonstrate an understanding that visual art is a universal way of expression among people.
- 4.3.2 Respectfully view their own and others' artwork and discuss the artists' intentions.
- 5.3.1 Understand commonalities between the fine art disciplines (creative writing, dance, music, and theatre).
- 5.3.2 Explore relationships between the natural and built environments when viewing and creating art.

**Kindergarten/Grade 1**

- 6.1.1 Give reasons for their preferences in artwork, recognizing people can respond emotionally to what they see.
- 6.1.2 Respond to questions to identify main ideas in others' artwork.
- 6.1.3 Talk about their own and others' artwork using descriptive language that includes the elements and principles of design.
- 7.1.1 Recognize safety considerations when handling art making tools and materials.
- 7.1.2 Solve simple design problems using available technologies.
- 8.1.1 Explain reasons for creating an artwork.
- 8.1.2 Describe how they made an artwork.

**Grades 2/3**

- 6.3.1 Describe reasons for preferences in artwork, recognizing that people can respond emotionally to what they see.
- 6.3.2 Apply simple criteria to identify main ideas in the artwork of others.
- 6.3.3 Use descriptive language, including the elements and principles of design, to talk about their work and that of others.
- 6.3.4 Explain reasons for the decisions they made during the art making process.
- 7.3.1 Make effective and safe choices about tools and materials in the creation of art.
- 7.3.2 Solve simple design problems using available technologies.
- 8.3.1 Discuss their own artwork to share their intentions.

