

Visual Arts 4–6 Streamlined Curriculum

Visual Arts 4		
Skills and Techniques	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> drawing/painting mixed media printmaking sculpture other audiovisual and time-based media 	<p>Outcome 1 Students will explore the creative process, individually and collaboratively, using a range of materials and technologies, to create with respect and sensitivity a variety of artworks that express feelings, ideas, and understandings.</p>	<ul style="list-style-type: none"> Create artworks with emphasis on the elements and principles of design. (CZ, COM, CI, CT, PCD, TF) Create artworks for a variety of purposes, recognizing influences from personal, social, cultural, community, physical environment(s) i.e. Mi'kmaq Petroglyphs. (CZ, COM, CI, CT, PCD, TF) Use a variety of materials, technologies, and tools to create art in many forms, referencing examples from diverse cultures for inspiration. (CZ, COM, CI, CT, PCD, TF)
<ul style="list-style-type: none"> comparing 	<p>Outcome 2 Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.</p>	<ul style="list-style-type: none"> Examine and discuss the elements and principles of design in artworks from various cultures. (CZ, COM, CI, CT, PCD, TF) Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design. (CZ, COM, CI, CT, PCD, TF) Explore and describe the function and purpose of art across a variety of cultures, including personal artwork. (CZ, COM, CI, CT, PCD, TF) Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF)
<ul style="list-style-type: none"> interpreting 	<p>Outcome 3 Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind cultural influences.</p> <p>Literacy Outcome Students will apply literacy learning in Visual Arts 4 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>	<ul style="list-style-type: none"> Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF) Share and discuss personal artwork and the artwork of others, using the language of art while posing questions that evoke critical thinking. (CZ, COM, CI, CT, PCD, TF) Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF) Demonstrate respectful behaviour for the creative process of self and others. (CZ, COM, CI, CT, PCD, TF)

Visual Arts 5		
Skills and Techniques	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> ▪ drawing/painting ▪ mixed media ▪ printmaking ▪ sculpture ▪ other ▪ audiovisual and time-based media 	<p>Outcome 1 Students will explore the creative process, individually and collaboratively, using a range of materials and technologies, to create with respect and sensitivity a variety of artworks that express feelings, ideas, and understandings.</p>	<ul style="list-style-type: none"> ▪ Create artworks with emphasis on the elements and principles of design. (CZ, COM, CI, CT, PCD, TF) ▪ Create artworks for a variety of purposes, recognizing influences from personal, social, cultural, community, physical environment(s), e.g., Inuit printers of Cape Dorset (Kenojuak Ashevak). (CZ, COM, CI, CT, PCD, TF) ▪ Use a variety of materials, technologies, and tools to create art in many forms, referencing examples from diverse cultures for inspiration. (CZ, COM, CI, CT, PCD, TF)
<ul style="list-style-type: none"> ▪ identifying 	<p>Outcome 2 Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.</p>	<ul style="list-style-type: none"> ▪ Examine and discuss the elements and principles of design in artworks from various cultures. (CZ, COM, CI, CT, PCD, TF) ▪ Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design. (CZ, COM, CI, CT, PCD, TF) ▪ Explore and describe the function and purpose of art across a variety of cultures, including personal artwork. (CZ, COM, CI, CT, PCD, TF) ▪ Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF)
<ul style="list-style-type: none"> ▪ reflecting 	<p>Outcome 3 Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind cultural influences.</p> <p>Literacy Outcome Students will apply literacy learning in Visual Arts 4 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>	<ul style="list-style-type: none"> ▪ Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF) ▪ Share and discuss personal artwork and the artwork of others, using the language of art while posing questions of increasing complexity. (CZ, COM, CI, CT, PCD, TF) ▪ Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF) ▪ Demonstrate respectful behaviour for the creative process of self and others. (CZ, COM, CI, CT, PCD, TF)

Visual Arts 6		
Skills and Techniques	Outcomes	Performance/Assessment Indicators
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<ul style="list-style-type: none"> ▪ describing 	<p>Outcome 2 Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.</p>	<ul style="list-style-type: none"> ▪ Examine and discuss the elements and principles of design in artworks from various cultures. (CZ, COM, CI, CT, PCD, TF) ▪ Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design. (CZ, COM, CI, CT, PCD, TF) ▪ Explore and describe the function and purpose of art across a variety of cultures, including personal artwork. (CZ, COM, CI, CT, PCD, TF) ▪ Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF)
<ul style="list-style-type: none"> ▪ voicing an opinion 	<p>Outcome 3 Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind cultural influences.</p> <p>Literacy Outcome Students will apply literacy learning in Visual Arts 4 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>	<ul style="list-style-type: none"> ▪ Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF) ▪ Share and discuss personal artwork and the artwork of others, using the language of art while posing questions of increasing complexity. (CZ, COM, CI, CT, PCD, TF) ▪ Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF) ▪ Demonstrate respectful behaviour for the creative process of self and others. (CZ, COM, CI, CT, PCD, TF)