

# Visual Arts—Essential Learning Outcomes 2015–2016

Visual Arts Primary	Visual Arts 1	Visual Arts 2	Visual Arts 3
<b>ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS</b>			
<b>Outcome 1:</b> Students will explore and manipulate a range of materials, technologies, and processes to create a variety of artworks that express feelings, ideas, and understandings.			
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>create artworks, individually and in small groups, using a variety of materials and technologies to express emotion and ideas using different kinds of lines, patterns, textures, colours, form, and space (COM, CI, CT, PCD, CZ, TF)</li> <li>experiment with mixing primary colours to discover that they can make new colours. (CI, CT)</li> <li>create artworks, individually and in small groups, using media of choice to convey personal meaning (COM, CI, CT, PCD, CZ)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>create artworks, individually and with others, to express emotion, feelings, and ideas using different kinds of lines, patterns, textures, colors, colour values, form, and space (COM, CI, CT, PCD)</li> <li>use a variety of materials, technologies, and unconventional tools to create their own artworks, inspired by those examined (COM, CI, CT, PCD, CZ, TF)</li> <li>experiment with mixing primary colours to discover that they can make new colours, secondary colours, and a range of values from very light to very dark (CI, CT)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>create artworks, individually and with others, to express feelings, ideas, and understandings with an emphasis on line, colour, value, shape, texture, space, and form (COM, CI, CT, PCD)</li> <li>create artworks demonstrating influence from their personal, social, spiritual, cultural, community, and/or physical environments (COM, CI, CT, PCD, CZ)</li> <li>use a variety of materials and technologies to create art in many forms, inspired by those examined (COM, CI, CT, PCD, CZ, TF)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>create artworks, individually and with others, to express feelings, ideas, and understandings using various media, line, colour, value, shape, texture, space, form, and patterns (COM, CI, CT, PCD)</li> <li>create artworks for a variety of purposes, demonstrating influence from their personal, social, spiritual, cultural, community, and/or physical environment (COM, CI, CT, PCD, CZ)</li> <li>use a variety of materials, technologies, and tools to create art in many forms, inspired by those examined (COM, CI, CT, PCD, CZ, TF)</li> <li>apply the principles of design (pattern, variety, contrast, emphasis, rhythm/movement, balance, unity) in art making (COM, CI, CT, PCD, CZ)</li> </ul>
<b>Outcome 2:</b> Students will examine a range of artworks from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.			
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>examine various artworks located throughout their own community and those of others, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, CT, CZ)</li> <li>observe, using the senses, the elements and principles of design and the variety of media used in their own and others' artworks (COM, CT)</li> <li>engage in conversations about their own and others artworks, using the language of art (COM, CT)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>examine artworks found in their own community and those of others including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups (COM, CT, CZ)</li> <li>observe and describe how the elements and principles of design were used to create artworks found in their community and culture (COM, CT, CZ)</li> <li>discuss the purpose/messages in the artwork of self and others, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, and additional cultural groups, using the language of art (COM, CT, CZ)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>examine and discuss the elements and principles of design in artworks from various cultures, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups, describing their purpose (COM, CI, CT, PCD, CZ)</li> <li>observe the diverse range of art in the natural and human-made environments to find and identify the elements and principles of design (COM, CI, CT, PCD, CZ)</li> <li>explore function and purpose of art across a variety of cultures, including their own (COM, CI, CT, PCD, CZ)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>examine the elements and principles of design in artworks from various cultures, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultural groups, and discuss cultural influence and artists' perspectives (COM, CI, CT, PCD, CZ)</li> <li>explore art images throughout history and from different cultures to compare how artists create art to communicate ideas, feelings, and understandings (COM, CI, CT, PCD, CZ)</li> </ul>

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<b>Outcome 3:</b> Students will demonstrate an awareness of, reflect upon, and develop respect for art and art making.			
<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>describe the thoughts and feelings evoked by looking at art (COM, CT, CI, PCD)</li> <li>describe what is appealing about a piece of their own artwork and the artwork of others, keeping in mind cultural values and traditions (COM, CT, CI, PCD)</li> <li>engage in conversations about how artists, including themselves, use the elements and principles of design to express emotions, thoughts, and ideas, keeping in mind cultural values and traditions (COM, CT, CI, CZ, PCD)</li> <li>demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>describe the decisions regarding the choice of materials and subject matter made when creating personal artworks (COM, CT, PCD, CI)</li> <li>discuss, using the language of art, what is appealing about a piece of their own artwork and the artwork of others, keeping in mind cultural values and traditions (COM, CT, PCD, CI)</li> <li>listen to and engage in conversations about their own and others artworks, respecting the efforts of all keeping in mind cultural values and traditions (COM, CT, PCD, CI, CZ)</li> <li>demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>share and discuss their own artworks in terms of what appeared to be successful, and what they might change next time in relation to materials and subject matter (COM, CI, CT, PCD, CZ)</li> <li>listen to, engage in conversations, and respect the opinions of others that may be different than their own (COM, CI, CT, PCD, CZ)</li> <li>discuss their own and others' artworks using the language of art (COM, CI, CT, PCD, CZ)</li> <li>demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)</li> </ul>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>share and discuss their own and others' artworks, using the language of art and posing questions about artist choice and intent (COM, CI, CT, PCD, CZ)</li> <li>develop and apply simple criteria to identify and describe the purpose/messages in the artwork of self and others (COM, CI, CT, PCD, CZ)</li> <li>examine artworks of others, and discuss and evaluate use of the elements and principles of design (COM, CI, CT, PCD, CZ)</li> <li>demonstrate respect for the art process of self and others (COM, CI, CT, PCD, CZ)</li> </ul>