

Visual Arts 7

Curriculum Guide

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

© Crown copyright, Province of Nova Scotia, 2022

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Table of Contents

Background	2
Learning through the lens of Competencies and Skills	3
What are competencies?	3
Course Delivery	4
How to Use this Guide	6
Learners will analyse how a variety of contemporary and historical works of art across various communities and cultures communicate multiple perspectives	10
Learners will create purposeful and meaningful works of art	16
Learners will formulate personal responses to a variety of works of art	23
Appendix	29
What is the Creative Process	29
What Is Art Criticism?	30
What Is Studio Etiquette?	31
What Is Artistic Merit?	32
The Creative Process of Visual Arts	33
Elements of Art	34
Principles of Design	35

Background

The Nature of Visual Arts 7

The delivery of an effective visual arts curriculum at the grade 8 level is dependent on the teacher's understanding of and appreciation for the variety of abilities of the learners in the visual arts class. Visual Arts 7 was developed to provide an opportunity beyond Grade 7. The curriculum for Visual Arts 7, therefore, focuses on:

- expanding each learner's knowledge base
- building skills in visual arts to provide learners with the necessary tools for self-expression
- extending the range of visual arts strategies each learner uses to construct meaning
- extending the range of situations that each learner can create, interpret, and respond to
- providing consistent challenge and support as learners engage with and develop the competencies of: communication, critical thinking, personal and career development, creativity and innovation, technological fluency, and citizenship

The Visual Arts curriculum is supported by a resource comprised of three, 26-hour modules

- [Mixed Media](#)
- [Painting](#)
- [Drawing and Printmaking](#)

These modules are not sequential, although it is strongly recommended that all learners begin with the Mixed Media module. This module reviews and reinforces the concepts and skills taught in Visual Arts Primary – 6 and prepares learners for the learning activities they will experience in the other modules. Often, schools offer Visual Arts alongside other electives (i.e. Explore Music, Family Studies). Creativity and flexibility with scheduling will be key, and the following examples provide suggestions for schools to consider:

- offering the same module three times to three different groups of learners
- schedule one term each of Technology Education, Family Studies, and Visual Arts
- have one group of learners complete three music or visual arts modules

The range of experience of learners in the junior high visual arts program may vary, success should be in relation to success criteria established through the teacher and learners. The suggestions for learning and teaching emphasize skills and concepts in relation to the outcomes for this course.

Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placed emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.



What are competencies?

Competencies are an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. Competencies are developed over time through engagement in learning experiences and a supportive learning environment.

Citizenship (CZ)

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.

Personal-Career Development (PCD)

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Communication (COM)

Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Creativity and Innovation (CI)

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Critical Thinking (CT)

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Technological Fluency (TF)

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

The renewed curriculum outcomes are comprised of skills, concepts, and opportunities for engagement with the competencies. Each outcome has suggested indicators to assist in developing those concepts and skills to demonstrate achievement. The design reflects an opportunity for a natural cross curricular approach.

- Indicators have been identified for each outcome; the indicators are aligned with competencies and are suggested ways to scaffold skill development through conceptual exploration in order to provide a depth of understanding in relation to the outcome.
- Concepts are the key ideas, information, and theories that learners come to know through the aligned skill. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.

Competencies are listed at the end of each indicator. These are closely aligned with the combination of skill and concept that are found in the indicator. The competencies can be used by teachers to frame learning experiences. This framing provides opportunities for learners to engage with and develop the related competency.

Course Delivery

Learning will be enhanced through an inquiry-based approach. Inquiry-based learning requires learners to meaningfully engage in the experience/activity while reflecting upon the learning and the competencies and skills they are developing.

By delivering the curriculum through an integrated approach, higher level thinking and active participation are encouraged. This approach supports learners in a deeper understanding of content and offers expanded opportunities for achievement of outcomes in a meaningful way.

Inquiry Based Learning

Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

Project Based Learning

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

How inquiry based learning benefits learners:

- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice concepts and theories learned in the classroom
- Creates opportunities for development of skills and success in learning

What could it look like in the classroom?

Learners will:

- Seek and pursue opportunities for innovation
- Introduce and test ideas
- Assess opportunities
- Set goals and action plans
- Demonstrate self-awareness
- Engage in ongoing reflection
- Take risks

How do I know it's working?

Learners are developing as:

- Flexible collaborators
- Reflective leaders
- Calculated risk takers
- Adaptive and resilient problem solvers
- Effective communicators
- Self-aware learner

How to Use This Guide

Outcome: Learners will analyse particle theory in relation to environmental health.

Environmental Action

Rationale
Particle theory is essential to understanding how substances in the environment behave, as well as how we can separate pollutants from natural systems. Exploration of solubility and concentration will help learners analyse ways to determine environmental health. Inquiry into particle theory provides the foundation for future studies in chemistry. In grade 8, concepts related to particle theory will be further refined as students explore heat and the kinetic molecular theory through the theme of climate change.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/CI/CT)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- Analyse the factors that affect solubility and concentration (COM/CT/TF)
- Measure the indicators of health of a local waterway with probes and sensors (CZ/COM/CI/CT)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (COM/CI/CT)

Concepts (and Guiding Questions)

Particle Theory

- How does the Particle Theory of Matter relate to mixtures and solutions?
- How does the particle theory of matter relate to the dissolution of solids?

Pure substances vs. Mixtures

- How do pure substances and mixtures compare?
- How do various mixtures and solutions compare?

Separation of Mixtures

- How can various mixtures be separated?
- How can pollutants be separated from our drinking water?

Solubility and Concentration

- How do solubility and concentration impact the effect of pollutants in the environment?
- How do different variables affect solubility and concentration?

Curriculum outcomes are statements of what a learner is expected to know and is able to do. Outcomes provide context for skill development in relation to the learning of concepts.

The rationale provides a context for learning in relation to the concepts and skills learners will explore in this outcome.

These are the competencies that relate to this outcome.

The indicators support the development of skills and concepts, and provide evidence of student learning. Teachers have flexibility in how the indicators are selected, used and, combined in order to respond to their learners.

The competencies noted at the end of indicator statements identify the types of learning experiences that best support the outcome.

The concepts provide the context for skill development. Concepts may progress across grade levels as the degree of complexity increases and may be developed across curriculum areas.

The guiding questions can provide starting points for inquiry and guide the development of skills and competencies.

Determining Environmental Health

- How can the health of an environment be determined?
- How can water be kept clean for drinking and as a habitat?
- How does pollution enter the environment?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

The first skill defined is the outcome skill and the others are the skills found in the indicators.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Measure

Background Knowledge

The following chart provides an alignment of related concepts between grade levels:

Grade 4	Grade 5	Grade 7	Grade 8
Learners will have investigated a variety of local natural habitats. Concepts included habitat components and characteristics, survival needs of organisms, how habitats can change over seasons and with time.	Learners will have tested how physical and chemical changes affect the properties of matter. Concepts included physical and chemical properties of matter, physical and chemical changes as well as conservation of mass.	Learners will analyse particle theory in relation to substances in environments. Learners will explore the following concepts: particle theory, pure substances vs. mixtures, separation of mixtures, solubility and concentration, determining environmental health.	Learners will investigate heat in relation to particle theory.

Some courses include a table that describes the scope and sequence of the skills and concepts for this outcome.

Pollution provides the context for learning about particle theory in this outcome. Learners will analyse the impact of various concentrations of substances in the environment. The concept of pollution and an understanding of particle theory will support scientific knowledge that underpins the concept of pollution. An understanding of particle theory allows learners make decisions about what is safe or harmful for the environment. Data logging sensors (probeware) can be used to collect data from local environments. This provides opportunities to connect with the mathematics curriculum as well as careers in environmental management. Using probeware allows for the collection of a lot of data in a short period of time so the effort can be placed in designing controlled experiments and analyzing the data for real-life implications. Learners have had probeware available to them as early as grade 4.

The background knowledge provides an overview of the learners' experiences in relation to the skills and concepts of the outcome.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning. The exploration of skills and concepts for this outcome can be done in any order based on the progression of learning. The experience described below is one of the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *analyse the factors that affect solubility and concentration* when *measuring the indicators of health of a local waterway*.

For each outcome you will find one sample learning experience relating to the skills, concepts, and competencies for a specific indicator.

Guiding questions and learning experiences can be used to launch inquiry into the concept.

Indicators

- Investigate pure substances and mixtures in relation to particle theory (COM/PCD/CI/TF)
- Investigate methods of separation in solutions and mixtures (COM/CI/CT)
- **Analyse the factors that affect solubility and concentration (COM/CT/TF)**
- Measure the indicators of health of a local waterway with probeware (CZ/CI/TF)
- Analyse the health of a local waterway (CZ/COM/CI/CT)
- Investigate methods of water purification and pollution cleanup (CZ/COM/PCD/CI/CT)

Overview

The teacher presents learners with the task of designing an experiment to investigate solubility and/or concentration. Depending on where learners are in the unit, the teacher may provide questions in the form of a design challenge: How do you dissolve the most sugar in 200 mL of water? What is the fastest method to dissolve a sugar cube?

This provides a quick description of the learning experience outlined in detail below.

Evidence of Learning for the indicator:

Analyse the factors that affect solubility and concentration

Evidence of learning can be gathered as learners design and conduct an experiment to collect information about factors that affect solubility and concentration. Further evidence can be gathered through conversations about the validity and reliability of the data learned.

This section provides an overview of how assessment is embedded within the learning experience. The evidence of learning corresponds to the acquisition of skills and the understanding of concepts related to the outcome.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for teaching.

Description of learning experience for the indicator:

Analyse the factors that affect solubility and concentration

This section details the steps for the sample learning experience and identifies the indicator in focus.

Potential Guiding Questions

- How do different variables affect solubility and concentration?

Guiding questions that relate to the concepts of the sample learning experience are listed here to help launch student inquiry.

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Gather and select appropriate information

Learners can carry out their experiments and gather data. This may be done in small groups or pairs. Alternatively, learners may be placed into groups to discuss the various experimental designs and one design can be chosen to be conducted. Another option is to refine the experimental designs as a group to include elements from several members of the group into one design. This refined design can then be carried out. A discussion or mini lesson on how to effectively record data might help learners organize the experimental information that they will be gathering.

Along with the steps for the learning experience, competencies have been identified that best align with the steps as described.



Essential
Graduation
Competencies

Technological Fluency

This provides learners the opportunity to use technology in a relevant and meaningful way.

A description of the competency that could be developed through this learning experience.

The teacher should provide feedback with respect to lab safety, throughout the experiment.



Evidence of Learning (Observations)

While students are collecting experimental data, the teacher can provide feedback on the quality of the data gathered and the information gathered for analysis.

Evidence of learning is gathered throughout the learning experience. Suggested opportunities are found in these boxes.

Determining importance of information and Communicate Findings

Learners can share their findings by exploring the following questions:

- How do the results of different experiments compare?
- What do the results mean in relation to pollutants in the environment?
- How is the factor that you inquired about important for pollution management?



Essential
Graduation
Competencies

Communication

This provides learners the opportunity to listen and interact purposefully and respectfully in formal and informal contexts.



Evidence of Learning (Conversations)

Learners communicate and discuss the importance of the findings.



Evidence of Learning (Products)

Learners communicate their findings on the factors that affect solubility and concentration.

Moving Forward

How are the variables you investigated relevant to substances in the environment?

The next steps are scaffolded towards learner independence and application of the skill as it relates to the outcome

Outcome: Learners will analyse how a variety of contemporary and historical works of art across various communities and cultures communicate multiple perspectives

Rationale

By looking at art, learners have opportunities to learn about elements and principles of art making as well as a rich variety 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 looking phase, learners are also reflecting on the myriads of ways in which people see and respond to their worlds through the art process.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

Indicators

- Analyse how the elements of art and principles of design are used in the communication of meaning in works of art (COM/CI/TF)
- Compare various media used by artists to create works of art (COM/CI/TF)
- Analyse possible meaning of works of art (CZ/COM/CT/TF)
- Compare ways works of art inform, sustain, and influence culture (CZ/COM/CT/TF)
- Investigate ways in which works of art are an expression of culture and identity (CZ/COM/PCD/CT/TF)

Concepts (and Guiding Questions)

Elements of Art and Principles of Design

- How are the Elements of Art used to communicate meaning?
- How are the Principles of Design used to communicate meaning?

Art Media

- How do artists choose media to best support their intent?
- Why would specific media be chosen and used by artists?

Communicating Meaning

- How is meaning conveyed in contemporary art?
- How is meaning conveyed in historical art?
- What is the difference between looking and seeing?
- How do works of art speak to the audience?

Culture and Identity

- How is cultural identity and diversity expressed in works of arts?
- How does investigating the art of various cultures and communities help us understand cultures?
- How do works of art change or look the same across cultures?
- How are cultures connected through art?
- How are cultures sustained through art?
- How do artists influence and sustain culture?
- How can art from other places, communities, and times be relevant to me? To us?
- Where does art exist in my world/the world?
- What would the world be like without art?
- Why do people make art?
- How do works of art change through time?
- What is a work of art?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Background Knowledge

Art has nourished our intellectual, social, aesthetic, and emotional development since ancient times. Through the visual arts, people communicate their thoughts, feelings, beliefs, and hopes. Examination of traditional and contemporary artworks helps us to understand history, culture, and society. Visual Arts helps us to question our personal beliefs as well as those of society. Visual arts are unique and often unpredictable. Visual arts provide opportunities for learners to explore and express themselves in unique ways. Experiences in visual arts enable learners to think critically, imagine, and express their individual spirits. These experiences enable learners to know themselves, to experience the natural and created worlds, and to create and understand new worlds in ways that are personal and global, real and magical.

It is important to recognize that the processes of looking, making, and reflection are interrelated and can be developed most effectively as interdependent, rather than discrete, concepts. When learning experiences are designed to express these interrelationships, arts activities become more relevant to real situations and learning becomes more meaningful.

The Visual Arts P-6 curriculum provides learners with opportunities for looking and this learning experience builds on those previous lessons to explore visual arts, artistic intent, and art history. This learning experience offers an opportunity to have a dedicated and purposeful exploration of

contemporary and historic pieces of art across cultures and communities as well as an opportunity for cross curricular connections.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may analyse possible meaning of works of art while they are learning how to compare various media used by artists to create works of art.

Indicators

- Analyse how the elements of art and principles of design are used in the communication of meaning in works of art (COM/CI/TF)
- **Compare various media used by artists to create works of art (COM/CI/TF)**
- Analyse possible meaning of works of art (CZ/COM/CT/TF)
- Compare ways works of art inform, sustain, and influence culture (CZ/COM/CT/TF)
- Investigate ways in which works of art are an expression of culture and identity (CZ/COM/PCD/CT/TF)

Overview

Physically active learning involves the incorporation of curriculum outcomes into physically active games and activities. Physically active learning has been proven to positively affect learner engagement in learning, academic achievement, physical and mental well being and sense of belonging in the school community. This physically active art lesson provides a joyful and interactive experience in which learners collaborate to analyze examples of visual culture across global and temporal contexts.

Possible Cross Curricular Link

This learning experience provides opportunities to align with skills, concepts, and guiding questions from Physical Education.

Evidence of Learning for the indicator:

Compare various media used by artists to create works of art

Evidence of Learning can be gathered as learners make observations, and identify similarities and differences in multiple artworks. Further evidence can be gathered as they identify relationships that exist as works of art are used to inform, sustain, and influence culture.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Compare various media used by artists to create works of art

Potential Guiding Questions

- *How is cultural identity and diversity expressed in works of arts?*
- *How does investigating the art of various cultures and communities help us understand cultures?*
- *How do works of art change or look the same across cultures?*
- *How can art from other places, communities, and times be relevant to me? To us?*
- *How do works of art change through time?*

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

This learning experience embraces the engaging and collaborative nature of physically active learning. This lesson provides the opportunity for learners to engage with these experiences in a meaningful manner that resonates with their physiological need to move and play, and if possible, will take place in the outdoor classroom.

This learning experience can be modified to best meet the physical requirements of the learners in a given class.

The teacher can provide an opportunity for learners to engage with multiple historical works of art from various continents and cultures of the world and will place the art images at a distance (to be determined by space) from the learners. The teacher can model aloud how learners might make observations about how art works are representative of multiple cultures.

The teacher can offer a type of observation for example - art with people, imagery that conveys emotion, imagery of cold climates, etc.,- and learners can run/walk/reach for the images, select one and bring it back to an assigned location to compile the works into groupings.

This can continue until each learner has had an opportunity to select an artwork and make an observation, and/or when the images have all been placed in groups. Learners can have time to review the final groupings and discuss any alternate possibilities for the placement of the artworks. They can be offered the following question to consider while they discuss their observations

- *How do works of art change or look the same across cultures?*



**Essential
Graduation
Competencies**

Communication

This provides learners an opportunity to listen and interact purposefully and respectfully in formal and informal contexts



Evidence of Learning (Observations/Conversations)

Evidence of Learning can be gathered as learners engage in small group discussions **making observations** about works of art

Learners can use the observations previously discussed to identify the similarities, differences, and relationships between the various artworks. Learners will want to consider the following guiding question:

- *How is cultural identity and diversity expressed in works of arts?*

To help learners identify relationships, the teacher can model how to identify and wonder about the use of the elements of art and the principles of design in conveying meaning of identity and culture.

To facilitate this discussion the teacher can offer a world map that can be used to identify the origin of the artworks. Learners can work together to place the artwork, an identifier, or a symbol on the map to use as a reference as they make observations.

Learners can have opportunities to make and record similarities and differences in the artworks, and identify relationships through a self or group constructed graphic organizer, discussions, observations, etc. They can then share their findings in small groups or as a class.



Essential Graduation Competencies

Critical Thinking

This provides learners an opportunity to analyse information and evidence, suspending judgement and accepting ambiguity and also reflect on personal ideas and opinions relative to the ideas and contributions of others.



Evidence of Learning (Observations/Conversations)

Evidence of Learning can be gathered as learners **make observations** and **identify similarities and differences** between multiple artworks. Further evidence can be gathered as learners **identify relationships** that exist between the works.

Learners now have an opportunity to offer interpretations of their findings. They can work in groups to discuss the following questions and generate a response that will convey their interpretations:

- What are the differences in meanings conveyed by art from different parts of the globe/cultural contexts?



Essential Graduation Competencies

Critical Thinking

- What similarities in experiences are conveyed across the different settings?
- What does this tell us about the human condition?
- Are there universal understandings?
- How does investigating the art of various cultures and communities help us understand cultures?
- How do the lived experiences conveyed in the artwork relate to my lived experience?

This provides learners an opportunity to synthesize information from relevant and reliable sources and recognize that experiences shape points of view (perspectives)



Evidence of Learning (Observations/Conversations)

Evidence of Learning can be gathered as learners **offer an interpretation and communicate their findings** of how works of art inform, sustain, and influence culture.

Moving Forward

Building on what learners have done thus far, this learning experience can be repeated, this time using contemporary art examples from different regions of the globe. As a group, discuss observations, identify similarities and differences, and offer interpretations about how works of art change over time. The following questions could be considered:

- What artistic expression factors could be at play that influence and sustain culture in modern times?
- How can art from other places, communities, and times impact and influence my life?

Potential Visual References

Images of various artworks from across a variety of cultures and continents, historical and contemporary.

Outcome: Learners will create purposeful and meaningful works of art

Rationale

Learners can engage in purposeful exploration of ideas or experiences by making art. Doodling and sketching as a means to interpret multisensory experiences gives learners the creative space to generate new ideas. During the creative process, learners make many decisions and choices around strategies, techniques, forms, materials, and design elements. In creating artwork, learners have opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making. Art is meaningful in a variety of ways. In this context, meaning is in reference to intent and conveying thoughts, feelings, and/or ideas as intended by the artist, purpose, and/or audience.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)
- Technological Fluency (TF)

Indicators

- Apply the elements of art and principles of design in works of art (COM/CI/TF)
- Investigate how personal meaning is expressed in works of art (CZ/COM/PCD/CI/CT)
- Compare how media is used in art making (COM/CI/TF)
- Analyse how the creative process is used in creating works of art (COM/PCD/CI/CT)
- Investigate how studio etiquette and safe practices of arts media and tools contribute to the creation of works of art (CZ/PCD)

Concepts (and Guiding Questions)

Elements of Art and Principles of Design

- How can I use the Elements of Art to communicate meaning?
- How can I use the Principles of Design to communicate meaning?
- What is the language of visual arts?

Personal meaning

- How is creation informed by artistic intent?
- What is artistic intent?

Media

- How do I use art media?
- Why would I choose a specific media to use?

Creative Process

- What is creativity?
- How is meaning created?
- What is an artist?
- How are works of art created?
- What is craftsmanship?
- What is inspiration? Where does it come from?

Studio Etiquette and Safe Practices

- What does studio etiquette look like in the art space?
- How do I collaborate with intent in the art space?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications

Apply

Carry out, use or complete a procedure/ technique.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Background Knowledge

The Visual Arts P-6 curriculum provides learners with opportunities for making and this experience builds on those previous learning opportunities to engage with Creativity and Innovation. Making lessons provide opportunities to explore materials, techniques and art making processes, while conveying personal meaning. As well, learners will engage in hands-on experiences to help refine their techniques and art skills, and the opportunity to consider more than one solution to a creative challenge. This is an opportunity to have a dedicated and purposeful exploration of the making aspect of [The Creative Process](#) using physically active learning to give meaning to the creation of artwork.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively

based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may analyse how the creative process is used in creating works of art while they are learning how to investigate how studio etiquette and safe practices of arts media and tools contribute to the creation of works of art.

Indicators

- Apply the elements of art and principles of design in works of art (COM/CI/TF)
- Investigate how personal meaning is expressed in works of art (CZ/COM/PCD/CI/CT)
- Compare how media is used in art making (COM/CI/TF)
- **Analyse how the creative process is used in creating works of art (COM/PCD/CI/CT)**
- Investigate how studio etiquette and safe practices of arts media and tools contribute to the creation of works of art (CZ/PCD)

Overview

Physically active learning involves the incorporation of curriculum outcomes into physically active games and activities. Physically active learning has been proven to positively affect learner engagement in learning, academic achievement, physical and mental well being and sense of belonging in the school community.

This physically active framed art learning experience provides a joyful and interactive experience in which learners have the opportunity to connect with the natural world through the creation of works of art using found, natural objects.

When learners are given the opportunity to express and create works of art using natural elements within an outdoor setting that promotes movement and physicality, they have the opportunity to explore nature not only as a source of inspiration for artistic expression but also as a medium for creating.

Learners will benefit with an examination of environmental art. As an example, learners can begin with an exploration of the Mi'kmaq Petroglyphs which have been created at several locations around our province. As well, the teacher can consider having learners gather information about artworks created by environmental artists such as Alan Syliboy, in particular, his artworks inspired by the Mi'kmaq Petroglyphs (NS), Andy Goldsworthy (UK), Robert Smithson (USA), Dawn MacNutt (NS), and others.

Possible Cross Curricular Link

This learning experience provides opportunities to align with skills, concepts, and guiding questions from Physical Education.

Evidence of Learning for the indicator:

Analyse how the creative process is used in creating works of art

Evidence of learning can be gathered as learners gather information about the creative process, determining the accuracy and validity of the information. Further evidence can be collected as learners communicate their perspectives through their artwork creations.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Analyse how the creative process is used in creating works of art

Potential Guiding Questions

- *Why would I choose a specific media to use?*
- *What is creativity?*
- *How is meaning created?*

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

This experience is designed to support learners while they are in the ongoing process of learning how to create purposeful and meaningful works of art. This experience looks specifically at gathering information about the creative process from peers and from other examples. Learners will be engaged in creating works of art using found objects while this learning experience occurs in parallel.

Introduction

This learning experience will offer an opportunity to create art outside, using found objects. Careful attention needs to be directed to how much and what is selected to use in the creation of art. For example, learners should not choose freshly blossoming flowers or remove leaves from a branch to use in their piece. The focus on found objects that are already lying on the forest floor (i.e. leaves that have dropped) can help direct learners towards more ecologically sound choices. The teacher can remind learners that objects will be returned to the location in which they were found after the lesson is complete.

In relation to [The Creative Process](#):

Learners have an opportunity to gather and select information from their peers as they are developing their ideas. This can take many forms, with a specific part or parts of the creative process being explicitly addressed and explored. For example, if learners would benefit from engaging more with Inspiration, the class can be set up to share the ways that learners develop a sketchbook or document their ideas. The teacher will want to consider how learner interest might identify aspects of the creative process to further explore.

In this learning experience, as learners individually create artworks using found objects, they can have opportunities to gather information about how their peers:

- develop ideas and concepts
- evoke emotion through personal works of art

This can be done in a sketchbook, through conversations and observation, in group collaboration to critique and collaborate on producing artwork, etc. Learners will want to share their work (in any stage of creation), discuss the artwork and artists referenced in the potential resources section, and experiment with their artwork in relation to the following questions:

- What is the intended emotion or meaning in this artwork?
- How do the found materials support the emotion or meaning being conveyed?
- How can the piece be refined to have the emotion or meaning be more overt or more subtle?
- How would modifying one or more parts/sections of the artwork add to or divert from the intended meaning?
- How would substituting the found materials for others with different texture, shape, size, etc., modify the artwork?

Learners should have opportunities to work with a variety of partners as they gather information about the thinking of their peers. When complete, they can individually compile and select information that is helpful as they work to develop their own artwork.

This engagement in collaboration would work best as learners are engaged in creating their artwork in the outdoor environment.



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **gather and select information** about the creative process of their peers.

Now that learners have gathered and selected information, they can have time to consider the relevance of the information in relation to their own artwork. The following questions can be considered as learners continue to develop their piece:

- What did I learn in viewing my peers' artworks?



Essential Graduation Competencies

Creativity and Innovation

This provides learners an opportunity to gather information through all senses to imagine, create, and innovate and collaborate to create and innovate



Essential Graduation Competencies

- What information can I use to develop and modify my artwork?
- What information would enhance my intended meaning?
- What information would detract from my intended meaning?
- How can I identify a strategy that would work for me?

The teacher can invite learners to consider the creative process they used in developing their artworks. They can consider questions such as:

- What helped me in my decision-making?
- What might I do differently another time?
- What was the most satisfying aspect of my project?

Critical Thinking

This provides learners an opportunity to analyse information and evidence, suspending judgement and accepting ambiguity



Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **consider the validity and relevance of the information** they gathered from their peers.

The teacher can invite learners to communicate their findings about the creative process. This can include references to the creative process as modeled by the teacher, used by peers, identified in referenced artwork. Learners can consider communication relating to the following questions:

- What does the creative process look like for me?
- How do peers use different strategies to reach their goals?
- What strategies were effective for my peers?
- What strategies were effective for both my peers and myself?
- How could I engage in the creative process in a different way to create the same artwork?
- What aspect of the creative process helped me the most in relation to this artwork?



Essential Graduation Competencies

Critical thinking

This provides learners an opportunity to reflect on creative and innovative works and processes

This can be done through one on one conferring, in small group or whole class discussion, documented in a sketchbook, recorded, etc.



Evidence of Learning (Observations/Conversations/Products)

Evidence of learning can be gathered as learners **communicate their findings** about how the creative process is used to create art.

Moving Forward

Learners can be invited to set up an art gallery style visit to each artwork site. To increase intensity of movement, the teacher can encourage creative movement between sites.

Once the gallery style visit is complete, learners can return to their projects and document them using a media of their choice (sketch, camera app). This is an opportunity to annotate or add comments about the creative process along with their artwork. When complete, learners should return the objects to where they were found.

Potential References and Materials

- [Elements of Art and Principles of Design](#)
- [Creative Process](#)
- Sketchbooks
- Pencils

Potential Visual References

- Images of environmental and or nature-based art such as Mi'kmaq Petroglyphs (NS) and the artworks of artists such as Andy Goldsworthy (UK), Robert Smithson (USA), Dawn MacNutt (NS), and/or Gillian Maradyn-Jousey (NS)
- Teacher-created exemplars
- Learner-created exemplars

Outcome: Learners will formulate personal responses to a variety of works of art

Rationale

Appreciating and being aware of art that surrounds us is a lifelong process. It involves observing and sharing how artists use different materials, processes, tools, and techniques to express themselves. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions. In responding to works of art created by themselves and others, learners will develop the ability to share openly, respectfully and with sensitivity. As learners become more skilled in this sharing process, they will come to understand the feelings of others and be more empathic.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal Career Development (PCD)

Indicators

- Investigate how the language of art (elements of art and principles of design) can be used to express a response (COM/CT)
- Evaluate the impact of works of art (CZ/COM/CT)
- Investigate how personal responses can be useful in informing the development of works of art (CI/COM)
- Analyse how viewing and/or creating art influences personal development (CZ/COM/PCD)

Concepts (and Guiding Questions)

Language of Art

- How do the elements of art and principles of design inform a personal response?
- What is art criticism?

Impact of Works of Art

- Why are works of art made?
- How are works of art shared with an audience?
- How is artistic merit determined?

Influences of Art on Personal Development

- How can I respond to art?
- How can I recognize the influence of art in my life?

Development of Art

- How do I apply critiques in the development of my work?
- How do I share personal responses that can inform an artist's work?

Skills

Formulate

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives; communicate findings.

Background Knowledge

The Visual Arts P-6 curriculum provides learners with opportunities for reflection and this experience builds on those previous learning opportunities to engage in reflection and response. This is an opportunity to have a dedicated and purposeful exploration of where we have been, where we are now, and where we can and wish to go.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may investigate how the language of art (elements of art and principles of design) can be used to express a response while they are learning how to evaluate the impact of works of art.

Indicators

- **Investigate how the language of art (elements of art and principles of design) can be used to express a response (COM/CT)**
- Evaluate the impact of works of art (CZ/COM/CT)
- Investigate how personal responses can be useful in informing the development of works of art (CI/COM)
- Analyse how viewing and/or creating art influences personal development (CZ/COM/PCD)

Overview

Physically active learning involves the incorporation of curriculum outcomes into physically active games and activities. Physically active learning has been proven to positively affect learner engagement in learning, academic achievement, physical and mental well being and sense of belonging in the school community.

Possible Cross Curricular Link

This learning experience provides opportunities to align with skills, concepts, and guiding questions from Physical Education.

Evidence of Learning for the indicator:

Investigate how the language of art (elements of art and principles of design) can be used to express a response

Evidence of learning can be gathered as learners ask and revise questions, locating details that supports answers. Further evidence can be collected as learners compare their details, identifying relationships and perspectives.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Investigate how the language of art (elements of art and principles of design) can be used to express a response

Potential Guiding Questions

- *How do the elements of art and principles of design inform a personal response?*
- *How do I share personal responses that can inform an artist's work?*

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

In this learning experience, learners will participate in a collaborative activity to physically interpret the elements of art in a specific artwork. As well, they will compose an artist's statement about the selected artwork.

Invite learners to physically interpret the elements of art and principles of design in relation to the question:

- How might they represent these through physical movement?

Together, learners can brainstorm ideas for how they could physically represent colour, texture, form, movement, contrast, etc.

Learners can be offered a choice between different works of art as selected by the learners, or with the facilitation of the teacher. The number of works of art can be selected to best suit the number of learners in the class in order to form small groups. The teacher will want to consider that learners will benefit from being familiar with the art works as they engage in later parts of the learning experience.

Working in groups, learners will produce a dynamic physical representation of their identified artwork.



Essential Graduation Competencies

Creativity and Innovation

This provides learners an opportunity to use creation techniques to invent and innovate



Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners **ask and revise questions** about how to convey elements of art and principles of design through physical expression.

In an environment that best provides space for sharing, learners can express their representation. While this is happening, the non-active participants (audience) can identify the elements of art and principles of design in the active participants' representation of the artwork. This will take the form of identifying the elements of art and principles of design, along with a justification for this identification and offering feedback. For example, if the group presenting would benefit from moving in unison, the learners can offer feedback in relation to the pattern of the piece or refining the texture.



Essential Graduation Competencies

Communication

This provides learners an opportunity to listen and interact purposefully and respectfully in formal and informal contexts



Evidence of Learning (Observations)

Evidence of learning can be gathered as learners **locate details** in relation to how the language of art can be represented through physical movement

After the class has viewed all of the artwork groups' physical expressions, they can return to their groups in order to compare the details they have observed. They can consider:

- How did other groups communicate the elements of art we expressed?
- What individual or group physicalizations were effective at communicating the language of art?
- How can our own individual or group physicalizations be informed by the work of other groups?

Each group can refine their physicalization as they consider these questions. When ready, they can have more opportunities to share their refined physical expressions and receive peer feedback where possible.



Essential Graduation Competencies

Creativity and Innovation

This provides learners an opportunity to use constructive feedback, reflect, and learn from trial and error



Evidence of Learning (Observations/Products)

Evidence of learning can be gathered as learners **organize and compare details** and **identify relationships**.

Learners can work independently to produce an artist statement about their chosen artwork. This can take many forms including a written statement, recording, sketchbook notes, presentation, etc. To inform their statement, learners can consider what they have experienced while physically interpreting the elements of art and principles of design used in their art work. They can reference the work of the other groups and the elements of art and principles of design. The following questions can be considered as they work.

- How did I and my group express a response to our selected artwork through the language of art?
- How do I as an observer express a response through the language of art?



Essential Graduation Competencies

Communication

This provides learners an opportunity to express and respond to ideas, information, learnings, perceptions, and feelings appropriate to audience and purpose through multiple media forms



Evidence of Learning (Observations/Products)

Evidence of learning can be gathered as learners **communicate their findings** about how the language of art is used to express a response.

Potential References and Materials

- [Elements of Art and Principles of Design](#)
- [Artist Statement](#)

Appendix

What Is the Creative Process?

The creative process takes place when an idea-whether visual, concrete, spiritual, ephemeral, or abstract- is transformed into a final product. The creative process is often unique to each individual and can consist of phases such as: inspiration, distillation, perspiration, incubation, and evaluation. During the creation of a work of art, each phase can be experienced many times, in no definite order or set time frame.

What does it look like in the classroom?

Inspiration

- developing a sketchbook
- practicing ways to document ideas
- experimenting with media

Distillation

- constructing artist statements
- communicating meaning and purpose of personal works of art

Perspiration

- creating works of art with meaning and purpose
- evoking emotion through personal works of art
- persevering through challenges
- taking ownership
- developing technical skill

Incubation

- developing ideas and concepts
- solving problems
- inspiring others

Evaluation

- developing a portfolio of works of art
- reflecting on growth
- determining artistic merit

What Is Art Criticism?

Appreciating and cultivating an aesthetic awareness of the art that surrounds us is a lifelong process. It involves observing and sharing how artists use different materials, processes, tools, and techniques to communicate meanings visually. Implementing the process of art criticism, it is possible to enter deeper layers of meaning to evaluate the artistic merit of works of art. Art criticism is the discussion or evaluation of visual art. Art criticism involves the four stages of description, analysis, interpretation and judgment.

What does it look like in the classroom?

Learners will be

Describing

- develop an art vocabulary to talk and tell what you see

Analysing

- recognize how the elements of art and principles of design are used

Interpreting

- determine the meaning and purpose of the art

Judging

- respond to the art based on personal understanding

What Is Studio Etiquette?

Studio etiquette defines the expectations for appropriate behaviour and practices in a collaborative art environment. The art environment is a place where artists create and collaborate. It is a safe place to take risks, express feelings and ideas, and receive feedback through the creative process.

What does it look like in the classroom?

Learners will co-create expectations for

- classroom behaviour
- materials management and sustainability
- collaborative practices
- safety procedures
- time management
- respectful communication
- work ethic
- classroom/studio organization
- individual responsibilities
- engaging in the creative process

What Is Artistic Merit?

Artistic merit can be defined as the perceived artistic quality or value of any given work of art. When engaging with works of art the viewer often begins to form questions. These questions require the viewer to enter a dialogue with the work of art to explore whether it is “challenging” or “interesting.” To gauge artistic merit learners must unpack or reveal different layers of meaning and purpose. A work of art may challenge traditional ideas of how art is defined, what constitutes art, how art is made, or styles and movements that came before it. Artists acknowledge and find inspiration in works from previous time periods, in both subject matter and formal elements. They may appropriate past ideas and approaches, or in some cases reject them.

What does it look like in the classroom?

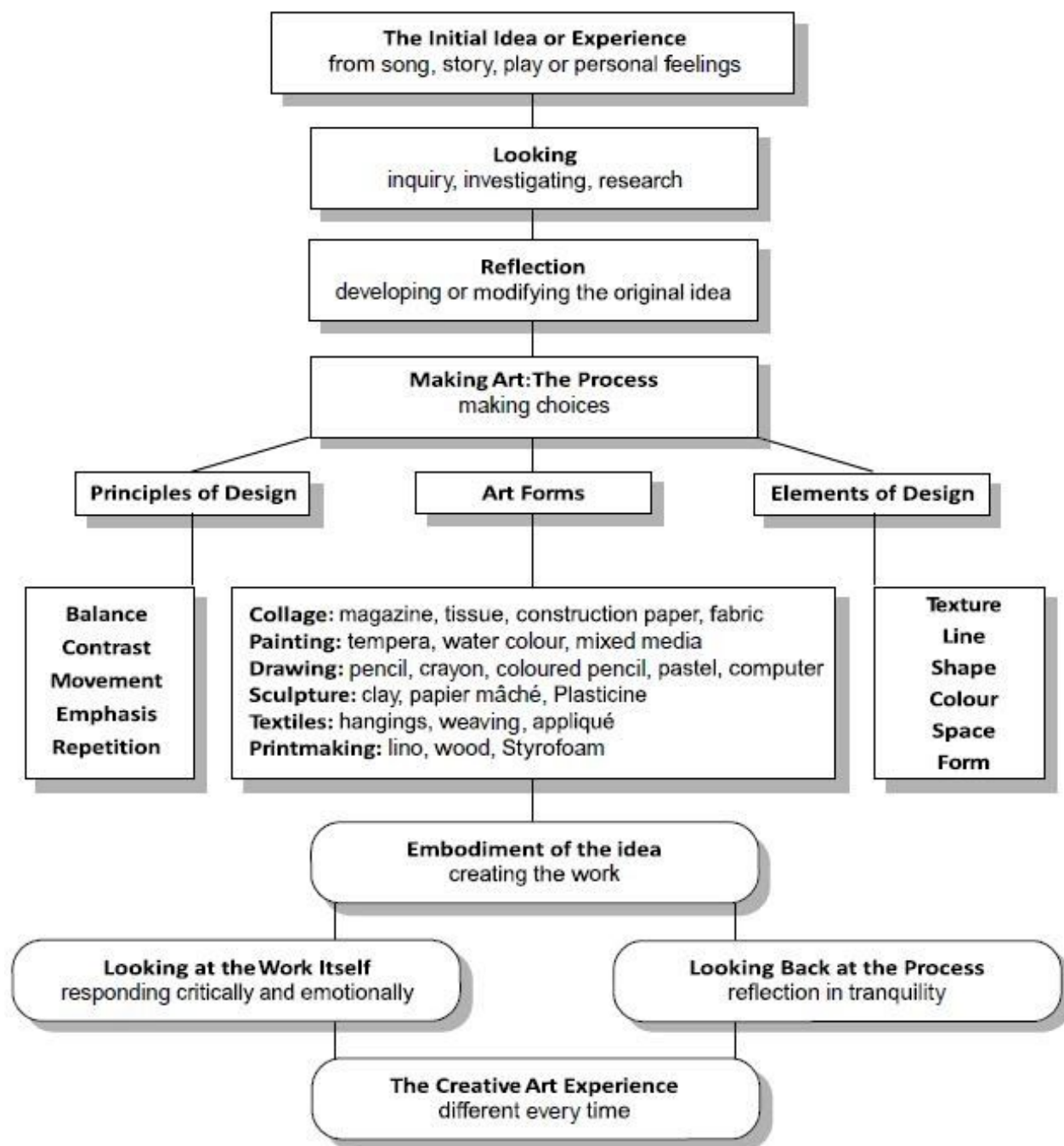
Learners ask

- “Do I like it?”
- “Is this work of art any good?”
- “What does this work of art mean?”
- “Could I do this myself?”

Learners will








- talk about art using the language of art
- be informed by big ideas
- make multidisciplinary connections
- question important human issues:
 - Identity
 - Community
 - Power
 - Conflict
 - Values
 - Perspective
 - Nature
 - Conservation
 - Spirituality

The Creative Process of Visual Arts



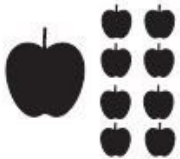

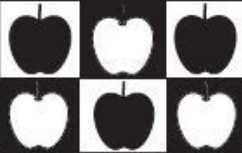
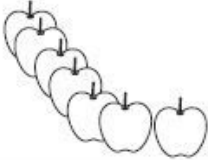

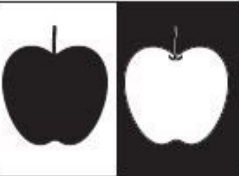


Elements of Art

The Elements of Art are the building blocks of all art.
Works of art includes one or more of these elements:

Line		may be two- or three-dimensional and leads the viewer's eye through the work. Can be horizontal, vertical, straight, curved, dotted, broken, thick, thin etc.
Shape		is two-dimensional/flat and encloses an area; it can geometric (round, square, oval, rectangle etc.) or organic (when a line intersects itself it creates a shape)
Form		is three-dimensional and suggests volume. Can be organic or geometric.
Space		is the area around, within, or between shapes or parts of an image. Can show perspective. Can be expressed through negative and positive space.
Colour		has three attributes; hue, intensity, and value.
Value		is the lightness and darkness of colour.
Texture		is the quality of a surface that is tactile or can be implied.

Principles of Design

The ways in which artists organize the Elements of Art in a composition are called the Principles of Design. They include:

Balance		occurs when the <i>Elements of Art</i> are arranged symmetrically, asymmetrically or radially.
Repetition		occurs when a single element occurs many times.
Pattern		occurs when more than one element occurs many times.
Movement		refers to the arrangement of parts such as lines, shapes, and colours in a drawing that creates a slow, fast, or meandering flow of the eye.
Rhythm		occurs when elements are repeated, alternated or otherwise arranged.
Contrast		occurs with the use of opposites such as colour, value, size etc. to create visual effects and interest.
Emphasis		demonstrates an outstanding or interesting point in a composition.
Unity		is the result of how all elements and principles work together.