

Course Profile

Visual Arts

Grade 9

Open

• *for teachers by teachers*

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Acknowledgements

Lead Board
Wellington Catholic District School Board
Don Drone, Manager

Course Profile Writing Team
Ann Perron, (lead writer) Toronto Catholic District School Board
Darlyn Burroughs, Brant Catholic District School Board
Kitty Strite Gatto, Waterloo Catholic District School Board
Mary Humphries, Wellington Catholic District School Board
Gloria Yeo, Sault Ste. Marie Catholic District School Board

The developers are appreciative of the suggestions and comments from the team of teachers who worked through The Ontario Curriculum Clearinghouse. The writing team also is appreciative of the many individuals from our respective school boards who provided support that allowed us to meet our objectives.

Course Overview

Visual Arts, Grade 9

Identifying Information:

School:

Department:

Course Developer(s):

**Ann Perron, Darlyn Burroughs,
Mary Humphries, Kitty Strite-Gatto,
Gloria Yeo**

District:

Course Title: Visual Arts

Grade: Nine

Course Type: Open

Ministry Course Code: AVI 10

Credit Value: 1

Development Date: March 1999

Course Revisor(s):

Revision Date:

Description/Rationale

This course offers an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials through working with a range of materials, processes, techniques, and styles. They will learn and use methods of analysis and criticism and will study the characteristics of particular historical art periods, a selection of Canadian art and the art of other cultures. The focus of this course is to engage students and build their confidence and interest level in the visual arts through directed and meaningful studio activities. Approaches to new technologies as another tool in communicating visual ideas, career opportunities in the visual arts and the intrinsic value of the visual arts will be developed through study of the human experience, the environment and everyday life.

How This Course Supports the Ontario Catholic School Graduate Expectations

The shared purpose of this course has been developed to respect the technical skills and proficiencies of the visual arts within a context of celebrating, respecting and affirming the human experience, and the environment as 'gift'. As a Catholic faith community we acknowledge and affirm the uniqueness of each person and the diversity of cultures. We see the visual arts as an opportunity for students to reflect and grow through the process of self-discovery. Students will develop a state of readiness to witness love and respect God's creation. The course will involve activities that focus on a sacramental cosmology where God's presence is found in the ordinary, making it extraordinary. The course allows students to develop attitudes and values that exemplify a community-oriented sociology where human relationships function for the common good through perseverance, discipline, commitment and teamwork.

Unit Titles

Unit 1	Drawing Reflects on the Human Condition	25 Hours
Unit 2	Painting Evokes Emotions	23 hours
Unit 3	Sculpture is Another Dimension	22 hours
Unit 4	Printmaking for a Purpose	14 hours
Unit 5	Information Design in an Information Age	14 hours
Unit 6	Media Based Proposal: Art History and Studio Focus	12 hours

Unit 1: Drawing Reflects on the Human Condition

Time: 25 hours

Description

This unit is intended to provide the student with opportunities to expand, explore and reflect on their relationship with others and the environment. They view artwork, explore what images are powerful for them and expand to a wider vision of the world around them as witnessed from a Gospel perspective. Students utilize various drawing media such as graphite pencil/sticks, charcoal, pen and ink, markers, crayons, and pencil crayons to express and reflect upon personal thoughts, faith and/or concerns about the sustainability of life, the environment, and spirituality. Source material is based on student interests; collected objects, plant and environmental life, and each other. Manila, newsprint newspaper, found papers, and cartridge paper surfaces are explored. Relevant Internet sources, magazines, and print media are referenced as well. Drawing, techniques, the drawing journal and the visual reference file lay the foundation for subsequent units in this course.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, 2e, 3c, 3e, 4f, 5e, 5g, 7f, 7g, and 7i

Strands: Theory, Creation, and Analysis

Overall Expectations: VTV.01X, 02X, 03X, VCV.01X, 02X, 03X, 04X, 05X; VAV.01X, 02X, 03X

Specific Expectations: VT1.02X; VT2.01X, 02X; VT3.01X; VC1.01X, 02X; VC2.01X,03X,06X; VC3.01X,02X,03X; VA1.03X, 04X; VA2.01X, 03X

Unit 2: Painting: Learning The Language Of Colour

Time: 23 hours

Description

Students are challenged to explore colour theory and painting techniques. They begin to understand how artists use colour to effectively communicate ideas. Students respond to a variety of issues (e.g., social, ecological, personal) through their own artwork and through reflection on historical and contemporary art. Students understand and apply their knowledge of colour theory to effectively communicate their own ideas through tempera, watercolour, and oil pastels. Approaches to mixed media and a variety of paper surfaces are also explored.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, 2e, 3c, 3e, 4f, 5e, 5g, 7b, 7f, 7g, and 7i

Strands: Theory, Creation, and Analysis

Overall Expectations: VTV.01X, 02X, 03X, VCV.01X, 02X, 03X, 04X, 05X; VAV.01X, 02X, 03X

Specific Expectations: VT1.01X, 02X; VT2.02X; VT3.02X, 03X; VC2.02X, 06X; VC3.01X, 02X, 03X; VA1.01X, 02X, 04X; VA2.01X, 02X, 03X

Unit 3: Sculpture is Another Dimension

Time: 22 hours

Description

In the sculpture unit students have opportunities to understand various sculptural techniques. Working with malleable materials allows student to communicate ideas suitable to a three dimensional format. Texture, symmetry, balance and form are explored fully with materials such as clay, plaster, modeling clay, found objects, and paper mâché. Students demonstrate understanding of three-dimensional applications of the elements of design both in their work and that of sculptors throughout history who have communicated about the human condition, about their relationship to the environment and about the transformations of the ordinary to the extraordinary.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE3b, 3c, 4b, 4f, 5g, 6e, 7f, 7g, 7i and 7j

Strands: Theory, Creation, Analysis

Overall Expectations: VTV.01X, 03X; VCV.01X, 02X, 03X, 04X; VAV.01X, 02X, 03X

Specific Expectations: VT1.01X, 02X; VT2.02X; VT3.02X; VC1.01X, 02X, 03X; VC2.02X, 06X; VC3.01X, 02X; VA1.02X, 03X; VA2.03X.

Unit 4: Printmaking for a Purpose

Time: 14 hours

Description

Students understand the historical importance of the print as an art form and explore how it is utilized today by the media. The purpose of the print, design, and book illustration is discussed through viewing slides, Internet sites, and magazine images. Printmaking methods such as lino, mono, and stencil are explored to make connections to the purpose and unique quality and/or purpose of the print as an art form. A context for studio activities involves environmental preservation in relationship to commercial uses of print.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, 2e, 3b, 4f, 5b, 7b and 7i

Strands: Theory, Creation, Analysis

Overall Expectations: VTV.01X, 04X; VCV.01X, 02X, 03X, 04X, 05X; VAV.01X, 02X, 03X

Specific Expectations: VT1.01X; VT2.03X; VT3.04X; VC1.01X; VC2.02X, 03X, 04X; VC3.01X, 02X, 03X; VA1.02X, 03X; VA2.02X, 03X.

Unit 5: Information Design in an Information Age

Time: 14 hours

Description

In this unit students analyse information from a critical viewpoint. They begin to understand how the elements and principles of design are fully utilized to stir emotions, get a specific idea across, and reach a target audience. Discussing, viewing, and collecting contemporary images from our information age provides the foundation for further work. Also, students become more knowledgeable in the analysis of styles of print, video, advertising images, and the use of technologies through the creation of their own images. Understanding how the elements and principles of design are used to motivate, inform, and inspire the consumer for a specific purpose will develop awareness.

Strand(s) and Expectations**Ontario Catholic School Graduate Expectations:** CGE1d, 2a, 2b, 2c, 2e, 3b, 3c, 3d, 3f, 5c, 5h, 7b and 7e**Strands:** Theory, Creation, Analysis**Overall Expectations:** VTV.01X, 04X; VCV.01X, 02X, 03X, 04X, 05X; VAV.01X, 02X, 03X**Specific Expectations:** VT1.01X, 02X; VT3.03X, 04X; VC1.01X, 02X, 03X; VC2.04X, 05X, 06X; VC3.01X, VC3.03X; VA1.01X, 02X, 04X; VA2.01X, 02X**Unit 6: Media Based Proposal - Art History And Studio****Time:** 12 hours**Description**

Students develop a proposal based on a specific theme as related to one of the disciplines studied throughout the term. The artwork is based on an individual approach within a context and reference to art appreciation, cultural approaches to subject matter and historically relevant references. Themes such as Christian devotion, social justice issues, world peace, landscape, and fantasy may be explored. Although the theme is traditional in the fine art sense, the work may be appropriated into a contemporary context with a unique personal perspective. In addition to the written component, students complete a series of drawings and other relevant work in the drawing journal to support works in progress. The final artwork is pre-determined by the teacher to be in the form of sculpture, drawing, painting, printmaking, or a multi-media presentation. Students present the evolution of the idea or concepts and the ensuing final artwork to the large group.

Strand(s) and Expectations**Ontario Catholic School Graduate Expectations:** CGE 1e, 3c, 3e, 4f, 4g, 5g, 7f, 7g**Strands:** Theory, Creation, Analysis**Overall Expectations:** VTV.01X, 02X, 03X, VCV.01X, 02X, 03X, 04X, 05X, VAV.01X, 02X, 03X**Specific Expectations:** VT1.01X, VT2.01X, 02X, 03X; VT3.02X; VC1.01X, 02X; VC3.01X, 03X; VA1.01X, 03X, 04X; VA2.02X

Visual Arts, Open, Grade 9 Additional Information

Course Notes

The drawing journal, introduced in the first unit, is a very important tool for the emerging student artist. This journal will serve as reflection, research, illustration, preliminary work and as a place to solve artistic problems. The teacher will use this journal to spark ideas and thoughts as well as to practise new techniques. The visual reference file will also serve for reference purposes throughout the course.

Safety and the appropriate use of materials is key to successful activities and experiences involving studio materials and tools. There are many excellent sources for safety and materials reference purposes, but the WHMIS Safety Manual located in your school will provide information for safe disposal of materials and is a must for art educators. Safety and the appropriate clean up and use of art materials must be integrated into the process aspect of evaluation whenever possible.

Responsibility, respect for materials and each other is part of the goal we envision for the Ontario Catholic School Graduate.

OSS Policy Applications

Any resources to support anti-discrimination education, equity/social justice issues, career goals/cooperative education, community partnerships and faith development will support many of the Ontario Secondary School Policies as well as the Ontario Catholic School Graduate Expectations. Teachers will be familiar with Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999. The visual arts course of study allows all students the opportunity to succeed. Modifying Curriculum Expectations as well as Alternative Curriculum Expectations may be planned to assist individual students.

The focus on job shadowing and career awareness may impact on the last and final unit #6-Media Based Proposal. In some school communities there may be a possibility for students who are interested in researching a topic (e.g., contemporary video or graphic design) may job shadow and report back to the class. In other cases, the work experience will be related to Career Exploration Activities (Choices Into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.) This course is designed to be flexible and adapted to suit the needs of all learners, in all communities. We must remember that students may also be in Adult Education or English as a Second Language Programs. The diversity of our student body, both in terms of culture and experience, may only enrich our arts programs.

Course Evaluation

Teachers may evaluate their course through a variety of methods. Teachers may utilize a student evaluation form to gather information on how to modify the program for student success. The writers of this course profile have included a wide variety of strategies that include peer, self, and teacher evaluation. Both formative and summative methods should be used to gather information for reporting purposes. Also, teachers may network with colleagues from other schools, subject associations and peers at the local school to determine what modifications or new ideas could be incorporated into the units. Since every teacher will approach the units in a unique way, there are ample opportunities for extensions, modifications and applications. The community, both local school and business community, may have input on developing aspects of the visual arts course. The opportunity for immediate input may take form in a log where visitors to a public display may comment freely.

Strategies and Resources	Assessment Strategies	Main Resources
<p>Instructional strategies will include the following:</p> <p>Brainstorming- group generation of initial ideas expressed without criticism or analysis</p> <p>Conferencing/Interviewing- student to student discussion and teacher to student to encourage confidence and motivation to success in all learners</p> <p>Independent Study- students explore and research a specific discipline, e.g., contemporary Canadian painting</p> <p>Jigsaw- specialized group learning followed by home group sharing</p> <p>Application- creation of an artwork to demonstrate a specific function, feature, design concept or pattern</p> <p>Presentation- oral, visual, written or dramatic presentation of researched topic to class</p> <p>Viewing Artwork- present slides or art reproductions to focus discussion re: subject matter, content, use of elements and principles of design, cultural influences, styles</p>	<p>The assessment plan will include the following:</p> <p>Personal Communication</p> <ul style="list-style-type: none"> • drawing journal • self/peer assessment • student-teacher conferences • ongoing verbal feedback • critique <p>*record reflections on experiences, plans for improvements, recommendations for changes</p> <p>Paper and Pencil Tests</p> <ul style="list-style-type: none"> • ongoing quiz, self/peer rubric • final evaluation(rubric, tests) <p>Teacher Observation</p> <ul style="list-style-type: none"> • formal/informal <p>Performance Assessment</p> <ul style="list-style-type: none"> • research project • assigned artwork • portfolio entries • drawing journal • presentation <p>Assessment tools will include:</p> <ul style="list-style-type: none"> • checklists • marking schemes • rubrics • anecdotal comments with suggestions for improvement. 	<p>The following resources are required to support teaching and learning:</p> <p>Websites-see unit list www.artednet.getty.edu Career Gateway-www.edu.gov.on.ca</p> <p>Textbooks *refer to specific text resources listed in the unit bibliography Clark, Roger. <u>An Introduction to Art Education</u>. London: Plan B Books, 1998. Cornstock, Charles W., <u>How to Organize and Manage Your Art Room</u>. Portland: J. Weston Welch Publisher, 1995. Henley, David, R. <u>Exceptional Children Exceptional Art Teaching Art to Special Needs</u>. Massachusetts: Davis Publications, 1992. Hume, Helen D., <u>A Survival Kit for the Secondary School Art Teacher</u>. West Nyack: The Center for Applied Research in Education, 1990. Janson, H.W. & Janson, A.F., <u>A Basic History of Art</u>. Toronto:Prentice Hall Canada Inc., 1997. MacGregor, R., Constance, H., Bennett, B., Calver, A. <u>Canadian Art, Building A Heritage</u>. Scarborough: Prentice-Hall, 1987. Mayer, Ralph., <u>The Artist's Handbook of Materials and Techniques</u>. New York: Viking, 1985. Reid, Dennis. <u>A Concise History of Canadian Painting, 2ed</u>. Toronto: Oxford University Press, 1988. Schuman, Jo. <u>Art From Many Hands,Multicultural Art Projects</u>, Massachusetts: Davis Publications, 1981. Slide Packages Toronto Board of Education. <u>Eighty-Three Women Artists, A Resource Kit for Art Teachers</u>, Toronto,1996. Computer Software <u>Arts in the Classroom, A Teacher's CD Rom Resource</u>. Toronto: TCDSB/CCC, 1998. Materials: listed in unit, classroom should have storage, kiln and sink.</p>

Visual Arts, Open, Grade 9

Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. In order to ensure that assessment and evaluation are valid, reliable, and equitable and that they lead to the improvement of student learning, teachers should use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based on both the categories and the descriptors in the achievement levels chart;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to the students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Final Evaluation			
• Knowledge/Understanding	25	Final Evaluation	30
• Thinking/Inquiry/Problem Solving	25	*portfolio presentation/log	
• Communication	25	*unit 6-proposal	
• Application/Making Connections	25	*quiz/tests	
Portfolio			
• Knowledge/Understanding	20	Portfolio-artwork	50
• Thinking/Inquiry/Problem Solving	20	Drawing Journal	<u>20</u>
• Communication	20	*ongoing reflection	
• Application/Making Connections	40		
Drawing Journal			
• Knowledge/Understanding	25	Course Grade	100
• Thinking/Inquiry/Problem Solving	25		
• Communication	20		
• Application/Making Connections	30		

Appendix M

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”
(Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;

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- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Appendix N

Coded Expectations: Visual Arts, Grade 9, Open (AVI 10)

Theory

Overall Expectations

- VTV.01X apply an understanding of the elements and principles and principles of design to personal, historical, and contemporary artworks
- VTV.02X differentiate artworks by period, style, method, and materials
- VTV.03X demonstrate knowledge of a segment of early Western art history, Canadian art, and examples of the art of other cultures, nations, and groups
- VTV.04X demonstrate an understanding of career options in the visual arts

Specific Expectations

Design and Composition

- VT1.01X apply the elements and principles of design to their own art, to historical artworks, and to natural and constructed environments
- VT1.02X understand and apply the elements and principles of design as expressive components in their personal creative works

Art History and Cultural Community

- VT2.01X demonstrate knowledge of a segment of the early art history timeline(e.g., prehistoric times, Egyptian ancient civilizations)
- VT2.02X identify, research, and describe visual characteristics and themes found in Canadian and other cultures art
- VT2.03X classify artworks according to specific historical qualities or styles (e.g., prehistoric cave paintings, Roman mosaics, Chinese bronzes)

Personal Applications

- VT3.01X demonstrate the ability to incorporate personal interests and hobbies in their art;
- VT3.02X describe how some of their own studio activities are influenced by historical artworks;
- VT3.03X identify, research, and describe careers in visual art
- VT3.04X demonstrate an understanding of how the aptitudes and experience required for art careers are applicable in other fields

Creation

Overall Expectations

- VCV.01X use materials and processes to create art objects that express their intent;
- VCV.02X apply the elements and principles of design
- VCV.03X produce two-and three-dimensional artworks, using a variety of materials, tools, processes, and technologies
- VCV.04X apply the creative process (i.e., perception, exploration, experimentation, production, and evaluation) in their work
- VCV.05X explain the function of research and technology in visual arts

Specific Expectations

Perceiving and Planning

- VC1.01X demonstrate appropriate selection of tools, materials, processes, and technologies for use in their art production
- VC1.02X compile a collection of visual resources
- VC1.03X identify and implement perception enhancing design devices (e.g., magnification, distortion, reversals, partial views) to create images

Experimenting and Producing

- VC2.01X demonstrate an understanding of basic drawing skills and concepts through the use of various materials (e.g., pencils, conte, charcoal), and a variety of strategies (e.g., contour, value, proportion)
- VC2.02X demonstrate and understanding of materials, basic skills, and concepts in painting (e.g., tempera, gouache, colour theory; experimentation with tools and materials), print-making (e.g., simple stencil, collagraph; simple relief or intaglio print; registering, proofing, editioning), sculpture (e.g., plaster, clay, found materials; carving, modelling, assembling)
- VC2.03X complete studio projects in fine art and applied design using the creative process;
- VC2.04X produce artworks using traditional and new technologies (e.g., video, computer, scanner, photocopier, digital camera)
- VC2.05X complete exercises and produce artworks in a variety of media to solve open-ended problems (e.g., illusion of depth, creating balance, designing a functional object)
- VC2.06X demonstrate the ability to create representational, abstract, and non-objective artworks that convey ideas or concepts (e.g., warmth, conflict)

Reviewing and Evaluating

- VC3.01X use appropriate art vocabulary related to materials, processes, and technologies;
- VC3.02X understand how to apply criteria for ongoing review and evaluation of processes and products
- VC3.03X identify possible meanings in examples of fine and applied art (e.g., painting, sculptures, advertisements)

Analysis

Overall Expectations

- VAV.01X apply a framework of critical analysis to their own and acknowledged artworks through participation in a variety of art-viewing strategies
- VAV.02X explain, through critical analysis, the function (e.g., political, religious, social) of their own artworks and those of other cultures
- VAV.03X demonstrate an understanding of connections between art and culture identity or context

Specific Expectations

Critical Process

- VA1.01X demonstrate an understanding of several art-viewing strategies
- VA1.02X describe the materials used and steps followed in the creation of a particular artwork
- VA1.03X use critical analysis to examine expression in student and professional artworks;
- VA1.04X explain how artistic intentions are expressed in specific examples of historical and student artworks (e.g., the Group of Seven's intent to establish a new direction in Canadian art)

Aesthetics

- VA2.01X describe how art can imitate life (imitationalism)
- VA2.02X explain the organization of visual content in the creation of artworks
- VA2.03X demonstrate an understanding that the function of art may vary from culture to culture