



Arts Education Curriculum Map Grades K –12

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Introduction

Mission Statement

Abbotsford Christian School, operated by Abbotsford Christian School Society members, seeks to serve Christian families by providing a secure learning environment in which God's children can continue to explore, experience and evaluate all of life under God.

We aim to nurture students in the discovery and development of their abilities and unique gifts so that they are enabled to be faithful, discerning, obedient and creative servants of God and of neighbour; and stewards of His creation.

Enduring Understandings

Fine Arts:

Fine Arts are designed to explore our God-given abilities to express experiences through art, music, drama and dance. Christian schools assist students in developing their aesthetic awareness and creative expression. Students learn to appreciate people's artistic gifts, grow in their understanding of the fine arts and learn to interpret the varied forms of expression in the fine arts. The Christian school fine arts program gives students opportunity to concretely express their joy and delight, as well as their struggles. It seeks to open up to students the world of the arts, to teach techniques, and to help them see how the arts are affected by the spirit of the age in which the art was produced. When students respond in the fine arts to their perceptions of God's Word and world, the results are valid expressions of faith.

Visual Arts:

The curriculum for the visual arts at Abbotsford Christian School is based on the techniques and skills of art making, the history of art, the interrelatedness of art and culture and the integration of faith based expression. This means that a wide variety of mediums are taught and that the historical perspective extends from the earliest of art forms to contemporary expressions by a rich variety of artists and art movements. It also incorporates discussion about and exploration of contemporary ideas and trends that are often very different from Christian thinking and practice. One of the central themes taught is that art is a gift to us from our very creative God, who has given visual expression to all of humanity to enjoy and explore.

Goals for Visual Arts Education

Students will develop an understanding God's gift of the visual arts, the many ways in which the visual arts can be used to express their own and a culture's experiences and faith, and how these expressions can be obedient or disobedient to God's call on their lives.

Students will explore and develop a variety of creative processes using different materials, technologies and processes.

Students will understand and apply a variety of age-appropriate skills and strategies to the creation of visual arts products.

Students will understand the purposes of the visual arts as well as the social, historical and personal contexts of the visual arts.

Students will have opportunities to display works of art and respond to art works created by themselves and others.

Essential Questions for the Visual Arts

Why do we do art?

How is art an expression and experience of God and His creativity?

How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult?

How is art an expression and experience of who we are as unique image bearers and children of God?

What does art say about history, culture and various situations?

What creative materials, technologies and processes can I use to create art?

What techniques, skills and strategies can I use to create art?

How can art be used to communicate? How can I share my art with others and appreciate their art?

Art Curriculum Map Kindergarten

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
K	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Title of Project: Daily Journal drawing/writing (crayon/pencil crayon) Focus: line, colour, foreground, background, focal point PLO: A1 Title of Project: Concentric (pencil crayons) and Tissue Apples (tissue paper) Focus: line, colour, pattern PLO: A2, B1, A3, A4, B2 Title of Project: Torn Paper Fall Trees (construction paper) Focus: colour, texture PLO: A4, A3 Title of Project: Theme related painting projects (tempera paint) Focus: line, colour, focal point, foreground/background PLO: A1, A2, B1 Title of Project: Scarecrow (textiles) Focus: pattern, focal point, foreground/background, texture PLO: A3, A4 Title of Project: Elephant painting-Painting with our mouths(tempera paint) Focus: colour, line, pattern ("Elephants Can Paint Too") PLO: D1 Title of Project: Cities at Sunset (tempera paint) Focus: line, colour, foreground/background, focal point PLO: A1, A2, A4, B1 Title of Project: Pastel Angels (pastels) Focus: colour, line, composition PLO: A2, A3, B1 Title of Project: Paper Bag Angels (Paper bags, construction paper) Focus: texture, composition PLO: A4 Title of Project: Igloos with Paper Squares (tempera paint, cotton wool, paper) Focus: line, pattern, foreground/background, texture, focal point PLO: A1, A2, A3 	<p>A1. Use imagination, observation, and stories to create images</p> <p>A2. Create images using the image development strategy of elaboration that feature colour, line, or shape that use the principle of pattern</p> <p>A3. Experiment with a variety of materials, technologies, and processes to make images</p> <p>A4. Create 2-D and 3-D images that represent ideas and concepts in responses to experiences in response to objects and other images</p> <p>B1. Identify and apply the image-development strategy of elaboration the visual elements of colour, shape, and line the principle of pattern</p> <p>B2. Identify and apply a variety of materials, technologies, and processes to create images</p> <p>C1. Describe various purposes of visual arts</p> <p>D1. Respond to artworks</p>	

Art Curriculum Map Grade 1

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
1	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Matisse Flowers: Term #2 Master Artist – Henri Matisse Focus – line, color, pattern, foreground, focal point Medium – Tempura paint PLO's – A1, A2, A3, A4, B1, B2, B3, D2 Composition in Red, Yellow, and Blue: Term #1 Master Artist – Piet Mondrian Focus – primary color, line, composition Medium – white glue, tempura paint PLO's - A1, A2, A3, A4, B1, B2, B3, D2 Swirly Landscape: Term #2 Master Artist – Vincent van Gogh Focus – Color, Movement, Texture Medium – Flour, Salt, Paint PLO's – A1, A2, A3, A4, B1, B2, B3, D2 Teddy Bears: Term: # 3 Focus – 3-D shapes, Color, Texture Medium – Paper, String, Newspaper, Paint PLO's – A1, A2, A3, A4, B1, B2, C1 Plasticine Art Term: #2 Master Artist – Barbara Reid Focus – Texture, 2D, 3D, Response, Preference, overlapping techniques Medium – Plasticine PLO's – A1, A2, A3, A4, B1, B2, D1, D2 Self Portrait Term: #1 Focus –Directed realistic drawing Medium – pencil and coloring materials PLO's- A1, A2, A3, A4, B1, B2, C1 Kente Cloth Term: #1 Focus – Weaving, overlapping, using secondary colors, copying an African technique and patterns Medium – scissors, construction paper, glue PLO's- A1, A2, A3, B1, B2, B3, C1 Landscape Wash: Term #1 Focus –Habitat of animals in Africa (Science) Focal point and background, symmetrical art Medium – crayon resist with a paint wash, possible use of sand PLO's- A1, A2, A3, B1, B2, C1 Lady Bug Art: Term #3 Master Artist: Eric Carle Focus – Foreground and background, textured painted paper and cutting techniques, perspective (positioning of the ladybug), Focal point Medium – paint, scissors, water, objects to create texture (example-forks, toothpicks, and tooth brushes) PLO's - A1, A2, A3, B1, B2, B3, D1 Polar Bears Northern Lights: Term #3 Focus – directed draw the polar bear, water color background of northern lights, Focal point Medium – water color paper, PLO's A1, A2, A3, B1, B2, B3, D1, D2 Blow Art: Term #3 Focus – Using force and motion to create art Medium – straw, paint, markers PLO's- A1, A2, A3, B1, B2, B3, C1 	<p>A1. Use a variety of image sources to create images</p> <p>A2. Create images</p> <ul style="list-style-type: none"> - using the image-development strategy of repetition - that feature colour, line, shape, texture, and / or pattern <p>A3. Experiment with a variety of materials, technologies, and processes to make images</p> <p>A4. Create 2-D and 3-D images</p> <ul style="list-style-type: none"> - for a given purpose - of personal significance - represent time - to communicate experiences and moods - in response to objects and other images they have experienced <p>B1. Describe and apply</p> <ul style="list-style-type: none"> - the visual elements of colour, shape, line and texture - the principle of pattern - the image-development strategy of repetition <p>B2. Describe and apply a variety of materials, technologies, and processes to create images</p> <p>B3. Demonstrate awareness of safety and environmental considerations for use of materials, technologies, and processes</p> <p>C1. Describe various purposes of art</p> <p>D1. Identify personal preferences for works of art</p> <p>D2. Display individual and groups artworks</p>	<p>Henri Matisse Piet Mondrian Vincent vanGogh Barbara Reid Eric Carle</p>

Art Curriculum Map Grade 2

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
2	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Plasticine Birds Master Artist: Based on Barbra Reed books Focus: Colour, texture, manipulation Medium: Plasticine PLOs: A1, A3, A4, A5, B1, B3, C2, D1, D2 Quacky Birds Master Artist: Focus: texture, shape, colour Medium: Magazine paper PLOs: A1, A2, A3, A4, A5, B1, B2, B3, B4, D1, D2, Pond pop-up, Animal pop-up Master Artist: Focus: 3D perspective Medium: Construction paper, paper PLOs: A1, A2, A3, A4, A5, B1, B2, B4, C1, C2 Sunset Silhouette Master Artist: Focus: Warm & cool colours, perspective (layering) Medium: paint, construction paper PLOs: A1, A2, A3, A4, A5, B1, B2, B3, B4, C1, C2, D1, D2 Model of a redd (Salmon spawning nest) Master Artist: Focus: 3D, real life reproduction in art form, texture Medium: paint, gravel, paper plate, plasticine PLOs: A1, A2, A3, A4, A5, B1, B2, B3, B4, C2, D1, D2 Cross section of earth and plant Master Artist: Focus: real life reproduction in art form, line, colour, texture Medium: construction paper, paper, pencil crayon, marker PLOs: A1, A2, A3, A4, A5, B1, B2, B3, B4, D2 Snowmen Focus: colour, shape, design Medium: paint Master Artist: Lois Ehlert 	<p>A1. use a variety of image sources to create images, including feelings, imagination, memory, and observation</p> <p>A2. create images using the image-development strategies of simplification and abstraction</p> <p>A3. create images emphasizing one or more visual elements and principles of design including</p> <ul style="list-style-type: none"> colour line shape texture pattern symmetrical balance <p>A4. experiment with materials, technologies, and processes to create particular effects</p> <p>A5. create 2-D and 3-D images</p> <ul style="list-style-type: none"> to communicate experiences, moods, and stories to illustrate and decorate that represent a point in time that represent specific places based on events or issues topics in their school and community <p>B1. describe and apply image development strategies including</p> <ul style="list-style-type: none"> simplification abstraction <p>B2. describe and apply the use of specific elements and principles in images, including</p> <ul style="list-style-type: none"> colour shape line pattern symmetrical balance <p>B3. describe and apply a variety of materials, technologies, and processes to create images</p> <p>B4. demonstrate safe and environmentally responsible use of materials, technologies, and processes</p> <p>C1. describe a variety of reasons why people make and use art</p> <p>C2. identify differences between original artworks and reproductions</p> <p>D1. describe their response to artworks</p> <p>D2. display individual and group artworks in a variety of ways</p>	<p>Barbara Reid Lois Ehlert</p>

Art Curriculum Map Grade 3

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
3	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Plasticine Art Master Artist—Barbara Reid Focus—colour, space, shape, texture, form, emphasis PLOs—A1, A2, A3, A4, A5, B1, B2, B3, B4, B5, C2, D3 Medium—Plasticine Leaf Art Focus— PLOs— A1, A2, A3, A4, A5, B1, B2, B3, B4, D3 Media—crayons, paint Weaving Focus—texture, colour, line PLOs— A1, A3, A4, A5, B2, B3, B4, D3 Media—yarn Inuksuks Focus—form PLOs— A1, A3, A4, A5, B2, B3, B4, C1, D2, D3 Media—rocks, glue Ted Harrison Master Artist—Ted Harrison Focus—colour, line, shape, space, emphasis PLOs— A1, A3, A4, A5, B2, B3, B4, C1, D3 Media—oil pastel or paint, felt marker Cityscape Focus—shape, texture PLOs— A1, A2, A3, A4, A5, B2, B3, B4, D3 Media—crayon, paint, tinfoil, plastic, foam, wallpaper, cloth Northern Lights Focus—colour, line, space PLOs— A1, A3, A4, A5, B2, B3, B4, D3 Media—chalk pastel Group of Seven 	<p>A1. use a variety of sources to create images, including feelings, imagination, memory, observation, and sensory experience</p> <p>A2. create images using the image-development strategies of</p> <ul style="list-style-type: none"> - fragmentation - multiplication - superimposition <p>A3 create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects:</p> <ul style="list-style-type: none"> - colour, shape, line, texture, pattern, radial balance <p>A4. experiment with materials, technologies, and processes to create particular effects</p> <p>A5. create 2-D and 3-D images</p> <ul style="list-style-type: none"> - to communicate experiences, moods, and stories - to illustrate and decorate - that represent time as transformation <p>B1. describe and apply image development strategies including:</p> <ul style="list-style-type: none"> - multiplication, superimposition, fragmentation <p>B2. describe and apply specific visual elements and principles of design in images and in natural and human-built environments, including</p> <ul style="list-style-type: none"> - colour, shape, line, pattern, texture, balance <p>B3. describe and apply a variety of materials, technologies, and processes to create images</p> <p>B4. demonstrate safe and environmentally responsible use of materials, technologies, and processes</p> <p>C1. describe a variety of reasons people make and use visual arts</p> <p>C2. identify differences between original artworks and reproductions</p> <p>D1. Describe their responses to 2-D and 3-D images created</p> <ul style="list-style-type: none"> - to communicate experiences, moods, and stories - from observation, memory, and imagination - to illustrate and decorate <p>D2. suggest reasons for preferences in artworks</p> <p>D3. display individual and group artworks in a variety of ways</p>	<p>Barbara Reid Ted Harrison Group of Seven</p>

Art Curriculum Map Grade 4

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
4	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Haida Art Focus: Haida Style/Stylization Medium: Paint on wood or printing C1, C2, B1, A5 Torn Paper Mountains Focus: Perspective, Landscape Medium: Torn paper A3, B2, A4, Purple Flowers in a Vase Focus: Monochromatic colour composition Medium: Paint A3, A4, A5, B4 Charcoal Robots Focus: Shading, 3D shapes Medium: Charcoal A3, A5, B2, B3, B4 Big-Headed Kids Focus: Drawing realistic bodies and Overlapping objects Medium: Pencil and Coloured pencils A2, A3, A4, A5, B1, B2, B3, B4 	<p>A1. draft ideas for images using feelings, observation, memory, and imagination</p> <p>A2. create images using a range of image-development strategies, including</p> <ul style="list-style-type: none"> - serialization, stylization, animation <p>A3. create images that show the use of the following visual elements and principles of design, alone and in combination, to produce a variety of effects:</p> <ul style="list-style-type: none"> - form, contrast, emphasis <p>A4. use a range of materials, technologies, and processes alone and in combination to create images</p> <p>A5. create 2-D and 3-D images</p> <ul style="list-style-type: none"> - that express personal identity - that respond or reflect aspects of art from a variety of historical and cultural contexts - to communicate ideas, experiences, and stories - to illustrate and decorate <p>B1. compare and apply various image-development strategies, including</p> <ul style="list-style-type: none"> - animation, serialization, stylization <p>B2. compare and apply various visual elements and principles of design including</p> <ul style="list-style-type: none"> - form, contrast, emphasis <p>B3. analyse and use a variety of materials, technologies, and processes to create images</p> <p>B4. demonstrate safe and environmentally responsible use of materials, technologies, and processes</p> <p>C1. describe a variety of reasons why people make and use visual arts</p> <p>C2. identify distinctive styles of visual images from various historical, cultural, and social contexts</p> <p>C3. demonstrate an awareness that there are ethical considerations involved in copying and appropriating images</p> <p>C4. demonstrate an awareness that there are various types of artists in the community</p> <p>D1. describe their response to 2-D and 3-D images</p> <ul style="list-style-type: none"> - created to communicate ideas, experiences, and stories - created to illustrate and decorate - that show particular visual elements, principles of design, or image-development strategies <p>D2. interpret reasons for preferences in artworks</p> <p>D3. demonstrate the ability to work co-operatively to develop a group display</p>	

Art Curriculum Map Grade 5

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
5	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Project: Whistling Ocarinas Master Artist: August Rodin Focus: 3D, texture, form, shape, colour Medium: clay, glaze PLOs: A3, A4, A5, B4 Project: Group of Seven Landscapes Master Artists: Group of Seven Focus: 2D, balance, colour, creativity, blending, shading, perspective, repetition Medium: pastel PLOs: A1, A3, A5, B2, B4, C1, C2, D1, D2 Project: Tool Art Master Artist: Rene Magritte Focus: unity, colouring techniques, unity, creativity, perspective Medium: pencil crayon PLOs: A1, A2, A3, A4, B1, B2, B3, B4 Project: Sunflower Pastel Art Master Artist: Vincent Van Gogh Focus: movement, colour, balance, pastel techniques Medium: oil pastels and water paints PLOs: A1, A3, A5, B2, B3, B4 Project: Stella Art Master Artist: Joseph Stella Focus: line, colour, pattern, Medium: multi-media (crayon, pencil crayon, marker) PLOs: A3, A4, A5, B3, B4 Project: Picasso Faces Master Artist: Picasso Focus: proportions, colour, line Medium: watercolour or pencil crayon PLOs: C1, B2, B4, D1, D2, D3 Project: Ted Harrison Master Artist: Ted Harrison Focus: line, movement, tone, creativity, focal point Medium: acrylic and marker PLOs: A3, A5, B2, B4, C1, C2, D2 Project: Claude Monet's Waterlilies Master Artist: Claude Monet Focus: balance, brush/watercolour techniques, colour, perspective Medium: watercolour PLOs: A3, A5, B2, B4, C1, C2, D2 Project: Gesture drawing Master Artist: none Focus: body proportions, loosening the hand Medium: pencil PLOs: A3, B2, B4 	<ol style="list-style-type: none"> draft ideas for images using feelings, observation, memory, and imagination create images using the image-development strategies of rotation and reversal create images using particular visual elements and principles of design — including tone, value, and movement — to produce a variety of effects create images using a range of materials, technologies, and processes create 2-D and 3-D images <ul style="list-style-type: none"> to communicate ideas that express personal identity that reflect aspects of art from a variety of historical and cultural contexts analyse and apply image-development strategies, including rotation and reversal analyse and apply visual elements and principles of design, including <ul style="list-style-type: none"> value tone movement analyse and apply a variety of materials, technologies, and processes to create images demonstrate safe and environmentally responsible use of materials, technologies, and processes compare the distinctive styles of artists and art images from various cultures and historical periods describe ethical considerations involved in copying and appropriating images describe opportunities for visual arts in the local community describe their response to 2-D and 3-D images <ul style="list-style-type: none"> created to communicate ideas, experiences, and stories created to illustrate and decorate that show the use of particular elements, principles, or image-development strategies interpret reasons for preferences in artworks collaborate to develop a group display for the school or community 	<p>August Rodin Group of Seven Rene Magritte Vincent van Gogh Joseph Stella Picasso Ted Harrison Claude Monet</p>

Art Curriculum Map Grade 6

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
6	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<p>1. Introduction to Art Focus: shape, primary and secondary colours Medium: pencil and pencil crayons PLO's: A3, B4, C1</p> <p>2. Project: "Name Art" Focus: symmetry, complementary colours, positive and negative space Medium: pencil and pencil crayons PLO's: A3, B2, B3, B4</p> <p>3. Project: Art from Many Cultures Artists: samples from various cultures Focus: select one art form to reproduce Medium: crayons, pencil crayons, paint, yarn, buttons, glue PLO's: A4, A5, B3, B4, C1, D1</p> <p>4. Project: Still Life Featured Artist: Henk Helmantel Focus: colour, balance and pastel techniques Medium: oil pastels PLO's: A4, B2, B4</p> <p>5. Project: 3D Sketching Techniques Featured Artist: Julian Beever Focus: line, balance, shading, proportions Medium: pencils PLO's: A3, A5,</p> <p>6. Project: Collage Featured artist: David Hockney Focus: balance, colour Medium: paper and glue PLO's: A3, A4, B2, B3, B4,</p> <p>7. Project: Wax Resist Feature: Hubble telescope pictures Focus: line, shape, balance Medium: crayons and paint PLO's: A3, A4, B2, B3, B4,</p> <p>8. Project: Sketching and Shading Focus: line, different shading techniques Medium: pencil PLO's: A2, A3, B1</p> <p>9. Project: Perspective Drawing Feature: art showing perspective Focus: horizon line, vanishing point Medium: pencil PLO's: A3, A5, B2,</p> <p>10. Project: Perspective Painting Featured artist: Joel Bot Focus: making shades of one colour of paint Medium: paint PLO's: A3, B2, B4</p> <p>11. Project: European Architecture Feature: pictures of European street scenes Focus: Medium: crayon and paint PLO's: A2, A3, A5, B2, B4</p> <p>12. Project: African Mask Feature: pictures of African masks</p>	<p>A1. compile a collection of ideas for images using feelings, observation, memory, and imagination</p> <p>A2. create images using the image-development strategies of point of view, magnification, and minification</p> <p>A3. create images using particular visual elements and principles fo design – including rhythm, asymmetrical balance, and space – to produce a variety of effects</p> <p>A4. Manipulate selected materials, technologies, and processes to create images</p> <p>A5. create 2-D and 3-D images</p> <ul style="list-style-type: none"> that express beliefs and values that reflect art styles from a variety of social, historical, and cultural contexts to solve specific design problems <p>B1. analyse and apply image development strategies, including</p> <ul style="list-style-type: none"> point of view, magnification, minification <p>B2. analyse and apply space, rhythm, and asymmetrical balance to create effects and to convey mood</p> <p>B3. analyse and use a variety of materials, technologies, and processes to create images</p> <p>B4. demonstrate safe and environmentally responsible use of materials, technologies, and processes</p> <p>C1. identify the historical and cultural contexts of a variety of images</p> <p>C2. demonstrate an awareness of the ethical considerations involved in copying and appropriating images</p> <p>C3. identify personal opportunities in visual arts</p> <p>D1. interpret their response to artworks or exhibits</p> <p>D2. collaborate to develop a group display for a particular audience or purpose</p>	<p>Hank Helmantel Julian Beever David Hockney Joel Bot</p>

Focus: balance, symmetry
 Medium: coloured paper and glue
 PLO's: A3, A5, B2, C1,
 13. Project: "Sculptures
 Feature:
 Focus: shape and design
 Medium: flour and salt, acrylic paints
 PLO's: A4, B3, B4,
 14. Project: Poster Making
 Focus: Layout and Design
 Medium:
 PLO's: A1, B2, D2
 15. Project: Creating an Ad or News Article
 Feature: Visual Arts in Local Newspapers
 Focus: Personal Opportunities in the Arts
 PLO's: C3, D1
 16. Project: Sketching and Shading
 Feature: drawings of insects
 Focus: step by step "how to"
 PLO's: A3, A2
 17. Painting with Tempura Paint
 Feature: Easter story, John 3:16
 Medium: Tempura Paint
 Focus: effectiveness of message, space, balance and proportion
 PLO's: A2, A4
 18 Project: Abstract Art
 Medium: pencil crayons
 Focus: use of space and colour, workmanship
 PLO's: A3
 19. Project: My Best Art Pieces
 Focus: selecting and displaying art pieces for conferences
 PLO's: D1, D2
 20 Project: Design with enclosed spaces
 Focus: warm and cool colours
 Medium: oil pastels
 PLO's A3
 21. Project: Plasticine Painting
 Featured Artist: Barbara Reid
 Medium: Plasticine
 Focus: blending colours, horizon
 PLO's: B3, B4
 22. Project: Symmetrical Design
 Feature: Kaleidoscope
 Medium:
 Focus: balanced design
 23. Project: Cartoon Enlargement
 Medium: pencil and pencil crayons
 Focus: drawing, using a larger grid
 PLO's: A2, B1

Art Curriculum Map Grade 7

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
7	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Line techniques Focus: pencil techniques, line types Medium: pencil PLOs: A1, A5, B3, B4, C3, C4. Shape techniques (Metamorphic drawing, Notan, one and two point perspective) Focus: perspective drawing of fantasy culture, metamorphosis, balance, unity, positive and negative space Medium: pencil, felt, paper PLOs: A1, A2, A3, A4, A5, B1, B2, B3, C1 Texture Focus: frottage, texture with paint Medium: pencil, paint PLOs: A1, A4, A5, B3 Value and Form Focus: adding value through hues and tints, monochromatic, primary/secondary/tertiary colors, emotion through design, balance Medium:pencil, paint, chalk pastel, pastel PLOs: A1,A3, A4, A5, B1, B2, B3 Abstract art Master artist:Mary Capan Focus: Unity, Balance, Types of lines Medium: Pastels PLOs: A1,A3. A4, A5, B1, B2, B3, C2, D1. Wire Sculpture Focus: gesture lines Medium: wire PLOs: A1, A4, A5, B1, D2 Cultural art Focus: Chinese bamboo/cherry blossom, Greek vases, Egytian paintings, Roman mosiacs Medium: magazine, chalk pastel, paint, paper mache, construction paper PLOs: A1, A3, A4, A5, B1, B2, B3, B4, C1, C2 	<p>A1. use a variety of image sources to create images, including observation, emotions, ideas and concepts, imagination, memories, and sensory experiences</p> <p>A2. create images using a range of image-development strategies, including</p> <ul style="list-style-type: none"> juxtaposition, metamorphosis, distortion, exaggeration <p>A3. create images using the principle of unity to produce a variety of effects</p> <p>A4. create images using a variety of materials, technologies, and processes</p> <p>A5. create 2-D and 3-D images</p> <ul style="list-style-type: none"> that convey personal or social beliefs and values for specific purposes that incorporate the styles of selected artists from a variety of social, historical, and cultural contexts <p>B1. analyse and apply a wide variety of image sources and image-development strategies</p> <p>B2. analyse and apply unity as created by combining visual elements in a coherent way</p> <p>B3. analyse and apply a variety of materials, technologies, and processes to create artworks</p> <p>B4. demonstrate safe and environmentally responsible use of materials, technologies, and processes</p> <p>C1 identify visual arts styles from a variety of social, historical, and cultural contexts</p> <p>C2. assess the relationship between slected artists and their social, historical, and cultural contexts</p> <p>C3. describe ethical considerations associated with reproduction and appropriation of images</p> <p>C4. assess personal opportunities in visual arts</p> <p>D1. create a structured critical response to artworks and exhibitions</p> <p>D2. develop group and individual exhibitions for particular audiences and purposes</p>	Mary Capan

Art Curriculum Map Grade 8

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Course	Content – Projects	Learning Outcomes: It is expected that students will: A = Creative Processes B = Skills and Strategies C = Context D = Exhibition and Response	Featured Artists Art Appreciation Art History Links
8	<ul style="list-style-type: none"> Why do we do art? How is art an expression and experience of God and His creativity? How is art an expression and experience of everyday realities including that which is beautiful and that which is difficult? How is art an expression and experience of who we are as unique image bearers and children of God? What does art say about history, culture and various situations? What creative materials, technologies and processes can I use to create art? What techniques, skills and strategies can I use to create art? How can art be used to communicate? How can I share my art with others and appreciate their art? 	<ol style="list-style-type: none"> Introduction to the Visual Elements and Principles of Art and Design Focus: elements and principles of art and design Medium: pencil, pencil crayons, markers PLOs: A1, B1, B2, B3, B4, B5, B6 Sketch Books Focus: line, tone, image development, perspective Medium: pencil PLOs: A1, B1, C3, D1, D2 Cartoons Focus: line, emphasis, ideas conveyed in art, art careers Medium: pencil, pencil crayons, markers PLOs: A1, A3, B1, C1, C2, C4, C5, D1 Collage Focus: texture, shape, colour Medium: magazines, tissue paper, construction paper, paint PLOs: A1, A2, B3 Party Animals Focus: colour, emphasis, focal point Medium: pastels Master Artist: Julia Lucich PLOs: A3, B2, B4, B5, B6, C4 Watercolour Painting Focus: watercolour technique, image development, tone, perspective Medium: watercolour Master Artists: various illustrators: Jon J. Muth, Barry Hoser, John Clapp, Ted Lewin PLOs: A1, A2, A3, B1, C1, D1 Personal 3D Collage Focus: 3D images, harmony, balance, focal point, image development Medium: a wide variety of supplies including cardboard, wood, paint, paper, memorabilia, photos, 3-D items PLOs: A1, A2, A3, B1, B5, C1 	<p>A1 Develop and make images:</p> <ul style="list-style-type: none"> Using a variety of design strategies and sources of imagery, individually and in combination Incorporating some elements from a variety of styles That solve complex design problems, considering form and function (2-D and 3D) For specific purposes such as social commentary, self-analysis, entertainment That engage more than one of the senses <p>A2 Use materials, technologies, and processes, both alone and in combination, to make personally meaningful images</p> <p>A3 Select materials, technologies, and processes appropriate for a planned work</p> <p>B1 Analyse and create 2-D and 3-D images that:</p> <ul style="list-style-type: none"> Deliberately employ physical and expressive qualities of the visual elements and principles of art and design to create an effect or mood Use a selected element of art to convey an idea or concept Combine and emphasize particular visual elements and principles of art and design Create variations of an image through manipulation of particular elements or principles of art and design <p>B2 Use appropriate vocabulary in oral and written analyses of works of art</p> <p>B3 Analyse and apply how individual visual elements and principles of art and design are used to create meaning in images</p> <p>B4 Analyse and apply how the physical qualities of visual elements and principles of art and design are used to create effects and mood in representational and non-representational images</p> <p>B5 Analyse and apply 2-D and 3-D images for their use of particular visual elements and principles</p> <p>B6 Evaluate personal use of the elements and principles of art and design</p> <p>Demonstrate an awareness of safety and environmental considerations related to materials, technologies, and processes</p> <p>C1 Describe and create images:</p> <ul style="list-style-type: none"> That support or challenge personal and societal beliefs, values, traditions, or practices That incorporate stylistic elements from various artists, movements, and periods That respond to historical and contemporary images or issues That reflect a sense of personal and social responsibility <p>C2 Demonstrate an awareness of the meanings and purposes of images within a variety of contexts</p> <p>C3 Demonstrate an awareness of ethical considerations associated with reproduction as an image-development strategy</p> <p>C4 Identify art careers in a variety of contexts</p> <p>C5 Identify similarities and differences in the roles of artists and the visual arts in a variety of contexts</p> <p>D1 Describe selected works and explain personal preferences</p> <p>D2 Make a display or portfolio of work, taking into consideration the venue and audience</p>	<p>Julia Lucich Jon J. Muth Barry Hoser John Clapp Ted Lewin</p>

Art Curriculum Map Grade 9

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions –Unit	Content – Projects	Learning Outcomes: It is expected that students will:	Featured Artists Art Appreciation Art History Links
9	<p>Black and white design</p> <ol style="list-style-type: none"> 1. What are the elements of design and how are they related to the principles of art? 2. Where do human beings get their inspiration for visual compositions? 3. How does creation in the visual arts reflect our image-bearing qualities? 4. What are the reasons for doing art from a Christian perspective? 5. How does the pursuit of excellence in the visual arts reflect the glory of God? <p>Colour Design</p> <ol style="list-style-type: none"> 1. How is colour theory a natural fit with creation? 2. How does the way we experience colour show the eternal nature of God's creation? 3. How does colour affect our moods and emotions? <p>Drawing</p> <ol style="list-style-type: none"> 1. What are the advantages to learning many ways with which to make drawing marks for visual expressions? 2. How do value systems affect the presentation of a drawing? 3. How can drawing best convey the various aspects of human nature? 4. How do the skills of drawing form the basis for painting, print making, sculpture, etc.? 5. How do our drawings of portraits and figures reflect what we believe about the relationship between God and His creation? <p>Watercolour painting (colour design continued)</p> <ol style="list-style-type: none"> 1. How can differing watercolour techniques be used to do quality paintings? 2. How does colour theory work with liquid mediums? 3. How can colour be used to convey mood. 4. What is Cubism and how did Picasso change it into distortion? 5. How can we learn originality from viewing works by Picasso? <p>Acrylic painting (colour design continued)</p> <ol style="list-style-type: none"> 1. Why is the knowledge of colour theory important when using acrylic paint? 2. How is the use of acrylics different than the use of watercolours? 3. Why are colour values and contrasts so important in acrylic painting? 4. How can acrylic paint be used to promote understanding between people when the subject matter is portraiture? <p>Print making</p> <ol style="list-style-type: none"> 1. What do the motifs used in First Nations mean and what can we learn from them. 2. What is stylization and how has it been used in First Nations art? 3. How can we become better neighbours to First Nations people by appreciating their art forms, their history and their culture? <p>Clay sculpture</p> <ol style="list-style-type: none"> 1. What is the history of the use of clay and how is it used around the world today? 2. What are the techniques required for effective clay construction? 3. How can clay sculpture be both utilitarian and decorative? 	<p>Black and White Design</p> <ul style="list-style-type: none"> • Pen and ink line/shape design • Shape and pattern design • Brush and ink painting of a natural composition such as a tree • Cut-out design on black paper mounted on white for contrast <p>Colour Design</p> <ul style="list-style-type: none"> • Colour theory using a shape composition – <ul style="list-style-type: none"> - Monochromatic - Analogous colours - Cool colours - Complimentary colours • Portraits in complimentary colours <p>Drawing</p> <ul style="list-style-type: none"> • Value variation exercises • Value composition using geometric shapes • Perspective drawing – 1 and 2 point perspective • Figure drawing <p>Water colour painting (colour design continued)</p> <ul style="list-style-type: none"> • Use India ink as a resist and watercolours on rice paper to create a distorted portrait <p>Acrylic Painting (colour design continued)</p> <ul style="list-style-type: none"> • Develop a composition which uses simple shapes as its basis so that colour explorations and painting techniques can be explored. Possible subject matter – Students' name in a geometric composition, close up of the jungle • Portrait painting or clown faces <p>Print Making</p> <ul style="list-style-type: none"> • Silk screen printing, First Nations motif <ul style="list-style-type: none"> - Masks - Totem poles - Painted images - Printed images <p>Clay sculpture</p> <ul style="list-style-type: none"> • Possible projects in clay: <ul style="list-style-type: none"> - Slab and pinch construction – bugs on leaves - Slab construction vehicles - Bas-relief figure - Use pinch construction to create a clay portrait 	<ul style="list-style-type: none"> - deliberately employ the visual elements and principle of art to create a compositional effect - use selected elements of design to create a visual effect - combine and emphasize particular visual elements and principles to create an effective composition - create variations of an image through manipulations of the elements and principles - note that natural design is the source of much inspiration and influence in the making of visual art - evaluate personal use of the elements and the principles of art and design - use appropriate vocabulary in written and oral analyses of works of art - solve complex design problems - use vocabulary related to 2d image development - understand and use colour with the knowledge of how colour theory can be used - understand and use techniques appropriate for watercolour painting - understand the complexity of colour as a gift to humanity to explore and manipulate - image development from imaginary sources - evaluate the effectiveness of using colour contrast in visual images - exploration of the elements of design with a focus on values - use line, space, shape and value to create a composition - identify a variety of artworks which incorporate the use of perspective techniques - compare and contrast these images - solve complex design issues - use appropriate vocabulary concerning perspective techniques - deliberately use the elements of design to convey the use of illusionary space - develop an image of a human figure which explores proportion, movement and direction - create an image which supports societal beliefs and practices - use the elements of design to draw a realistic human figure - respond to works of art by a variety of artists which portray the human figure - compare and contrast a variety of portraits in different styles and media to see the variety of effects artists' personal styles can have - become aware of the relationships between culture and artistic style - become more aware of the concept of originality as part of an artist's legacy - use technologies in combination to make personally meaningful art work - become more aware of a variety of styles as means for personal expression - Use the elements of design to create a pleasing composition in which to focus on the understanding of colour theory as used with acrylic paint - demonstrate a willingness to experience new materials and techniques - analyze how the elements and principles of art are used to create meaning in images - identify, compare and contrast images of portraits by other artists - identify a variety of imagery sources and evaluate image development strategies used by self, peers, and others - analyze how colour values contribute to the meaning and mood created in a painted portrait - identify the types of brushes and paint used in acrylic painting - analyze the contribution the development of acrylics has made to painting - evaluate the skills and techniques used to create a portrait painting - care for and maintain the materials, technologies and tools used in painting - use the tools and materials in a safe, environmentally friendly way - develop an image which reflects the cultural , traditional and historical contexts of First Nations people - compare and contrast the meanings and purposes of images in various cultures - demonstrate an awareness of the relationship between culture and style - become more aware of the relationship between artists and their cultures and their historical context. - demonstrate an awareness of the role of the artist and the visual arts in a variety of contexts - demonstrate the ability to use new technologies and techniques in an environmentally friendly way - recognize the importance of ethical considerations associated with reproduction as an image-development strategy - analyze 3d images to determine the purpose for which they have been created - identify and use tools and equipment for use with clay 	<p>Book – Art Synectics</p> <p>Escher Canaletto Richard Estes</p> <p>The Impressionists Ken Danby Alex Colville</p> <p>Picasso's Distorted Portraits</p> <p>Van Gogh The Post Impressionists</p> <p>Various images of works by First Nations artists</p> <p>Joe Fafard Victor Cicanski</p> <p>500 Clay Figures</p>

			<ul style="list-style-type: none">- demonstrate techniques and skills appropriate to working with clay and use vocabulary which demonstrates understanding of ceramic methods- demonstrate the proper use of tools and equipment in a safe, environmentally friendly way- analyze the contributions of ceramic artists and artisans through the ages	
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Art Curriculum Map Grade 10

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Unit	Content – Projects	Learning Outcomes: It is expected that students will:	Featured Artists Art Appreciation Art History Links
10	<p>Black and white design</p> <ol style="list-style-type: none"> 1. What are the elements of design and the principles of art? How are they relevant to art making? 2. How does the creation around us affect the way we use design in our artwork? 3. How has history affected the way in which Geometric Abstraction and Abstract Expressionism developed in the 20th century? 4. How can Christians best express themselves about issues with contemporary techniques? 5. How can a message of hope and redemption be incorporated into an expressive work about human issues? <p>Colour design</p> <ol style="list-style-type: none"> 1. How can different styles of art, done during the same period of time, be so different and yet so much alike in their formalistic concerns? 2. How is abstract art related to music? 3. How did the development of acrylics affect art making? 4. How does emotion affect the way art is done? 5. How did historical events affect the development of art in the 1940s, 1950s, 1960s and 1970s? <p>Portraiture</p> <ol style="list-style-type: none"> 1. How do the portraits we make reflect the belief that each person is made in the image of God? 2. Can portraits be done in styles that go in a different direction than realism? 3. What drawing techniques must be developed in order to draw a realistic portrait beginning with a grey field and then developing a strong value scale? <p>Animal drawing</p> <ol style="list-style-type: none"> 1. How does our view of creation affect the way in which we view and draw animals? 2. Of what importance is the issue of natural conservation? How can art be used to promote wildlife protection? 3. What techniques need to be developed in order to make strong realistic drawings of wildlife? <p>Watercolours</p> <ol style="list-style-type: none"> 1. How do various techniques affect the outcome of the use of watercolours? 2. How is the mood of a painting affected with colour and tonal variations? 3. What technical differences are there between acrylics and watercolours? <p>How can paintings reflect our relationship with the creation and the Creator?</p> <p>Landscape painting</p> <ol style="list-style-type: none"> 1. What is the history of landscape paint in Canada? 2. What does the style of the paintings by the Group of Seven tell us about the nature of the Canadian landscape? 3. How does the landscape tradition reinforce our relationship to the majesty and ruggedness of the land we call Canada? 4. How was the Group of Seven influenced by European and American painting styles? 	<p>Black and White Design</p> <ul style="list-style-type: none"> • Pen and ink kaleidoscope • Multi-media social/political collage <p>Colour Design</p> <ul style="list-style-type: none"> • Study of Abstract Expressionism and Geometric Abstraction <p>Portraiture</p> <ul style="list-style-type: none"> • Finger print portrait • Newspaper collage portrait • Graphite drawing of a person's face from a black and white photograph <p>Animal Drawing</p> <ul style="list-style-type: none"> • Graphite drawing of an animal • Scratchboard rendering of an animal <p>Watercolours</p> <ul style="list-style-type: none"> • Floral arrangement • Choice subject matter <p>Landscape Painting</p> <ul style="list-style-type: none"> • Landscape studies in oil pastels • Landscape painting – acrylics on canvas • Paint colour theory swatches <p>Clay Sculpture</p> <ul style="list-style-type: none"> • Hand building – pottery • Slab construction – cottages <p>Printmaking</p> <ul style="list-style-type: none"> • Multi-coloured stencil based print 	<p>- evaluate and use the elements of design and the principles of art to produce works of art</p> <p>-analyze how the individual elements and the principles of art and design determine the content and meaning of images</p> <p>- identify, compare and contrast images of social issues in other artists' work</p> <p>-identify a variety of imagery sources and analyze and evaluate image development strategies</p> <p>- develop images using a combination of strategies and techniques</p> <p>- demonstrate theme development in a work of art which is a social or political critique</p> <p>- develop an image from a Christian world view which elevates social awareness and invokes empathy for a situation or issue</p> <p>- analyze the role of the artist and the visual arts in sustaining , reflecting and challenging beliefs and traditions in society</p> <p>- based on research of work done in the 1950's and '60's the students will synthesize the characteristics of Abstract Expressionism and Geometric Abstraction</p> <p>- come to a basic understanding that art is related to historical context and cultural belief systems</p> <p>- develop and make images using a combination of image- development techniques and strategies demonstrating a variety of styles</p> <p>- demonstrate growth in the understanding of thematic expression</p> <p>- use the vocabulary of the elements of design as it pertains to expressive techniques for drawing a portrait</p> <p>- compare the expressive and physical qualities of selected elements as they are employed with different materials, technologies and processes.</p> <p>- use a variety of techniques to develop an image which uses the elements and principles to create an effective composition</p> <p>- create an image which reflects environmental concerns and the value of the creation.</p> <p>-evaluate techniques use to draw wildlife in the natural environment in order to convey the message of conservation.</p> <p>- use a variety of materials to explore the possibilities with water media</p> <p>- learn to care for and use properly the tools use for watercolour</p> <p>- develop an image with personal preference and meaning</p> <p>- develop effective compositions in watercolour by applying the principles of art.</p> <p>-use the elements of design to develop effective compositions with watercolour techniques.</p> <p>- explore colour theory and colour use with oil pastels in order to get a basis for acrylic painting</p> <p>- synthesize the characteristics of the work of the Group of Seven in landscape painting</p> <p>- explore the roots of the Canadian Landscape tradition to give context to the continued interest in landscape in Canada</p> <p>- learn to care for the materials used in acrylic painting</p> <p>- learn a variety of techniques using acrylic paints</p> <p>- understand the inter-relatedness and influence of art movements in the development of art movements and traditions.</p> <p>-understand how paintings can be metaphorical and pictorial at the same time.</p> <p>- use a 2d image in order to create a 3d image in clay.</p> <p>- develop compositional awareness in the creation of sculpture.</p> <p>- use and care for the materials and technologies involved with pottery.</p> <p>- keep the work area safe and be aware of the hazards involved with the technology, tools and the materials.</p> <p>- demonstrate a willingness to try unfamiliar materials and techniques.</p> <p>- use a variety of techniques, processes and technologies to make personally meaningful images.</p> <p>- develop an awareness of the career options which sculpture and ceramics provide.</p> <p>-2d image development for a silk screen using the visual elements and principles of art.</p> <p>-develop print making techniques in silk screen.</p> <p>-make safe use of tools and materials.</p> <p>-consideration for the use of the art work for product promotion and visual appeal.</p> <p>- develop an awareness of contemporary visual design and audience appeal.</p> <p>- develop an awareness of the career paths which use graphic design.</p>	<p>Rose windows in cathedrals</p> <p>Quilts</p> <p>Kaleidoscope designs</p> <p>Kathe Kollwitz</p> <p>Francesca Goya</p> <p>Max Beckman</p> <p>Expressionist Art</p> <p>Abstract Expressionism</p> <p>Picasso Guernica</p> <p>Al Held</p> <p>Jackson Pollack</p> <p>Paul-Emile Borduas</p> <p>Jean Paul Riopelle</p> <p>Willem de Kooning</p> <p>Clyfford Still</p> <p>Mark Rothko</p> <p>Archille Gorky</p> <p>Abstract Impressionism</p> <p>Renoir</p> <p>Cezanne</p> <p>Chuck Close</p> <p>Rembrandt</p> <p>Vermeer</p> <p>Robert Bateman</p> <p>Kim Donaldson'</p> <p>Rein Poortvliet</p> <p>Various wildlife artists</p> <p>A.E. London</p> <p>Marc Chagall</p> <p>The Impressionists</p> <p><u>Splash</u> books on water colour</p> <p>Brigit O'Connor</p> <p>W.J. Phillips</p> <p>The Canadian Group of Seven</p> <p>Canadian landscape tradition</p> <p>Various potters who do hand building</p> <p>Andy Warhol</p> <p>Poster Art used to promote events, political agenda or products</p>

5. How does our world view affect the way that we value the land we call home?

Clay Sculpture

1. What techniques are essential for successful sculpting in clay?
2. How does sculpture employ the principles of art and the elements of design?
3. What are the processes used to sculpt, dry, fire, glaze and decorate clay pieces.
4. How are these processes linked to the understanding of chemistry and physics?
5. How can one develop original ideas for sculpture in clay?
6. What is the difference between craft and art?
7. How do we view the discovery of the uses of clay throughout history from a Christian world view?

Printmaking – Silk screen

1. What is stencil based print making and what techniques can be used?
2. What is the history of serigraphy?
3. Why did the art of multiples develop? How do artists benefit from print making processes?
4. What techniques can be used to make strong images using silk screen techniques?
5. How has print making developed into multi-media technology today?
6. What are the ways in which multiple images are used to communicate and reach many people at once?

Art Curriculum Map Grade 11

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions –Unit	Content – Projects	Learning Outcomes: It is expected that students will:	Featured Artists Art Appreciation Art History Links
11	<p>Drawing</p> <ol style="list-style-type: none"> How does our world view affect the way that we approach art making? How does the style in which drawing is done determine the message and mood of the work? How does drawing form a foundation for art making with other techniques and mediums? How do we reflect our beliefs in the subject matter and artistic styles we use in our drawings? What styles of drawing are most effective in communicating visually for a contemporary audience? How can we use the human figure to effectively communicate the needs and desires of people in contemporary society? How does the Christian world view affect relationships between human beings? <p>Liquid media- India ink, Watercolours</p> <ol style="list-style-type: none"> What can we understand about another culture by trying to emulate the calligraphy and painting style of that society? What kinds of techniques should be developed in order to use water media most effectively? How do watercolours differ from other painting and drawing techniques? What techniques best reflect God's creation? What techniques are better for man-made structures? <p>Portrait Drawing</p> <ol style="list-style-type: none"> How can a drawing reflect what we believe about the image-bearing qualities of a human being? What techniques can be used with soft pastels that best show the emotions and qualities of the person being portrayed? What techniques can be used to illustrate the complexity of the human experience in the light of the gospel? <p>Acrylic Painting</p> <ol style="list-style-type: none"> How have the ways of expression changed over time? What historical events and social developments affected change in the way that artists expressed themselves using painting mediums? What are possible Christian responses to the way the world has changed and developed over the past 160 years? How should Christians express themselves through art in our contemporary world? <p>Sculpture Pottery/ceramics</p> <ol style="list-style-type: none"> What is the difference between art and craft? How are the two related? Can they co-exist? How do compositional considerations change with the introduction of 3 dimensions? How do we view the discovery of the properties of pottery in the light of a Christian world view? What technical considerations are essential to safe use of the materials? <p>Printmaking: Etching, Silk Screen</p> <ol style="list-style-type: none"> How and why were print making techniques developed? How does print making differ in its presentation from that of the other visual arts? How has mass production affected how art is done and 	<p>Drawing</p> <ul style="list-style-type: none"> Introductory drawing in graphite of a human eye Drawing of drapery or denim clothing in graphite Still life drawing in chalk and charcoal on black paper Exploratory drawing using a variety of mediums using a crucifixion theme Figure drawing <ul style="list-style-type: none"> Practice gestures, mass, value and contour drawings of the human figure from a live model Do practice drawings of drapery and clothing on the human figure Draw a person in charcoal <p>Liquid Media</p> <ul style="list-style-type: none"> Chinese brush painting <ul style="list-style-type: none"> Calligraphy Bamboo and birds Abstract watercolour painting Watercolour painting using subjects chosen by students <p>Portrait Drawing</p> <ul style="list-style-type: none"> Portrait with soft pastels <ul style="list-style-type: none"> Practice drawing to review proportions and structure of the human face Develop a composition which explores an arrangement beyond a formal, central placement of the portrait Introduce the use of chiaroscuro for dramatic lighting in a portrait <p>Acrylic Painting</p> <ul style="list-style-type: none"> Portrait painting divided into separate part for using colour theory as a basis for learning more about colour mixing and colour theory Do a painting using a subject matter of the students' choice <p>Sculpture</p> <ul style="list-style-type: none"> Coil construction – using coils from the extruder students will form a pot which can be used as a vase Slab construction <ul style="list-style-type: none"> Using the slab construction method the students will make figures out of clay and then will use pinch techniques to add details and features An alternate project in this unit is to use slab construction to make inventive teapots. E.g. an I-pod teapot, a panda teapot <p>Printmaking</p> <ul style="list-style-type: none"> Etching Having done work with portraits in previous years and in painting, the students will draw a realistic portrait on paper and then cut it into polystyrene Silkscreen – the student will develop a design which will be appropriate for production on a t-shirt 	<p>-understand the elements of design in drawing (1, 3, 5, 6)</p> <p>- competently use of materials in rendering a realistic composition - Use line, value and texture to draw realistically and expressively. (5, 6, 7)</p> <p>- creating and image with particular interest in manipulating the composition using the elements and principles. (2, 5, 6) - have personal preference in compositional awareness. - manipulate materials and composition to express personal style, meaning, interpretation. (1, 2, 3, 5, 6) - compare and analyze similar images developed by different artists. - examine the relationship between process and expression. - apply the elements and principles to the development of compositions which include the human figure. - develop techniques with enhance the expression of mood. (1, 2, 3, 4, 6)</p> <p>-develop a sensitivity toward expressions of other cultures - analyze how the use of Sumi-I techniques reflects specific cultural beliefs (5, 7, 8)</p> <p>- track the development of Abstraction in the past century. - use the elements and principles to develop abstract composition. - demonstrate self- direction in image development. (1, 2, 3, 5, 6, 7)</p> <p>- apply image development strategies to produce a competent watercolour. - use a variety of sources and resources for image development. - identify technical change over time. (1, 2, 4, 6, 7, 8)</p> <p>- demonstrate safe, competent use of materials.</p> <p>- manipulate pastels with competent mark making. - use pastels to develop a better understanding of colour theory. - use the principles and elements and colour theory to do portraits. - give meaning and expression using particular colour and form. (1, 2, 3, 4, 5, 6, 7, 8)</p> <p>- demonstrate safe, competent use of materials - use painting materials to develop skills for expressive acrylic pieces - understand how to use the materials expressively to depict subject matter and/or mood - develop a firm understanding of colour values -create 2d images which reflect personal contexts. -develop images which demonstrate self-direction for specific purposes. -develop images with a good understanding of compositional concerns. -evaluate ethical and legal implications of using existing images in personal image making. (1,2,3,4,5,6,7,8)</p> <p>- manipulate visual elements to produce a 3d from. - use materials and equipment safely. - be aware of environmental issues related to pottery making. - demonstrate competence with materials and equipment used for making pottery. - analyze the relationship between form and function utilitarian and decorative. - identify the development of pottery in various cultures, including First Nations. (1,2, 6, 7, 8)</p>	<p>-a variety of reproductions of drawing by artists from various times and places.</p> <p>- study the works of the great Renaissance artists and their renditions of drapery and clothing. -look at the works of artist such as Copley, Sargent, and Eakins.</p> <p>- study the still life works rendered by Cezanne, Matisse, Diebenkorn, O'Keeffe and a variety of others.</p> <p>- study the works of Expressionists and contemporary artists.</p> <p>- continue to study works by artists who use human being as subject matter. - look at works by Degas, Rembrandt, Michelangelo, Da Vinci, Van Gogh, etc</p> <p>-Sumi I Painting (Book)</p> <p>- study the work of Wassily, Kandinski. - look at works by Paul Klee. Joan Miro, and various contemporary abstract artists - splash 1,2,3 (Books)</p> <p>- study the work of Walter J. Phillips. -Splash 1,2,3,4,5,6,7,8 - Watercolour- Gerald Brommer (video)</p> <p>- look at works by Diebenkorn, Hoffman, Itten, Close</p> <p>- study of portraits done by Rembrandt, Vermeer, Varley, Durer, and variety of others. - View works done in pastels by a variety of regional artists done in a variety of styles</p> <p>- students will be encouraged to view works by artists who have worked from approximately 1850 to 2010 . They will be asked to do thumbnail sketches of these paintings - students will be viewing the works of artists whose work might have a direct or indirect connection to the style or subject matter being explored in the painting being done.</p> <p>- various books about pottery. - examination of works brought in by</p>

	<p>presented? 4. How has mass production affected our Christian world view? How does the Christian world view differ from that of the world of commerce?</p>		<ul style="list-style-type: none"> - analyze and compare printmaking and drawing of similar subject matter. - demonstrate competent etching techniques. - Appropriate use of materials. <p>(1, 2, 3, 4, 5, 6, 7, 8)</p> <ul style="list-style-type: none"> - analyze how silk screens techniques affect images and their perception. - demonstrate the proper use of silk screen materials, processes and technologies. - develop images appropriate to multiple production. - analyze the impact of multiple images and mass production. - become aware of the difference between original prints and limited edition prints. <p>(1,2,3,4,5,6,7,8)</p>	<p>the instructor.</p> <ul style="list-style-type: none"> - Ceramics Monthly (magazine) - a variety of clay sculptures brought in by the instructor. - Ceramics Monthly - study the works of David Blackwood. - Study the intaglio works of a variety of Canadian artists who do etchings. - look at works done by Rembrandt and Durer. - Andy Warhol - contemporary T-shirt logos and designs.
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Art Curriculum Map Grade 12

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Activities) and resources are listed in course overviews

Grade	Essential Questions – Unit	Content – Projects	Learning Outcomes: It is expected that students will:	Featured Artists Art Appreciation Art History Links
12	<p>Realism</p> <ol style="list-style-type: none"> How do the study and practice of realism help students to understand how we view God's world? How do the techniques used in Realism help students to see and understand the world more deeply? How does the practice of Realism help students to realize that the complex nature of what we see is only a nuance of what is true reality? What attributes are developed in students as they pursue the disciplines required while tackling the challenges of learning difficult realism techniques? <p>Portraiture/ Artist study</p> <ol style="list-style-type: none"> When drawing a realistic portrait, what are the deepest values which are attributed to the person portrayed? How does the portrait reflect that the person portrayed is deeply loved by God? How does the drawing reflect our belief that each individual is created in the image of God? <p>Portraiture- block printing</p> <ol style="list-style-type: none"> How do the techniques used in block printing reflect the human condition? How did the events of the 20th century affect the style and presentation of works done by the Expressionists? What do the expressionist prints reflect about the human condition and how could they affect how contemporary art is done? <p>Portraiture- clay</p> <ol style="list-style-type: none"> What are the purposes of masks in various cultures around the world? How do masks and story contribute to society? How do masks reflect the human condition? <p>Pottery - using the potter's wheel</p> <ol style="list-style-type: none"> What is the history of pottery making and how has it contributed to the way we use containers today? What is the relationship between the form and function of pottery containers? What is the relationship between the laws of physics and chemistry in the production of ceramic arts? How do we see the ability to create using clay and the laws of nature as a gift from Creator God? <p>Acrylic painting</p> <ol style="list-style-type: none"> What styles of paint application work effectively to express the ideas of the artist? How does our creativity with paint reflect our God-given ability to reflect our image bearing qualities? How is painting different than photography and illustration? How do we use the elements of design and the principles of art to create strong composition with painting mediums? <p>3d Transformation Project.</p> <ol style="list-style-type: none"> Of what importance and influence are the works of the artists being studied in this unit? How does the transformation of an object affect our way of thinking about an object? What is the lasting value of an artist's work? Is there a redemptive value found in the artist's work? 	<p>Realism</p> <ul style="list-style-type: none"> study of pears or onions using graphite, pencil crayon and watercolour realism in pencil crayon or watercolour; choice of subject matter acrylic painting using realistic subject matter and realistic techniques <p>Portraiture – Artist study</p> <ul style="list-style-type: none"> Realistic self-portrait in graphite, charcoal, soft pastels or oil pastels <p>Portraiture – block printing</p> <ul style="list-style-type: none"> Lino-block printing <p>Portraiture – clay</p> <ul style="list-style-type: none"> Clay portrait mask <p>Pottery- requirements</p> <ul style="list-style-type: none"> Small bowl Large bowl Cylinder Mug Small vase Large vase Works of the student's choice <p>Acrylic Painting</p> <ul style="list-style-type: none"> Acrylic painting on canvas <p>3D Transformation Project</p> <ul style="list-style-type: none"> Transform an object by using paint, collage, montage and sculpture to represent the work of a renowned artist of the student's choice Artist study – students' choice <ul style="list-style-type: none"> Research sketches Visual Representation of the artist's achievements 	<ul style="list-style-type: none"> - critique and analyze realistic image development. - demonstrate self-development with realistic techniques. (1,2,3,4) - demonstrate self-direction in image selection. - critique the effectiveness of realism as an expressive technique. - critique the ethical and legal implications of using existing images in personal image making. - analyze and critique the use of the elements of design and the principles of art in realistic images. (1,2,3,4,5,6) -justify the use of image development strategies in the work intended for mood and purpose. -create 2d images that reflect personal interests and contexts. - demonstrate competence in arrangement of compositional elements. -use materials in a competent manner. (1,2,3,5,7,8) - critique the effectiveness of realistic image development of a portrait. - critique the effectiveness of personal drawing style. - justify the personal interpretation for the image. - use appropriate terminology while discussing drawing techniques. - create a composition with compositional concerns in mind. - develop mood through the use of mark making, colour choice, value variation and contrast. (1,2,4,5,6) - evaluate the effectiveness of the medium as an expressive tool to raise social and cultural issues. - analyze the characteristics of images from different cultures and eras. - analyze the use of appropriate techniques to evoke desired emotional effects on the viewers. -evaluate the use of elements of design an principles of art in block printing. (1,3,4,5,6,7,8) - develop technical for 3d design in clay. - evaluate the relationship of the elements and principles in 3d design. - compare contemporary masks with historical and cultural expressions. (1,2,3,4,5,6,7,8) - evaluate form and function. - compare the materials and technologies used in various times and places. - evaluate process for use in contemporary times. - evaluate 3d form which is hand made to that which is mass produced. -use materials, equipment and work space in a safe, environmentally friendly manner. (3,7,8) - demonstrate the use of appropriate terminology for painting critique. - analyze the use of the elements principles as used in paintings. - compare and analyze the effective use of techniques to develop expression. -justify personal choices for images and techniques. (1,2,3,4,5,6,7,8) - analyze and critique 3d image development. - evaluate the continuity between process and expression. - demonstrate self-direction in image selection and development. - apply strategies for solving design problem. - evaluate the role of art in reflecting, sustaining and challenging beliefs and traditions. (1,2,3,4,5,6,7,8) - analyze the role of visual elements and principles of art and design in various styles and movements. - evaluate how content and form are influenced by personal, historical, social and cultural contexts. - analyze the values and meanings attached to works done by artists by various times in various places. -understand the historical context of various art movements and how they were influenced by previous styles. Also seeing how the Art movement furthered the development of future artists. (3,6,7,8) 	<p>Jan Vermeer Jan Davidz De Heem Richard Estes Alex Colville Mary Pratt Chris Pratt Janet Fish Diana Ponting John Hall William Bailey Various other realist artists</p> <p>Rembrandt Durer Chuck Close various other portrait artists.</p> <p>European Expressionism Various block prints by a variety of artists.</p> <p>Egyptian funerary sculptures. African masks. First Nations masks Venetian masks Noh and Kabuki masks masks made by local potters.</p> <p>works by various ceramic artists. Ceramics monthly magazine</p> <p>Artists appropriate to the subject matter and painting style chosen by the student.</p> <p>The Surrealists Joseph Cornell Gathie Falk Joseph Beuys Jasper Johns Jim Dine Robert Rauschenberg Christian Boltanski</p> <p>Various sculptors who use found materials and mixed media that the students find who would be helpful for their personal research.</p>