

# Visual Arts P-6

*At a Glance*

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# Visual Arts p-6

At a Glance Document

2021

# Visual Arts Primary

Learners will investigate a variety of artworks across various communities and cultures inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels.

## Rationale

In 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. Learners should have opportunities to examine the artworks of Mi'kmaq, Acadian, African Nova Scotian, and Gael artists well as those from other communities and cultures. They will look at and beyond their worlds through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have played through time and 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. It is important that learners use their own words, incorporating the language of art, to describe what they are seeing.

## Competencies

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

## Indicators

- **Investigate** how the elements of art and principles of design are used in artworks (COM, CI, CT)
- **Question** media and subject matter in a variety of artworks (COM, CI, CT)
- **Investigate** ways that feelings and ideas are expressed through art works across various communities and cultures (COM, CT, PCD)

## Concepts (and Guiding Questions)

### Elements of Art and Principles of Design

- Where do I see examples of the elements of art in artworks? How are they used?
- Where do I see examples of the principles of design in artworks? How are they used?
- How can I describe what I am seeing?

### Art Media and Subject Matter

- Why would specific media be chosen and used by artists?
- What questions can I ask to learn more about the subject matter in artworks?
- What questions can I ask to learn more about what I am seeing?

### Expression

- How is meaning expressed in and across artworks of communities and cultures?
- How do I see feelings and ideas expressed in artworks from the Mi'kmaq, Acadians, African Nova Scotians, the Gaels, and other communities and cultures?
- How can I learn more about my culture and the culture of others by looking at artworks?
- Why does art exist in a specific location in my community? In the world?
- Why do people make art?
- How do artworks "speak" to me? When I look at this artwork
  - What do I see?
  - What do I think?
  - What am I feeling?
  - What am I hearing?
- How can I find out what other people see, think, or feel when they view artwork?

# Visual Arts Primary

## Skills

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

### Question

Generate questions of personal interest.

# Visual Arts Primary

Learners will create artworks that express feelings, ideas, and understandings.

## Rationale

Art making allows learners to play with 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 creative process](#), learners make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork that expresses feelings, ideas, and understandings, learners have exciting opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making.

## Competencies

- 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 artworks (CI, CT, TF)
- **Select** a feeling or idea to express through art (COM, CI, CT)
- **Select** media and tools to produce a desired effect (CT, TF)
- **Investigate** how the creative process is used in creating artworks (COM, CI, CT, PCD)
- **Apply** studio etiquette and safe practices (COM, CT)

## Concepts (and Guiding Questions)

### Elements of Art and Principles of Design

- How can I use the elements of art in my artworks?
- How can I use the principles of design in my artworks?

## Personal Meaning

- Where do ideas come from?
- What feelings can I express in my artworks?
- How do I choose a feeling or idea to give my artwork purpose?
- What ideas can I express in my artworks?
- How do my feelings inform what I create?
- How can my artwork express aspects of self, family, community, and environment?
- How can my creation express something about culture?

## Media

- How do I know what tool to use?
- Why should I choose a certain media to use?
- How can I use art media to express my feelings?
- How can I combine certain colours to produce a desired effect?
- How can I experiment with different media and tools?
- How do I use a variety of media and tools when creating artworks?

## Creative Process

- How do I use my imagination to develop my ideas?
- How can others' ideas help me develop my ideas?
- How can I use my experiences to help me develop my ideas?
- How are artworks created?
- How will I communicate meaning and purpose through my artwork?
- What steps can I take to change my artwork if I am not happy at the current stage?
- How can I develop my technical skills?
- How can I make changes in my artwork to better express my ideas?
- How can I grow my work using feedback from peers, teachers, and my own feelings?

## Visual Arts Primary

- How do people perceive the feelings and ideas I am trying to convey?

### Studio Etiquette and Safe Practices

- What does studio etiquette look like in our classroom?
- How can I collaborate with my classmates?
- How do I use tools and art media safely?

## Skills

### Create

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

### Apply

Carry out, use, or complete a procedure/ technique.

### Select

Locate 2-3 obvious details to support an answer.

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.

# Visual Arts Primary

Learners will plan personal responses to a variety of artworks.

## Rationale

The reflective process guides the making of and looking at art. This outcome supports learners as they develop and communicate responses to their own artworks and those of others. Responses should involve a variety of communication forms such as oral and written expressions as well as art making in response to an idea or belief. Learners engage in reflective activities throughout the art experience—from the invitation to look at art, through the stages of creating, and responding to artworks in order to extend knowledge into future art making. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions and will develop the ability to share openly, respectfully, and with sensitivity.

## Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

## Indicators

- **Investigate** how the language of art can be used in responses (COM, CT)
- **Compare** interpretations of artworks between self and others (COM, CI, CT)
- **Select** supporting details to inform a response (COM, CT)
- **Evaluate** the impact of decisions made during the creation of artworks (CO, CI, CT)

## Concepts (and Guiding Questions)

### Language of Art (Elements of Art and Principles of Design)

- How can I describe the use of the elements of art in a response?
- How can I describe the use of principles of design in a response?

## Interpretation of Artworks

- How can I describe the way that artworks make me feel?
- When I look at artworks
  - What do I like or dislike?
  - What does it make me think?
  - How does it make me feel?
- How can I discuss artworks with others?
- Why might people feel differently about the same artwork?
- How can I respect the interpretations of self and others?
- How does hearing other interpretations help me to express or understand my own viewpoint?

## Supporting Details

- How do I select details to include in a response?
- What information can be included in a response to support my ideas?

## Impact of Decisions

- How can I apply reflective thinking in the development of my artwork or the artwork of others?
- How can I describe the choices made throughout the creative process?
- How did the choices I made impact my artwork?
- What decisions or processes might I modify in the development of my next artwork?

## Skills

### Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

### Investigate

Ask a simple question; locate 2-3 obvious details to support an answer; communicate findings.



# Visual Arts Primary

## Compare

Make observations; identify obvious similarities and differences communicate the findings.

## Select

Locate 2-3 obvious details to support an answer.

## Evaluate

Review results from an inquiry; Consider and communicate solutions or findings.

# Visual Arts Grade 1

Learners will investigate a variety of artworks across various communities and cultures inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels.

## Rationale

In 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. Learners should have opportunities to examine the artworks of Mi'kmaq, Acadian, African Nova Scotian, and Gael artists well as those from other communities and cultures. They will look at and beyond their worlds through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have played through time and 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. It is important that learners use their own words, incorporating the language of art, to describe what they are seeing.

## Competencies

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

## Indicators

- **Investigate** how the elements of art and principles of design are used in artworks (COM, CI, CT)
- **Question** media and subject matter in a variety of artworks (COM, CI, CT)
- **Investigate** ways that feelings and ideas are expressed through art works across various communities and cultures (COM, CT, PCD)

## Concepts (and Guiding Questions)

### Elements of Art and Principles of Design

- Where do I see examples of the elements of art in artworks? How are they used?
- Where do I see examples of the principles of design in artworks? How are they used?
- How can I describe what I am seeing?

### Art Media and Subject Matter

- Why would specific media be chosen and used by artists?
- What questions can I ask to learn more about the subject matter in artworks?
- What questions can I ask to learn more about what I am seeing?

### Expression

- How is meaning expressed in and across artworks of communities and cultures?
- How do I see feelings and ideas expressed in artworks from the Mi'kmaq, Acadians, African Nova Scotians, the Gaels, and other communities and cultures?
- How can I learn more about my culture and the culture of others by looking at artworks?
- Why does art exist in a specific location in my community? In the world?
- Why do people make art?
- How do artworks "speak" to me? When I look at this artwork
  - what do I see?
  - what do I think?
  - what am I feeling?
  - what am I hearing?
- How can I find out what other people see, think, or feel when they view artwork?

# Visual Arts Grade 1

## Skills

### Investigate

Ask a question; locate 4-5 obvious details to support an answer; communicate findings.

### Question

Generate broad questions in response to a problem.

# Visual Arts Grade 1

Learners will create artworks that express feelings, ideas, and understandings.

## Rationale

Art making allows learners to play with 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 creative process](#), learners make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork that expresses feelings, ideas, and understandings, learners have exciting opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making.

## Competencies

- 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 artworks (CI, CT, TF)
- **Select** a feeling or idea to express through art (COM, CI, CT)
- **Select** media and tools to produce a desired effect (CT, TF)
- **Investigate** how the creative process is used in creating artworks (COM, CI, CT, PCD)
- **Apply** studio etiquette and safe practices (COM, CT)

## Concepts (and Guiding Questions)

### Elements of Art and Principles of Design

- How can I use the elements of art in my artworks?
- How can I use the principles of design in my artworks?

## Personal Meaning

- Where do ideas come from?
- What feelings can I express in my artworks?
- How do I choose a feeling or idea to give my artwork purpose?
- What ideas can I express in my artworks?
- How do my feelings inform what I create?
- How can my artwork express aspects of self, family, community, and environment?
- How can my creation express something about culture?

## Media

- How do I know what tool to use?
- Why should I choose a certain media to use?
- How can I use art media to express my feelings?
- How can I combine certain colours to produce a desired effect?
- How can I experiment with different media and tools?
- How do I use a variety of media and tools when creating artworks?

## Creative Process

- How do I use my imagination to develop my ideas?
- How can others' ideas help me develop my ideas?
- How can I use my experiences to help me develop my ideas?
- How are artworks created?
- How will I communicate meaning and purpose through my artwork?
- What steps can I take to change my artwork if I am not happy at the current stage?
- How can I develop my technical skills?
- How can I make changes in my artwork to better express my ideas?
- How can I grow my work using feedback from peers, teachers, and my own feelings?

# Visual Arts Grade 1

- How do people perceive the feelings and ideas I am trying to convey?

## Studio Etiquette and Safe Practices

- What does studio etiquette look like in our classroom?
- How can I collaborate with my classmates?
- How do I use tools and art media safely?

## Skills

### Create

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

### Apply

Carry out, use, or complete a procedure/ technique.

### Select

Locate 4-5 obvious details to support an answer.

### Investigate

Ask a simple question; locate 4-5 obvious details to support an answer; communicate findings.

# Visual Arts Grade 1

Learners will plan personal responses to a variety of artworks.

## Rationale

The reflective process guides the making of and looking at art. This outcome supports learners as they develop and communicate responses to their own artworks and those of others. Responses should involve a variety of communication forms such as oral and written expressions as well as art making in response to an idea or belief. Learners engage in reflective activities throughout the art experience—from the invitation to look at art, through the stages of creating, and responding to artworks in order to extend knowledge into future art making. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions and will develop the ability to share openly, respectfully, and with sensitivity.

## Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

## Indicators

- **Investigate** how the language of art can be used in responses (COM, CT)
- **Compare** interpretations of artworks between self and others (COM, CI, CT)
- **Select** supporting details to inform a response (COM, CT)
- **Evaluate** the impact of decisions made during the creation of artworks (CO, CI, CT)

## Concepts (and Guiding Questions)

### Language of Art (Elements of Art and Principles of Design)

- How can I describe the use of the elements of art in a response?
- How can I describe the use of principles of design in a response?

## Interpretation of Artworks

- How can I describe the way that artworks make me feel?
- When I look at artworks
  - What do I like or dislike?
  - What does it make me think?
  - How does it make me feel?
- How can I discuss artworks with others?
- Why might people feel differently about the same artwork?
- How can I respect the interpretations of self and others?
- How does hearing other interpretations help me to express or understand my own viewpoint?

## Supporting Details

- How do I select details to include in a response?
- What information can be included in a response to support my ideas?

## Impact of Decisions

- How can I apply reflective thinking in the development of my artwork or the artwork of others?
- How can I describe the choices made throughout the creative process?
- How did the choices I made impact my artwork?
- What decisions or processes might I modify in the development of my next artwork?

## Skills

### Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

### Investigate

Ask a simple question; locate 4-5 obvious details to support an answer; communicate findings.

# Visual Arts Grade 1

## Compare

Make observations; begin to identify similarities and differences beyond the obvious; communicate the findings.

## Select

Locate 4-5 obvious details to support an answer.

## Evaluate

Review processes and results from an inquiry; consider and communicate solutions or findings.

## Visual Arts Grade 2

Learners will investigate a variety of artworks across various communities and cultures inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels.

### Rationale

In 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. Learners should have opportunities to examine the artworks of Mi'kmaq, Acadian, African Nova Scotian, and Gael artists well as those from other communities and cultures. They will look at and beyond their worlds through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have played through time and 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. It is important that learners use their own words, incorporating the language of art, to describe what they are seeing.

### Competencies

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

### Indicators

- **Investigate** how the elements of art and principles of design are used in artworks (COM, CI, CT)
- **Question** media and subject matter in a variety of artworks (COM, CI, CT)
- **Investigate** ways that feelings and ideas are expressed through art works across various communities and cultures (COM, CT, PCD)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- Where do I see examples of the elements of art in artworks? How are they used?
- Where do I see examples of the principles of design in artworks? How are they used?
- How can I describe what I am seeing?

#### Art Media and Subject Matter

- Why would specific media be chosen and used by artists?
- What questions can I ask to learn more about the subject matter in artworks?
- What questions can I ask to learn more about what I am seeing?

#### Expression

- How is meaning expressed in and across artworks of communities and cultures?
- How do I see feelings and ideas expressed in artworks from the Mi'kmaq, Acadians, African Nova Scotians, the Gaels, and other communities and cultures?
- How can I learn more about my culture and the culture of others by looking at artworks?
- Why does art exist in a specific location in my community? In the world?
- Why do people make art?
- How do artworks "speak" to me? When I look at this artwork
  - what do I see?
  - what do I think?
  - what am I feeling?
  - what am I hearing?
- How can I find out what other people see, think, or feel when they view artwork?



## Visual Arts Grade 2

### Skills

#### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

#### Question

Generate broad questions in response to a problem. Begin to narrow broad questions to develop a question to investigate.

## Visual Arts Grade 2

Learners will create artworks that express feelings, ideas, and understandings.

### Rationale

Art making allows learners to play with 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 creative process](#), learners make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork that expresses feelings, ideas, and understandings, learners have exciting opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making.

### Competencies

- 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 artworks (CI, CT, TF)
- **Select** a feeling or idea to express through art (COM, CI, CT)
- **Select** media and tools to produce a desired effect (CT, TF)
- **Investigate** how the creative process is used in creating artworks (COM, CI, CT, PCD)
- **Apply** studio etiquette and safe practices (COM, CT)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- How can I use the elements of art in my artworks?
- How can I use the principles of design in my artworks?

### Personal Meaning

- Where do ideas come from?
- What feelings can I express in my artworks?
- How do I choose a feeling or idea to give my artwork purpose?
- What ideas can I express in my artworks?
- How do my feelings inform what I create?
- How can my artwork express aspects of self, family, community, and environment?
- How can my creation express something about culture?

### Media

- How do I know what tool to use?
- Why should I choose a certain media to use?
- How can I use art media to express my feelings?
- How can I combine certain colours to produce a desired effect?
- How can I experiment with different media and tools?
- How do I use a variety of media and tools when creating artworks?

### Creative Process

- How do I use my imagination to develop my ideas?
- How can others' ideas help me develop my ideas?
- How can I use my experiences to help me develop my ideas?
- How are artworks created?
- How will I communicate meaning and purpose through my artwork?
- What steps can I take to change my artwork if I am not happy at the current stage?
- How can I develop my technical skills?
- How can I make changes in my artwork to better express my ideas?
- How can I grow my work using feedback from peers, teachers, and my own feelings?

## Visual Arts Grade 2

- How do people perceive the feelings and ideas I am trying to convey?

### Studio Etiquette and Safe Practices

- What does studio etiquette look like in our classroom?
- How can I collaborate with my classmates?
- How do I use tools and art media safely?

## Skills

### Create

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

### Apply

Carry out, use, or complete a procedure/ technique.

### Select

Locate several details to support an answer.

### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

## Visual Arts Grade 2

Learners will plan personal responses to a variety of artworks.

### Rationale

The reflective process guides the making of and looking at art. This outcome supports learners as they develop and communicate responses to their own artworks and those of others. Responses should involve a variety of communication forms such as oral and written expressions as well as art making in response to an idea or belief. Learners engage in reflective activities throughout the art experience—from the invitation to look at art, through the stages of creating, and responding to artworks in order to extend knowledge into future art making. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions and will develop the ability to share openly, respectfully, and with sensitivity.

### Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

### Indicators

- **Investigate** how the language of art can be used in responses (COM, CT)
- **Compare** interpretations of artworks between self and others (COM, CI, CT)
- **Select** supporting details to inform a response (COM, CT)
- **Evaluate** the impact of decisions made during the creation of artworks (CO, CI, CT)

### Concepts (and Guiding Questions)

#### Language of Art (Elements of Art and Principles of Design)

- How can I describe the use of the elements of art in a response?
- How can I describe the use of principles of design in a response?

### Interpretation of Artworks

- How can I describe the way that artworks make me feel?
- When I look at artworks
  - What do I like or dislike?
  - What does it make me think?
  - How does it make me feel?
- How can I discuss artworks with others?
- Why might people feel differently about the same artwork?
- How can I respect the interpretations of self and others?
- How does hearing other interpretations help me to express or understand my own viewpoint?

### Supporting Details

- How do I select details to include in a response?
- What information can be included in a response to support my ideas?

### Impact of Decisions

- How can I apply reflective thinking in the development of my artwork or the artwork of others?
- How can I describe the choices made throughout the creative process?
- How did the choices I made impact my artwork?
- What decisions or processes might I modify in the development of my next artwork?

### Skills

#### Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

#### Investigate

Ask a question; locate several details to support an answer; organize details to compare choices; communicate findings.

## Visual Arts Grade 2

### Compare

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

### Select

Locate several details to support an answer.

### Evaluate

Review processes and results from an inquiry; Consider and communicate alternative solutions or findings.

## Visual Arts Grade 3

Learners will investigate a variety of artworks across various communities and cultures inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels.

### Rationale

In 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. Learners should have opportunities to examine the artworks of Mi'kmaq, Acadian, African Nova Scotian, and Gael artists well as those from other communities and cultures. They will look at and beyond their worlds through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have played through time and 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. It is important that learners use their own words, incorporating the language of art, to describe what they are seeing.

### Competencies

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

### Indicators

- **Investigate** how the elements of art and principles of design are used in artworks (COM, CI, CT)
- **Question** media and subject matter in a variety of artworks (COM, CI, CT)
- **Investigate** ways that feelings and ideas are expressed through art works across various communities and cultures (COM, CT, PCD)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- Where do I see examples of the elements of art in artworks? How are they used?
- Where do I see examples of the principles of design in artworks? How are they used?
- How can I describe what I am seeing?

#### Art Media and Subject Matter

- Why would specific media be chosen and used by artists?
- What questions can I ask to learn more about the subject matter in artworks?
- What questions can I ask to learn more about what I am seeing?

#### Expression

- How is meaning expressed in and across artworks of communities and cultures?
- How do I see feelings and ideas expressed in artworks from the Mi'kmaq, Acadians, African Nova Scotians, the Gaels, and other communities and cultures?
- How can I learn more about my culture and the culture of others by looking at artworks?
- Why does art exist in a specific location in my community? In the world?
- Why do people make art?
- How do artworks "speak" to me? When I look at this artwork
  - what do I see?
  - what do I think?
  - what am I feeling?
  - what am I hearing?
- How can I find out what other people see, think, or feel when they view artwork?

# Visual Arts Grade 3

## Skills

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

### Question

Generate broad questions in response to a problem. Narrow broad questions to develop a question to investigate.

## Visual Arts Grade 3

Learners will create artworks that express feelings, ideas, and understandings.

### Rationale

Art making allows learners to play with 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 creative process](#), learners make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork that expresses feelings, ideas, and understandings, learners have exciting opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making.

### Competencies

- 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 artworks (CI, CT, TF)
- **Select** a feeling or idea to express through art (COM, CI, CT)
- **Select** media and tools to produce a desired effect (CT, TF)
- **Investigate** how the creative process is used in creating artworks (COM, CI, CT, PCD)
- **Apply** studio etiquette and safe practices (COM, CT)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- How can I use the elements of art in my artworks?
- How can I use the principles of design in my artworks?

### Personal Meaning

- Where do ideas come from?
- What feelings can I express in my artworks?
- How do I choose a feeling or idea to give my artwork purpose?
- What ideas can I express in my artworks?
- How do my feelings inform what I create?
- How can my artwork express aspects of self, family, community, and environment?
- How can my creation express something about culture?

### Media

- How do I know what tool to use?
- Why should I choose a certain media to use?
- How can I use art media to express my feelings?
- How can I combine certain colours to produce a desired effect?
- How can I experiment with different media and tools?
- How do I use a variety of media and tools when creating artworks?

### Creative Process

- How do I use my imagination to develop my ideas?
- How can others' ideas help me develop my ideas?
- How can I use my experiences to help me develop my ideas?
- How are artworks created?
- How will I communicate meaning and purpose through my artwork?
- What steps can I take to change my artwork if I am not happy at the current stage?
- How can I develop my technical skills?
- How can I make changes in my artwork to better express my ideas?
- How can I grow my work using feedback from peers, teachers, and my own feelings?



## Visual Arts Grade 3

- How do people perceive the feelings and ideas I am trying to convey?

### Studio Etiquette and Safe Practices

- What does studio etiquette look like in our classroom?
- How can I collaborate with my classmates?
- How do I use tools and art media safely?

## Skills

### Create

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

### Apply

Carry out, use, or complete a procedure/ technique.

### Select

Locate several details to support an answer.

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

# Visual Arts Grade 3

Learners will plan personal responses to a variety of artworks.

## Rationale

The reflective process guides the making of and looking at art. This outcome supports learners as they develop and communicate responses to their own artworks and those of others. Responses should involve a variety of communication forms such as oral and written expressions as well as art making in response to an idea or belief. Learners engage in reflective activities throughout the art experience—from the invitation to look at art, through the stages of creating, and responding to artworks in order to extend knowledge into future art making. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions and will develop the ability to share openly, respectfully, and with sensitivity.

## Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

## Indicators

- **Investigate** how the language of art can be used in responses (COM, CT)
- **Compare** interpretations of artworks between self and others (COM, CI, CT)
- **Select** supporting details to inform a response (COM, CT)
- **Evaluate** the impact of decisions made during the creation of artworks (COM, CI, CT)

## Concepts (and Guiding Questions)

### Language of Art (Elements of Art and Principles of Design)

- How can I describe the use of the elements of art in a response?
- How can I describe the use of principles of design in a response?

## Interpretation of Artworks

- How can I describe the way that artworks make me feel?
- When I look at artworks
  - What do I like or dislike?
  - What does it make me think?
  - How does it make me feel?
- How can I discuss artworks with others?
- Why might people feel differently about the same artwork?
- How can I respect the interpretations of self and others?
- How does hearing other interpretations help me to express or understand my own viewpoint?

## Supporting Details

- How do I select details to include in a response?
- What information can be included in a response to support my ideas?

## Impact of Decisions

- How can I apply reflective thinking in the development of my artwork or the artwork of others?
- How can I describe the choices made throughout the creative process?
- How did the choices I made impact my artwork?
- What decisions or processes might I modify in the development of my next artwork?

## Skills

### Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

### Investigate

Ask questions; locate several details to support an answer; organize and compare details; communicate findings.

## Visual Arts Grade 3

### Compare

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

### Select

Locate several details to support an answer.

### Evaluate

Review processes and results from an inquiry; Consider and communicate alternative solutions or findings; Begin to identify potential new problems or issues.

## Visual Arts Grade 4

Learners will analyse how a variety of artworks across communities and cultures, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels, communicate feelings, ideas, and understandings.

### Rationale

In 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.

Learners should have opportunities to examine the artworks of Mi'kmaq, Acadian, African Nova Scotian, and Gael artists well as those from other communities and cultures. They will look at and beyond their worlds through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have played through time and 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. It is important that learners use their own words, incorporating the language of art, to describe what they are seeing.

### Competencies

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

### Indicators

- **Investigate** how the elements of art and principles of design are used in artworks to communicate feelings, ideas, and understandings (COM, CI, CT)
- **Compare** how media and subject matter are used by artists for a specific purpose (COM, CI, CT, TF)
- **Investigate** ways that artworks are an expression of culture and identity (COM, CT, PCD)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- How are the elements of art used in artworks to communicate feelings, ideas, and understandings?
- How are the principles of design used in artworks to communicate feelings, ideas, and understandings?
- Where do I see examples of the principles of design in artworks? How are they used?
- How are similar feelings and ideas communicated across communities and cultures?
- How are similar understandings communicated across communities and cultures?
- How do similar elements of art and principles of design communicate different understandings?

#### Art Media and Subject Matter

- How do artists choose media to best support their purpose?
- How do the techniques used in similar media produce different results?

#### Expression

- In what ways have artworks been used to express culture and identity?
- How is meaning expressed in and across artworks?
- Why does art exist in a specific location in my community? In the world?
- Why do people make art?
- How do artworks differ or look the same across cultures?
- Why is it important to examine artists' lives when considering how identity is expressed in their artworks?

## Visual Arts Grade 4

- What choices made by an artist can be used by me to express aspects of my own identity?
- How can artworks from another culture inform my feelings, ideas, and understandings?
- How can I learn more about my culture and the culture of others by looking at artworks?

### Skills

#### Analyse

Gather and select appropriate information; begin to determine the appropriateness of the information; communicate findings.

#### Investigate

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

#### Compare

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

## Visual Arts Grade 4

Learners will create artworks that express feelings, ideas, and understandings.

### Rationale

Art making allows learners to play with 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 creative process](#), learners make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork that expresses feelings, ideas, and understandings, learners have exciting opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making.

### Competencies

- 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 artworks (CI, CT, TF)
- **Investigate** how feelings, ideas, and understandings are expressed in artworks (COM, CI, PCD, TF)
- **Compare** how media and tools are used in art making (CI, CT, TF)
- **Investigate** how [the creative process](#) is used in creating artworks (COM, CI, CT, PCD)
- **Investigate** how studio etiquette and safe practices contribute to the creation of artworks (COM, CT)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- How can I use the elements of art in my artworks?

- How can I use the principles of design in my artworks?

#### Personal Meaning

- How can my feelings, ideas, and understandings be expressed in my artworks?
- How do my feelings, ideas, and understandings inform what I create?
- How can I create art for a specific purpose?
- How can my artwork express aspects of self, family, community, and environment?
- How can my creation express something about culture?

#### Media

- Why should I choose a certain media to use?
- How would my feelings, ideas, and understandings appear in different media?
- How can I use a variety of materials, tools, and technologies when creating artworks?
- How do my choices impact my work?
- How could I use a variety of media and tools to produce a desired effect?

#### Creative Process

- How do I use my imagination to develop my ideas?
- How can others' ideas help me develop my ideas?
- How can I use my experiences to help me develop my ideas?
- How are artworks created?
- How will I communicate meaning and purpose through my artwork?
- What steps can I take to change my artwork if I am not happy at the current stage?
- How can I develop my technical skills?
- How can I make changes in my artwork to better express my ideas?
- How can I grow my work using feedback from peers, teachers, and my own feelings?

## Visual Arts Grade 4

- How do people perceive the feelings and ideas I am trying to convey?

### Studio Etiquette and Safe Practices

- What does studio etiquette look like in our classroom?
- How can I collaborate with my classmates?
- How do I use tools and art media safely?
- How do I know if my studio etiquette practices were impactful on the creation of my artworks and the artworks of others?

## Skills

### Create

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

### Apply

Carry out, use or complete a procedure/ technique.

### Investigate

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

### Compare

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

# Visual Arts Grade 4

Learners will plan personal responses to a variety of artworks.

## Rationale

The reflective process guides the making of and looking at art. This outcome supports learners as they develop and communicate responses to their own artworks and those of others. Responses should involve a variety of communication forms such as oral and written expressions as well as art making in response to an idea or belief. Learners engage in reflective activities throughout the art experience—from the invitation to look at art, through the stages of creating, and responding to artworks in order to extend knowledge into future art making. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions and will develop the ability to share openly, respectfully, and with sensitivity.

## Competencies

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

## Indicators

- **Investigate** how the language of art can be used in responses (COM, CT)
- **Investigate** the impact of artworks on self and others (COM, CT, PCD)
- **Select** supporting details to inform a response (COM, CT)
- **Evaluate** the impact of decisions made during the creation of artworks (COM, CI, CT)

## Concepts (and Guiding Questions)

### Language of Art (Elements of Art and Principles of Design)

- How can I describe the use of the elements of art in a response?
- How can I describe the use of principles of design in a response?

## Impact of Artworks

- How can I recognize the impact of art in my life?
- How can I recognize the impact of art in the lives of others?
- What is the function and purpose of artworks?
- When I look at artworks
- What do I like or dislike?
- What does it make me think?
- How does it make me feel?
- How can I discuss artworks with others?
- Why might people feel differently about the same artwork?
- How does hearing the impact of artwork on others help me to express or understand my own viewpoint?

## Supporting Details

- How do I select details to include in a response?
- What information can be included in a response to support my ideas?

## Impact of Decisions

- How can I apply reflective thinking in the development of my artwork or the artwork of others?
- How can I describe the choices made throughout the creative process?
- How did the choices I made impact my artwork?
- What decisions or processes might I modify in the development of my next artwork?

## Skills

### Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

### Investigate

Ask and revise questions; locate several relevant details to support an answer; organize and compare



## Visual Arts Grade 4

details; identify relationships and communicate findings.

### Select

Locate several relevant details to support an answer.

### Evaluate

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

## Visual Arts Grade 5

Learners will analyse how a variety of artworks across communities and cultures, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels, communicate feelings, ideas, and understandings.

### Rationale

In 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. Learners should have opportunities to examine the artworks of Mi'kmaq, Acadian, African Nova Scotian, and Gael artists well as those from other communities and cultures. They will look at and beyond their worlds through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have played through time and 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. It is important that learners use their own words, incorporating the language of art, to describe what they are seeing.

### Competencies

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

### Indicators

- **Investigate** how the elements of art and principles of design are used in artworks to communicate feelings, ideas, and understandings (COM, CI, CT)
- **Compare** how media and subject matter are used by artists for a specific purpose (COM, CI, CT, TF)
- **Investigate** ways that artworks are an expression of culture and identity (COM, CT, PCD)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- How are the elements of art used in artworks to communicate feelings, ideas, and understandings?
- How are the principles of design used in artworks to communicate feelings, ideas, and understandings?
- Where do I see examples of the principles of design in artworks? How are they used?
- How are similar feelings and ideas communicated across communities and cultures?
- How are similar understandings communicated across communities and cultures?
- How do similar elements of art and principles of design communicate different understandings?

#### Art Media and Subject Matter

- How do artists choose media to best support their purpose?
- How do the techniques used in similar media produce different results?

#### Expression

- In what ways have artworks been used to express culture and identity?
- How is meaning expressed in and across artworks?
- Why does art exist in a specific location in my community? In the world?
- Why do people make art?
- How do artworks differ or look the same across cultures?
- Why is it important to examine artists' lives when considering how identity is expressed in their artworks?
- What choices made by an artist can be used by me to express aspects of my own identity?

## Visual Arts Grade 5

- How can artworks from another culture inform my feelings, ideas, and understandings?
- How can I learn more about my culture and the culture of others by looking at artworks?

### Skills

#### Analyse

Gather and select appropriate information; begin to consider the accuracy and validity, and importance of the information; communicate findings.

#### Investigate

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

#### Compare

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

# Visual Arts Grade 5

Learners will create artworks that express feelings, ideas, and understandings.

## Rationale

Art making allows learners to play with 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 creative process](#), learners make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork that expresses feelings, ideas, and understandings, learners have exciting opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making.

## Competencies

- 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 artworks (CI, CT, TF)
- **Investigate** how feelings, ideas, and understandings are expressed in artworks (COM, CI, PCD, TF)
- **Compare** how media and tools are used in art making (CI, CT, TF)
- **Investigate** how [the creative process](#) is used in creating artworks (COM, CI, CT, PCD)
- **Investigate** how studio etiquette and safe practices contribute to the creation of artworks (COM, CT)

## Concepts (and Guiding Questions)

### Elements of Art and Principles of Design

- How can I use the elements of art in my artworks?

- How can I use the principles of design in my artworks?

### Personal Meaning

- How can my feelings, ideas, and understandings be expressed in my artworks?
- How do my feelings, ideas, and understandings inform what I create?
- How can I create art for a specific purpose?
- How can my artwork express aspects of self, family, community, and environment?
- How can my creation express something about culture?

### Media

- Why should I choose a certain media to use?
- How would my feelings, ideas, and understandings appear in different media?
- How can I use a variety of materials, tools, and technologies when creating artworks?
- How do my choices impact my work?
- How could I use a variety of media and tools to produce a desired effect?

### Creative Process

- How do I use my imagination to develop my ideas?
- How can others' ideas help me develop my ideas?
- How can I use my experiences to help me develop my ideas?
- How are artworks created?
- How will I communicate meaning and purpose through my artwork?
- What steps can I take to change my artwork if I am not happy at the current stage?
- How can I develop my technical skills?
- How can I make changes in my artwork to better express my ideas?
- How can I grow my work using feedback from peers, teachers, and my own feelings?

## Visual Arts Grade 5

- How do people perceive the feelings and ideas I am trying to convey?

### Studio Etiquette and Safe Practices

- What does studio etiquette look like in our classroom?
- How can I collaborate with my classmates?
- How do I use tools and art media safely?
- How do I know if my studio etiquette practices were impactful on the creation of my artworks and the artworks of others?

## Skills

### Create

Develop an idea; communicate a representation for process and/or a product; produce a product; modify as necessary; reflect on 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 and communicate findings.

### Compare

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

# Visual Arts Grade 5

Learners will plan personal responses to a variety of artworks.

## Rationale

The reflective process guides the making of and looking at art. This outcome supports learners as they develop and communicate responses to their own artworks and those of others. Responses should involve a variety of communication forms such as oral and written expressions as well as art making in response to an idea or belief. Learners engage in reflective activities throughout the art experience—from the invitation to look at art, through the stages of creating, and responding to artworks in order to extend knowledge into future art making. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions and will develop the ability to share openly, respectfully, and with sensitivity.

## Competencies

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

## Indicators

- **Investigate** how the language of art can be used in responses (COM, CT)
- **Investigate** the impact of artworks on self and others (COM, CT, PCD)
- **Select** supporting details to inform a response (COM, CT)
- **Evaluate** the impact of decisions made during the creation of artworks (COM, CI, CT)

## Concepts (and Guiding Questions)

### Language of Art (Elements of Art and Principles of Design)

- How can I describe the use of the elements of art in a response?
- How can I describe the use of principles of design in a response?

## Impact of Artworks

- How can I recognize the impact of art in my life?
- How can I recognize the impact of art in the lives of others?
- What is the function and purpose of artworks?
- When I look at artworks
- What do I like or dislike?
- What does it make me think?
- How does it make me feel?
- How can I discuss artworks with others?
- Why might people feel differently about the same artwork?
- How does hearing the impact of artwork on others help me to express or understand my own viewpoint?

## Supporting Details

- How do I select details to include in a response?
- What information can be included in a response to support my ideas?

## Impact of Decisions

- How can I apply reflective thinking in the development of my artwork or the artwork of others?
- How can I describe the choices made throughout the creative process?
- How did the choices I made impact my artwork?
- What decisions or processes might I modify in the development of my next artwork?

## Skills

### Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

### Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer;

## Visual Arts Grade 5

organize and compare details; identify relationships and communicate findings.

### Select

Locate several relevant and dependable details to support an answer.

### Evaluate

Review processes and results from an inquiry; Begin to consider and communicate varying perspectives; Consider alternative solutions or findings; Identify potential new problems or issues.

## Visual Arts Grade 6

Learners will analyse how a variety of artworks across communities and cultures, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and Gaels, communicate feelings, ideas, and understandings.

### Rationale

In 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. Learners should have opportunities to examine the artworks of Mi'kmaq, Acadian, African Nova Scotian, and Gael artists well as those from other communities and cultures. They will look at and beyond their worlds through examining, discussing, experiencing, and gaining an appreciation of the roles that art and artists have played through time and 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. It is important that learners use their own words, incorporating the language of art, to describe what they are seeing.

### Competencies

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

### Indicators

- **Investigate** how the elements of art and principles of design are used in artworks to communicate feelings, ideas, and understandings (COM, CI, CT)
- **Compare** how media and subject matter are used by artists for a specific purpose (COM, CI, CT, TF)
- **Investigate** ways that artworks are an expression of culture and identity (COM, CT, PCD)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- How are the elements of art used in artworks to communicate feelings, ideas, and understandings?
- How are the principles of design used in artworks to communicate feelings, ideas, and understandings?
- Where do I see examples of the principles of design in artworks? How are they used?
- How are similar feelings and ideas communicated across communities and cultures?
- How are similar understandings communicated across communities and cultures?
- How do similar elements of art and principles of design communicate different understandings?

#### Art Media and Subject Matter

- How do artists choose media to best support their purpose?
- How do the techniques used in similar media produce different results?

#### Expression

- In what ways have artworks been used to express culture and identity?
- How is meaning expressed in and across artworks?
- Why does art exist in a specific location in my community? In the world?
- Why do people make art?
- How do artworks differ or look the same across cultures?
- Why is it important to examine artists' lives when considering how identity is expressed in their artworks?
- What choices made by an artist can be used by me to express aspects of my own identity?



## Visual Arts Grade 6

- How can artworks from another culture inform my feelings, ideas, and understandings?
- How can I learn more about my culture and the culture of others by looking at artworks?

### Skills

#### Analyse

Gather and select appropriate information; consider the accuracy and validity, and importance of the information; communicate 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.

#### Compare

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

## Visual Arts Grade 6

Learners will create artworks that express feelings, ideas, and understandings.

### Rationale

Art making allows learners to play with 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 creative process](#), learners make many decisions and choices around strategies, techniques, forms, materials, and elements. In creating artwork that expresses feelings, ideas, and understandings, learners have exciting opportunities to work independently and collaboratively, expressing ideas, gaining feedback, looking at others' work, reflecting on their progress, and planning for future art making.

### Competencies

- 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 artworks (CI, CT, TF)
- **Investigate** how feelings, ideas, and understandings are expressed in artworks (COM, CI, PCD, TF)
- **Compare** how media and tools are used in art making (CI, CT, TF)
- **Investigate** how [the creative process](#) is used in creating artworks (COM, CI, CT, PCD)
- **Investigate** how studio etiquette and safe practices contribute to the creation of artworks (COM, CT)

### Concepts (and Guiding Questions)

#### Elements of Art and Principles of Design

- How can I use the elements of art in my artworks?

- How can I use the principles of design in my artworks?

#### Personal Meaning

- How can my feelings, ideas, and understandings be expressed in my artworks?
- How do my feelings, ideas, and understandings inform what I create?
- How can I create art for a specific purpose?
- How can my artwork express aspects of self, family, community, and environment?
- How can my creation express something about culture?

#### Media

- Why should I choose a certain media to use?
- How would my feelings, ideas, and understandings appear in different media?
- How can I use a variety of materials, tools, and technologies when creating artworks?
- How do my choices impact my work?
- How could I use a variety of media and tools to produce a desired effect?

#### Creative Process

- How do I use my imagination to develop my ideas?
- How can others' ideas help me develop my ideas?
- How can I use my experiences to help me develop my ideas?
- How are artworks created?
- How will I communicate meaning and purpose through my artwork?
- What steps can I take to change my artwork if I am not happy at the current stage?
- How can I develop my technical skills?
- How can I make changes in my artwork to better express my ideas?
- How can I grow my work using feedback from peers, teachers, and my own feelings?

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- How do people perceive the feelings and ideas I am trying to convey?

### Studio Etiquette and Safe Practices

- What does studio etiquette look like in our classroom?
- How can I collaborate with my classmates?
- How do I use tools and art media safely?
- How do I know if my studio etiquette practices were impactful on the creation of my artworks and the artworks of others?

## Skills

### Create

Develop an idea; communicate a representation for process and/or a product; produce a product; modify as necessary; reflect on 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

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Learners will plan personal responses to a variety of artworks.

## Rationale

The reflective process guides the making of and looking at art. This outcome supports learners as they develop and communicate responses to their own artworks and those of others. Responses should involve a variety of communication forms such as oral and written expressions as well as art making in response to an idea or belief. Learners engage in reflective activities throughout the art experience—from the invitation to look at art, through the stages of creating, and responding to artworks in order to extend knowledge into future art making. Through guided reflection of the creative process learners will come to understand the importance of exploring many solutions and will develop the ability to share openly, respectfully, and with sensitivity.

## Competencies

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

## Indicators

- **Investigate** how the language of art can be used in responses (COM, CT)
- **Investigate** the impact of artworks on self and others (COM, CT, PCD)
- **Select** supporting details to inform a response (COM, CT)
- **Evaluate** the impact of decisions made during the creation of artworks (COM, CI, CT)

## Concepts (and Guiding Questions)

### Language of Art (Elements of Art and Principles of Design)

- How can I describe the use of the elements of art in a response?
- How can I describe the use of principles of design in a response?

## Impact of Artworks

- How can I recognize the impact of art in my life?
- How can I recognize the impact of art in the lives of others?
- What is the function and purpose of artworks?
- When I look at artworks
- What do I like or dislike?
- What does it make me think?
- How does it make me feel?
- How can I discuss artworks with others?
- Why might people feel differently about the same artwork?
- How does hearing the impact of artwork on others help me to express or understand my own viewpoint?

## Supporting Details

- How do I select details to include in a response?
- What information can be included in a response to support my ideas?

## Impact of Decisions

- How can I apply reflective thinking in the development of my artwork or the artwork of others?
- How can I describe the choices made throughout the creative process?
- How did the choices I made impact my artwork?
- What decisions or processes might I modify in the development of my next artwork?

## Skills

### Plan

Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

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## 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.

## Select

Locate several relevant and dependable details to support an answer.

## Evaluate

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