

Visual Arts 8

Curriculum At-a-Glance

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Visual Arts 8: At-A-Glance

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Prepared by the Department of Education and Early Childhood Development

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The Nature of Visual Arts 8

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 experiences, perspectives, cultures, and communities that are expressed through learners in the visual arts class. Visual Arts 8 was developed to provide an opportunity beyond Grade 7. The curriculum for Visual Arts 8, therefore, focuses on:

- expanding on each learner's exploration of visual arts concepts
- building strategies in visual arts to provide learners with the necessary tools for self-expression
- extending the range of visual arts strategies each learner uses to create works of art that convey meaning
- extending the range of situations that each learner has to formulate, analyse, and create
- 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 modules

- [Introduction to Drawing](#)
- [Relief - The Bridge to Sculpture](#)
- [Sculpture - Construction and Assemblage](#)

These modules are not sequential, although it is strongly recommended that all learners begin with the Introduction to Drawing module. This module reviews and reinforces the concepts and skills taught in Visual Arts Primary – 7 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.

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 and 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.

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 and 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.

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 and 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.