

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

### Visual Arts (required)

Visual arts enables students to express themselves creatively as they grow in their ability to explore, imagine, and represent their understandings of the world through artworks. Foundational knowledge and understanding of the elements and principles of art supports students in developing visual arts literacy and skills. Through creative processes, students learn that individual and collaborative art making fosters meaningful artistic expression. Creating and presenting artworks allows students to express ideas, feelings, and experiences by using artistic vocabulary, skills, media, and methods. Appreciating, interpreting, and responding to works of art prepares students to understand and appreciate enduring historical, cultural, and contemporary works of art and artists.

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	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Foundational Elements and Principles: Visual arts literacy is developed through knowledge and application of foundational elements and principles.								
<b>Guiding Question</b>	How does line contribute to artworks?			How are line and shape interrelated?			What is the role of line and shape in artworks?		
<b>Learning Outcome</b>	Children investigate how line is applied in artworks.			Students connect line and shape as elements of art.			Students examine how line and shape can communicate meaning in artworks.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>A variety of tools, materials, and media can be used to create lines.</p> <p>When a line is enclosed, it creates a shape, as seen in various artworks; examples can include</p> <ul style="list-style-type: none"> <li>• <i>Henri Matisse, Icarus, c. 1947</i></li> </ul>	<p>Line is created from a moving point.</p>	<p>Recognize that when a line is enclosed, it creates a shape.</p> <p>Describe the physical characteristics and direction of line used in artworks.</p> <p>Reproduce lines using a variety of methods, materials, tools, and</p>	<p>Line can be combined with other elements of art, including shape, space, value, colour, and texture.</p> <p>A variety of tools and materials can be used to create numerous combinations of lines.</p> <p>A picture plane</p>	<p>Line is an element of art.</p> <p>Line is created from a moving point.</p> <p>When line is enclosed, it creates a shape in artworks.</p>	<p>Describe the direction and physical characteristics of line in artworks.</p> <p>Explore how lines can depict movement in artworks.</p> <p>Use lines to divide a picture plane.</p>	<p>Emphasis (principle of design) can lead the eye to a focal point in artworks.</p> <p>A line can be sloping.</p> <p>A line can emerge when there is contrast between other lines, shapes, or colours, as seen in</p>	<p>Location of a line in artworks affects how it is perceived.</p>	<p>Use visual arts vocabulary to describe how the direction of a line can lead the eye or indicate a sense of depth or distance in artworks.</p> <p>Create linear or one-point perspectives in artworks.</p>

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	<ul style="list-style-type: none"> <li>• <i>Norval Morrisseau, Shaman and Disciples, 1979</i></li> <li>• <i>Norval Morrisseau, The Gathering, n.d.</i></li> <li>• <i>Norval Morrisseau, Thunderbird, n.d.</i></li> </ul> <p>Colour can be applied to line.</p> <p>Lines have directions, including side to side (horizontal), up and down (vertical), and corner to corner (diagonal).</p> <p>Lines can be seen in architecture; examples can include</p> <ul style="list-style-type: none"> <li>• <i>Himeji Castle, also known as White Heron Castle, in Japan</i></li> <li>• <i>Stonehenge, Stone Circle, in England, 1100 BCE</i></li> <li>• <i>The Guggenheim Museum, in New York, New York</i></li> </ul> <p>Line has physical characteristics, including</p> <ul style="list-style-type: none"> <li>• short or long</li> <li>• thick or thin</li> <li>• straight or curved</li> <li>• dotted or dashed</li> <li>• zigzag</li> <li>• blurred or crisp</li> </ul> <p>Line can be repeated to create patterns or decorations.</p> <p>Physical characteristics of a line can be seen in various artworks; examples can include</p> <ul style="list-style-type: none"> <li>• <i>Henri Matisse, Purple Robe and Anemones, c. 1937</i></li> </ul>	<p>media.</p> <p>Enhance lines by adding colours.</p>	<p>includes the sections of an artwork, including top, bottom, right, and left.</p> <p>Horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground, as seen in landscape paintings or drawings.</p> <p>Enclosed lines that create shapes in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Henri Matisse, Icarus, c. 1947</i></li> <li>• <i>Ivan Shishkin, Oak Grove, 1887</i></li> <li>• <i>Prudence Heward, Rollande, 1929</i></li> </ul> <p>Colour can be applied to line.</p> <p>Lines have directions, including side to side (horizontal), up and down (vertical), and corner to corner (diagonal).</p> <p>Direction of line can be seen in artworks and can include</p> <ul style="list-style-type: none"> <li>• sculpture: <ul style="list-style-type: none"> <li>– <i>John Mawurdjul, Mardayin Ceremony, 2000</i></li> <li>– <i>Songye, Mask (kifwebe), c. 19th century CE</i></li> <li>– <i>Terracotta krater c. 750–735 BCE</i></li> </ul> </li> <li>• architecture: <ul style="list-style-type: none"> <li>– <i>Himeji Castle, also known as White Heron Castle, in Japan</i></li> </ul> </li> </ul>	<p>Reproduce lines using a variety of methods, materials, tools, and media.</p> <p>Demonstrate an understanding of line directions.</p>	<ul style="list-style-type: none"> <li>• <i>Jacob Lawrence, Parade, c. 1960</i></li> <li>• <i>Leonardo da Vinci, Mona Lisa, c. 1503</i></li> </ul> <p>Direction of a line in artworks, including where and how it moves, can indicate a sense of depth or distance.</p> <p>Linear perspective can create an illusion of space, depending on where lines appear.</p> <p>Location of a line in an artwork can enhance or diminish its visual weight depending on where it is in the picture plane.</p> <p>One-point perspective contains vertical or horizontal lines that recede to a vanishing point on the horizon, as seen in drawings of railroad tracks or roads that appear to vanish in the distance.</p> <p>Lines can create various effects when combined, including three-dimensional forms.</p> <p>Cross-hatching is a technique that can create shading and textured effects when parallel lines are layered at right angles to each other.</p>	<p>Incorporate a focal point in artworks.</p> <p>Explore how lines can be used to create shading, texture, or other effects in artworks.</p>

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	<ul style="list-style-type: none"> <li>• <i>Joan Miró, People and Dog in the Sun, c. 1949</i></li> <li>• <i>Prudence Heward, Farmer's Daughter, 1945</i></li> </ul>			<p>– <i>The Guggenheim Museum, in New York, New York</i></p> <p>Line has physical characteristics, including</p> <ul style="list-style-type: none"> <li>• short or long</li> <li>• thick or thin</li> <li>• straight or curved</li> <li>• dotted or dashed</li> <li>• zigzag</li> <li>• blurred or crisp</li> </ul> <p>Line can be repeated to create patterns or decorations.</p> <p>Physical characteristics of line can show movement, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Diego Rivera, The History of Medicine in Mexico, c. 1953</i></li> <li>• <i>Emily Carr, A Rushing Sea of Undergrowth, 1935</i></li> <li>• <i>Lance Cardinal, Love of Nations, c. 2019</i></li> <li>• <i>Natalia Goncharova, The Cyclist, c. 1913</i></li> <li>• <i>Utagawa Hiroshige, Naruto Whirlpool, c. 1853</i></li> </ul>					

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	<p>Line can be explicit or implied.</p> <p>A line can be seen in artworks when two different colours or shapes meet (implied).</p> <p>A line can be purposely added to an artwork (explicit).</p> <p>Use of explicit lines in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Doris McCarthy, Coming Storm, Ireland, c. 1999</i></li> <li>• <i>Henri Matisse, The Swan, c. 1932</i></li> <li>• <i>Katsushika Hokusai, Tuning the Samisen, c. 1800</i></li> </ul> <p>When line is non-representational, it will not capture the likeness of an object.</p> <p>Non-representational use of line in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Alex Janvier, Lubicon, c. 1988</i></li> <li>• <i>Jean Paul Riopelle, Untitled (Verso), Brush, pen and black and coloured ink on wove paper, c. 1946</i></li> <li>• <i>Torkwase Dyson, Looking for the People (Water Table Ocular #3), 2017</i></li> </ul>	<p>Line can be seen everywhere.</p>	<p>Identify lines in artworks and in the surrounding environment.</p> <p>Create artworks with non-representational use of line.</p>	<p>Line can be explicit or implied.</p> <p>A line can be seen in artworks when two different colours or shapes meet (implied).</p> <p>A line can be purposely added to an artwork (explicit).</p> <p>A contour line defines the outer boundaries of or space around an object, as seen in <i>Salvador Dali, The Persistence of Memory, 1931</i>.</p> <p>A contour line can be perceived when two contrasting colours meet in a composition, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Marc Chagall, I and the Village, c. 1911</i></li> <li>• <i>Grant Wood, Parson Weems' Fable, c. 1939</i></li> </ul>	<p>Line indicates an edge that is known as a contour.</p>	<p>Identify contour lines in artworks.</p> <p>Explore how contour lines can be applied to artworks.</p>	<p>Physical characteristics of line can convey emotion or character:</p> <ul style="list-style-type: none"> <li>• Blurred lines may convey uncertainty.</li> <li>• Jagged lines may convey anger.</li> <li>• Bouncy or curvy lines may convey joyfulness.</li> </ul> <p>Artworks that emphasize physical characteristics of line can include</p> <ul style="list-style-type: none"> <li>• <i>A. Y. Jackson, Winter Morning, Charlevoix County, 1933</i></li> <li>• <i>Emily Carr, Self-Portrait, 1938</i></li> <li>• <i>Julie Mehretu, Refuge, 2007</i></li> <li>• <i>Vincent van Gogh, The Starry Night, c. 1889</i></li> </ul> <p>Direction of a line can convey a message, including the following:</p> <ul style="list-style-type: none"> <li>• A horizontal line may imply serenity or stability.</li> <li>• A diagonal line may imply agitation, motion, or instability.</li> <li>• A vertical line may imply poise or aspiration.</li> </ul> <p>Lines can be used to represent subject matter as realistically as possible, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Leonardo da Vinci, Portrait of a Man in Red Chalk, 1512</i></li> <li>• <i>Rembrandt van Rijn, Cottages before a Stormy Sky, c. 1641</i></li> </ul>	<p>Line can communicate meaning in the way that it is applied in artworks.</p> <p>Employ line as a way to communicate meaning in artworks.</p> <p>Experiment with lines and shapes to draw a variety of subject matter from direct observation.</p>	<p>Interpret what message lines can communicate in artworks.</p>

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							<ul style="list-style-type: none"> <li>• <i>Rembrandt van Rijn, Self Portrait, Wide-Eyed, 1630</i></li> <li>• <i>The Qingming Scroll, c. 1100</i></li> </ul> <p>A mural is a painting on a wall; examples can include</p> <ul style="list-style-type: none"> <li>• <i>Diego Rivera, The History of Medicine in Mexico, c. 1953</i></li> <li>• <i>Lance Cardinal, Love of Nations, c. 2019</i></li> </ul>		

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				<p>Emphasis (principle of design) can be used to create a focal point in artworks.</p> <p>Emphasis can make a line stand out in an artwork, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Jonathan Borofsky, Walking to the Sky, c. 2004</i></li> <li>• <i>Paula Rego, The Dance, 1988</i></li> </ul> <p>Line can be described as having weight, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Maxine Noel, Spirit of the Woodlands, n.d.</i></li> <li>• <i>Pieter Bruegel, The Hunters in the Snow, c. 1565</i></li> <li>• <i>Rembrandt van Rijn, A Woman and Child Descending a Staircase, c. 1625–1636</i></li> </ul> <p>The amount of pressure applied while creating lines impacts the weight of the lines.</p> <p>Weight can be applied to physical characteristics of line and can be described as</p> <ul style="list-style-type: none"> <li>• thick or wide</li> <li>• thin or fine</li> <li>• light or dark</li> </ul>	<p>Lines can create emphasis in artworks.</p>	<p>Experiment with the amount of pressure needed to adjust the weight of a line when using a variety of tools and media.</p> <p>Use visual arts vocabulary when describing the weight of a line.</p> <p>Create artworks with a defined focal point or emphasis.</p>	<p>Shape is an enclosed space that stands out from its surroundings.</p> <p>Shape can create space in artworks, including</p> <ul style="list-style-type: none"> <li>• positive—referring to the shape itself</li> <li>• negative—referring to the space surrounding the shape</li> </ul> <p>The use of positive and negative space in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Alexander Calder, Lobster Trap and Fish Tail, c. 1939</i></li> <li>• <i>André Kertész, Self-Portrait, c. 1926</i></li> <li>• <i>Kenojuak Ashevak, Enchanted Owl, 1960</i></li> <li>• <i>Seed Jar, Anasazi culture, c. 1150</i></li> </ul> <p>The same shape can appear to be either stable (static) or moving (dynamic) depending on how it is arranged within artworks; examples can include</p> <ul style="list-style-type: none"> <li>• static: <ul style="list-style-type: none"> <li>– <i>David Smith, Cubi IX, c. 1961</i></li> </ul> </li> <li>• dynamic: <ul style="list-style-type: none"> <li>– <i>Albert Gleizes, Brooklyn Bridge, 1915</i></li> <li>– <i>Bridget Riley, Amnesia, c. 1964</i></li> <li>– <i>Christi Belcourt, The Conversation, 2002</i></li> </ul> </li> </ul> <p>Architecture in various parts of the world can depict shape, as seen</p>	<p>Shape can be implied when it is not defined by an outline.</p>	<p>Describe how shapes can appear to be stable or moving.</p> <p>Illustrate positive and negative use of shape and space.</p> <p>Experiment with how shape can emerge because of contrast with other shapes, lines, values, textures, and colours.</p>

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							in <ul style="list-style-type: none"> <li>• <i>Basilica de la Sagrada Familia</i> by Antoni Gaudi, under construction since 1882</li> <li>• <i>Great Stupa at Sanchi, India</i>, built in the 3rd century BCE</li> <li>• <i>The Mahabodhi Temple at Bodh Gaya</i>, built in the 7th and 8th century CE</li> </ul>		



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				<p>Line is expressive when physical characteristics are applied, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Julie Mehretu, Empirical Construction, Istanbul, 2003</i></li> <li>• <i>Lee Krasner, Gothic Landscape, 1961</i></li> <li>• <i>Vincent van Gogh, The Starry Night, c. 1889</i></li> </ul> <p>Line can be used explicitly to represent subject matter in a simplified, abstract, or distorted way.</p> <p>Abstract representations do not attempt to represent reality.</p> <p>Abstract art uses lines, shapes, and colours in numerous combinations to create an effect.</p> <p>Explicit use of line in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Juan Gris, Harlequin with a Guitar, c. 1917</i></li> <li>• <i>Lawren Harris, Pic Island, c. 1924</i></li> </ul>	<p>Line represents and communicates ideas, feelings, and thoughts.</p>	<p>View various abstract and realistic artworks to discuss the use of line.</p> <p>Explore how line can be applied in abstract artworks.</p>	<p>A two-dimensional shape can be changed into a three-dimensional shape known as a form.</p> <p>A two-dimensional shape can be given a three-dimensional appearance by adding lines and shading to give the illusion of mass or volume.</p> <p>Sculpture and architecture use shapes in a three-dimensional context, as seen in</p> <ul style="list-style-type: none"> <li>• sculpture: <ul style="list-style-type: none"> <li>– <i>Beau Dick, Moogums, 1985</i></li> <li>– <i>Edgar Degas, Little Fourteen-Year-Old Dancer, c. 1880</i></li> <li>– <i>Female Pwo Mask, Chokwe peoples, early 20th century</i></li> <li>– <i>Flying Horse of Gansu, from Wuwei, China</i></li> </ul> </li> <li>• architecture: <ul style="list-style-type: none"> <li>– <i>Baitun Nur Mosque, Naseer Ahmad, Calgary, Alberta</i></li> <li>– <i>Habitat 67, Moshe Safdie, Montreal, Quebec</i></li> <li>– <i>Montreal Biosphere, Richard Buckminster Fuller</i></li> </ul> </li> </ul>	<p>Shape can be two-dimensional or three-dimensional.</p>	<p>Differentiate between two- and three-dimensional shapes.</p> <p>Identify how lines and shading can be added to two-dimensional shapes to create a three-dimensional form.</p>

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				<p>Value can increase or decrease in lightness or darkness (gradation).</p> <p>Lines can create shading and texture, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Albrecht Dürer, Young Hare, c. 1502</i></li> <li>• <i>Käthe Kollwitz, Frontal Self-Portrait, 1922–1923</i></li> <li>• <i>Nlaka'pamux Basket-making</i></li> <li>• <i>Rembrandt van Rijn, An Elephant, 1637, 1637</i></li> </ul> <p>Hatching is a technique that can create shading and texture, including drawing fine, parallel lines close together and in the same direction.</p>	<p>Line has value.</p> <p>Value describes how light or dark a line can be.</p>	<p>Use visual arts vocabulary to describe value of line in artworks.</p> <p>Experiment with gradation in artworks.</p> <p>Explore ways that lines can be used to achieve shading or texture in art.</p>	<p>Variation (principle of design) can be achieved by combining shapes with other elements of art, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Sandra Brewster, From Life 3, 2015</i></li> <li>• <i>Wassily Kandinsky, Squares with Concentric Circles, c. 1913</i></li> </ul> <p>Basic and complex use of shapes in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Antoni Gaudi, El Drac, c. 1900–1914</i></li> <li>• <i>Laurena Fineus, Ici repose, 2019</i></li> <li>• <i>Marc Chagall, I and the Village, c. 1911</i></li> <li>• <i>Okon Akpan Abuje, Afaha clan, Anang artist, Funerary shrine cloth, c. late 1970s</i></li> </ul> <p>Basic shapes can be turned into new or complex shapes by</p> <ul style="list-style-type: none"> <li>• adjusting the size</li> <li>• adjusting the contour</li> <li>• overlapping them</li> <li>• connecting multiple shapes to create one shape</li> <li>• covering parts of a shape with another</li> </ul>	<p>Shapes can be combined to create new shapes or more complex shapes.</p>	<p>Analyze how complex shapes can be broken down into basic shapes.</p> <p>Experiment with ways to use basic and complex shapes in artworks.</p> <p>Observe and discuss how variation with lines, shapes, or colours can appear in artworks.</p>

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				<p>The boundaries or contour of a shape can have hard or soft edges, as seen in various artworks; examples can include</p> <ul style="list-style-type: none"> <li>• <i>Alex Janvier, Lubicon, c. 1988</i></li> <li>• <i>John James Audubon, Tropic Bird, c. 1827–1838</i></li> <li>• <i>Maxine Noel, Not Forgotten, n.d.</i></li> </ul> <p>Soft edges make it difficult to identify where one shape ends and the next begins.</p> <p>Soft edges can give a general sense of a shape.</p> <p>Hard edges identify where one shape ends and another begins.</p>	<p>The boundary of a shape can be referred to as an outline, an edge, or a contour.</p>	<p>Identify shapes that have hard and soft edges.</p> <p>Explore how to create a hard and soft edge in artworks.</p>	<p>Shape can create the illusion of depth and distance through techniques such as layering, overlapping, and changes in size.</p> <p>Shapes can be used to represent subject matter as realistically as possible, as seen in still-life paintings; examples can include</p> <ul style="list-style-type: none"> <li>• <i>Paul Cézanne, Apples and Oranges, c. 1899</i></li> <li>• <i>Willem van Aelst, Still Life with Flowers, c. 1665</i></li> </ul> <p>Shapes and lines can be organized to achieve symmetrical balance in artworks and architecture, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Alberta Legislature Building, Allan Merrick Jeffers and Richard Blakey, Edmonton, Alberta</i></li> <li>• <i>American 19th Century, Cutout of Animals, second quarter 19th century</i></li> <li>• <i>The Ardabil Carpet, 1539–1540</i></li> </ul> <p>Asymmetrical balance is seen in artworks where each half of the work looks different but still has visual balance, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Daphne Odjig, Tribute to the Great Chiefs of the Past, 1975</i></li> <li>• <i>Jacques-Louis David, Oath of the</i></li> </ul>	<p>Shapes can convey meaning in the way they are organized within artworks.</p>	<p>Discuss how shapes are used within artworks to convey a message.</p> <p>Experiment with how to achieve symmetrical and asymmetrical balance in artworks.</p> <p>Experiment with how shapes can be used to show depth and distance.</p>

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							<i>Horatii, c. 1784</i> <ul style="list-style-type: none"> <li>• <i>Ruben Komangapik, Light is Life, 2002</i></li> </ul>		

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				<p>When shapes are combined or layered they can create texture in artworks.</p> <p>Shapes can be created using various media and methods, including</p> <ul style="list-style-type: none"> <li>• cutting</li> <li>• ripping</li> <li>• drawing</li> <li>• sculpting</li> <li>• painting</li> <li>• digital media</li> </ul> <p>Shapes can be used to create pattern and repetition in artworks.</p>	<p>Shape can have value, texture, and colour.</p>	<p>Explore various ways to represent shapes in artworks.</p> <p>View artworks as a way to discuss how artists apply value, texture, and colour to shapes.</p>			

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				<p>Shapes can be classified as geometric or organic.</p> <p>Basic shapes are known as geometric shapes that have uniform measurements and form, including</p> <ul style="list-style-type: none"> <li>• circles</li> <li>• squares</li> <li>• triangles</li> <li>• rectangles</li> </ul> <p>A geometric shape can be made of lines that curve, lines that are straight, or a combination of the two.</p> <p>Geometric shapes can be found in nature, including</p> <ul style="list-style-type: none"> <li>• spiral shells</li> <li>• honeycombs</li> <li>• snowflakes</li> </ul> <p>Organic shapes suggest living organisms or natural forces found in nature, including</p> <ul style="list-style-type: none"> <li>• rocks</li> <li>• trees</li> <li>• clouds</li> <li>• animals</li> <li>• plants</li> </ul> <p>Shapes can be used individually or combined in artworks, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Edward Steichen, Le Tournesol (The Sunflower), c. 1920</i></li> <li>• <i>Giuseppe Arcimboldo, Spring, 1563</i></li> <li>• <i>Henri Matisse, L'Escargot (The Snail), c. 1953</i></li> <li>• <i>Joan Miró, The Harlequin's</i></li> </ul>	<p>Shapes can come in various sizes and can be found everywhere.</p>	<p>Identify basic shapes by name.</p> <p>Observe the effect that combining various kinds of shapes can have on an artwork.</p> <p>Identify geometric and organic shapes in the environment and in artworks.</p> <p>Represent everyday items with shapes.</p> <p>Differentiate between open and closed shapes.</p>			

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				<p><i>Carnival, c. 1925</i></p> <ul style="list-style-type: none"> <li>• <i>Tim Pitsiulak, Untitled (Bowhead Whale)</i></li> </ul> <p>Shapes can represent many things, including animals, buildings, and people.</p> <p>Shapes can be open or closed.</p> <p>Closed shapes are formed when lines are connected and spaces become enclosed.</p>					

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<b>Organizing Idea</b>	Creating and Presenting: Ideas can be represented through artworks that draw upon foundational visual arts knowledge.								
<b>Guiding Question</b>	How can an artist create ideas in and through visual arts?			How can ideas be expressed in and through visual arts?			How can messages be represented visually?		
<b>Learning Outcome</b>	Children explore and represent ideas in and through visual arts.			Students construct an idea visually using the elements of art.			Students experiment with how messages can be communicated in and through visual arts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>An idea in visual arts can be created and presented individually or as a group.</p> <p>An idea in visual arts can begin with a scribble stage or mark making, using physical characteristics and direction of line.</p> <p>Mark making can include</p> <ul style="list-style-type: none"> <li>• scribbling</li> <li>• doodling</li> <li>• sketching</li> </ul> <p>Exploration of various media, tools, and materials can reveal artistic ideas.</p> <p>Media in art can include</p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• painting</li> <li>• sculpture</li> <li>• fabric arts</li> <li>• printmaking</li> <li>• photography</li> <li>• digital arts</li> </ul> <p>Colour can be applied to line to communicate an idea.</p> <p>Abstract art can use lines, shapes, and colours to express an idea that does not have to be realistic, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Helen Frankenthaler,</i></li> </ul>	<p>Communicating an idea in visual arts involves creating and presenting.</p> <p>An idea in visual arts can communicate feelings and preferences.</p>	<p>Create patterns or decorations as a way to detail artworks.</p> <p>Experiment with a variety of materials, tools, and media to represent an idea in artworks.</p> <p>Combine line, shape, and colour to express ideas in artworks.</p>	<p>Exploration of various media, tools, and materials can reveal artistic ideas.</p> <p>Media in art can include</p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• painting</li> <li>• sculpture</li> <li>• fabric arts</li> <li>• printmaking</li> <li>• photography</li> <li>• digital arts</li> </ul> <p>Organic and geometric shapes can be created using a variety of tools, media, and materials.</p> <p>Two- and three-dimensional shapes (forms) can be used to communicate an idea.</p> <p>Repetition of line, shape, and colour can create patterns in artworks.</p> <p>Inspiration for an idea in visual arts can come from</p> <ul style="list-style-type: none"> <li>• other artists and artworks</li> <li>• stories</li> <li>• imagination</li> <li>• the environment</li> <li>• music</li> </ul>	<p>An artistic idea is expressed through the elements of visual arts.</p> <p>An artist is an individual who can create, appreciate, and present artistic ideas.</p>	<p>Create artworks based on a variety of inspirations.</p> <p>Experiment with artistic choices when representing ideas through visual art.</p> <p>Detail artworks using patterns and repetition.</p> <p>Explore a variety of tools, media, and materials, including strings, wires, or tubes, when incorporating lines in artworks.</p> <p>Create two- and three-dimensional artworks using found materials.</p> <p>Use a variety of media to create a landscape.</p>	<p>Artists communicate messages about their artworks through</p> <ul style="list-style-type: none"> <li>• writing about art</li> <li>• titles</li> <li>• talking about art</li> <li>• using visual art vocabulary</li> </ul>	<p>A message can be communicated through spoken and written language.</p>	<p>Present a title and description for an artwork that incorporates visual arts vocabulary.</p> <p>Share interpretations of artworks with others.</p>



## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Kindergarten		Grade 1			Grade 2		
	<p><i>Mountains and Sea, c. 1952</i></p> <ul style="list-style-type: none"> <li>• <i>Jackson Pollock, Full Fathom Five, c. 1947</i></li> <li>• <i>Karoo Ashevak, Figure, 1974 (whalebone and black stone)</i></li> <li>• <i>Wassily Kandinsky, Untitled, c. 1920</i></li> </ul>							

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	<p>Inspiration for an idea in visual arts can come from</p> <ul style="list-style-type: none"> <li>• other artists and artworks</li> <li>• stories</li> <li>• imagination</li> <li>• the environment</li> </ul> <p>Feedback and ideas that are shared and discussed can give other artists inspiration for ideas.</p> <p>Responding to artworks can require the use of visual arts vocabulary related to the elements of art.</p> <p>Ideas that are shared within a safe learning environment can foster collaboration and cooperation.</p> <p>Participating as an audience member or a visual artist can include expectations or rules (artistic protocols and etiquette).</p>	<p>An artistic idea in visual arts can be unique, shared, or borrowed.</p> <p>An artistic idea can be developed through interacting with one another in visual arts.</p>	<p>Observe lines in the surrounding environment as an inspiration for creating and talking about art.</p> <p>Share inspiration for visual arts ideas.</p> <p>Create artworks in response to a variety of stimuli.</p> <p>Talk about artworks using visual arts vocabulary.</p> <p>Practise sharing and accepting ideas from others.</p> <p>Participate as an artist and audience member in a variety of visual arts experiences.</p> <p>Follow expectations or rules when participating as an artist or audience member.</p>	<p>Artistic ideas can express feelings, interests, and preferences.</p> <p>Collaboration can foster a safe learning environment in visual arts through listening to others' ideas and making decisions.</p> <p>An artistic idea can be communicated by giving the artwork a title and presenting the artwork to an audience.</p> <p>Participating as an audience member or artist includes expectations or rules (artistic protocols and etiquette)</p>	<p>An artistic idea can come from brainstorming and collaboration.</p>	<p>Collaborate with others when generating and representing an idea through visual arts.</p> <p>Brainstorm ideas for creating titles for artworks.</p> <p>Participate as an artist and as an audience member in a variety of visual arts experiences.</p> <p>Follow expectations or rules when participating as an artist or audience member.</p> <p>Collaborate to create criteria that helps determine when an artwork is finished.</p>	<p>The elements of art can communicate a message in artworks, including</p> <ul style="list-style-type: none"> <li>• the use of colour</li> <li>• varying the physical characteristics of line</li> <li>• adjusting value</li> <li>• adding shapes</li> <li>• adjusting contour of line and shape</li> <li>• organization of line, shape, and colour</li> <li>• adding texture</li> </ul> <p>Balance, variety, and contrast (principles of design) can help guide how a message is communicated within artworks.</p> <p>The mood or emotion conveyed in an artwork can be influenced by</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• events</li> <li>• memories</li> <li>• culture</li> <li>• the use of the elements of art</li> </ul> <p>The physical characteristics of line can be used to represent subject matter realistically.</p> <p>Artists can choose a specific type of media to communicate how a message is revealed in artworks.</p> <p>Cultures can communicate a message through the use of</p> <ul style="list-style-type: none"> <li>• ideograms</li> <li>• pictorial symbols</li> <li>• objects</li> <li>• sounds</li> </ul>	<p>Non-verbal communication of a message in visual arts can be shared in a variety of ways.</p> <p>A message conveyed through visual arts can carry a variety of emotions and experiences.</p>	<p>Investigate how lines and shapes can form symbols that communicate a message.</p> <p>Make artistic choices to shape the development of a message in visual arts.</p> <p>Apply principles of design to artworks.</p> <p>Explore how to represent mood or emotion in artworks.</p>

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	Kindergarten			Grade 1			Grade 2		
							<ul style="list-style-type: none"><li>• letters</li><li>• numbers</li><li>• musical notation</li></ul>		

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				<p>Developing an idea can involve practising or repeating a skill, or using tools, media, and methods in new ways.</p> <p>Problems or challenges related to artistic expression can be solved by asking for help.</p>	<p>Developing an idea through visual arts takes practice.</p> <p>Ideas that are shared and discussed can give artists inspiration for new ideas.</p>	<p>Identify ways to solve visual arts problems or challenges.</p> <p>Practise sharing and accepting ideas from one another when creating artworks.</p> <p>Create art as a means to practise and learn new skills.</p>	<p>A message in visual arts can be generated, sent, received, and interpreted.</p> <p>Presentations of artworks can be done through informal events, such as sharing in an art class, or formal events, including art shows or art galleries.</p> <p>An artwork can reflect an artist's style, which may reflect personal preferences related to creating art.</p> <p>Empathy and perspectives can be gained through creating, viewing, and talking about art.</p> <p>Expectations for participating in visual arts, known as artistic protocols and etiquette, can change depending on the context of the experience.</p>	<p>The sharing of a message involves the artist and the audience.</p> <p>Audience members can have various feelings about artworks.</p>	<p>Participate as an artist and audience member in various art experiences.</p> <p>Share artworks with others.</p> <p>Demonstrate an understanding of artistic protocols and etiquette within various visual arts experiences.</p> <p>Create artworks that express personal preferences.</p>

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<p>Creative processes can include</p> <ul style="list-style-type: none"> <li>• generating an idea</li> <li>• giving and receiving feedback</li> <li>• experimentation</li> <li>• practice</li> <li>• reflection</li> </ul> <p>Generating an idea in visual arts may involve creative thinking and problem solving.</p> <p>Artists may step back to view their artwork and discuss it with others before considering it to be finished.</p>	<p>Development of a message in visual arts can involve creative processes.</p> <p>Messages can be clearly communicated when elements of art are combined with purpose.</p> <p>Problems related to creating art can be solved by asking for feedback and by practising.</p>	<p>Apply creative processes when creating artworks.</p> <p>Add finishing touches to an artwork.</p>

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
<b>Organizing Idea</b>	Appreciation: Recognizing beauty, goodness, and truth in visual arts can be developed by understanding the complexity and richness of great artworks, the artists who create them, and the historical and cultural contexts from which they originate.								
<b>Guiding Question</b>	What is the function of visual arts in local communities?			What function did visual arts serve in ancient China, ancient Egypt, and prehistoric times?			How might cultures from the past and present contribute to an appreciation of visual arts?		
<b>Learning Outcome</b>	Children examine the function of visual arts in the lives of individuals.			Students investigate the function of visual arts in ancient times and present day.			Students investigate culture in relation to artworks from ancient Greece and present day.  Students examine culture through First Nations, Métis, and Inuit artworks.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>The function of visual arts common to many communities can include expression of</p> <ul style="list-style-type: none"> <li>spiritual and religious beliefs</li> <li>culture</li> <li>enjoyment</li> <li>celebrations</li> <li>entertainment</li> </ul> <p>The function of artworks can be to invent new ways of expressing oneself.</p> <p>The function of visual arts can be to express personal preferences and creativity through</p> <ul style="list-style-type: none"> <li>the clothing people wear</li> <li>preparation and presentation of food</li> <li>gardening, including Japanese gardens</li> </ul>	<p>Visual arts take place in communities for a variety of purposes.</p> <p>The purpose of art can be to represent real or imagined ideas.</p>	<p>Share personal experience with visual arts.</p> <p>Explore a variety of artworks from local communities.</p>	<p>From ancient times to present, artworks communicate ways of life, including</p> <ul style="list-style-type: none"> <li>culture</li> <li>enjoyment</li> <li>celebrations</li> <li>entertainment</li> </ul>	<p>Visual arts can have a specific function in a community.</p>	<p>Share personal experiences with visual arts.</p> <p>Explore a variety of artworks from local communities.</p> <p>Illustrate personal experiences through artworks.</p>	<p>Experiences in visual arts can include learning about artworks from the past and the people who created them.</p> <p>Individual components of an artwork can communicate culture, including the use of colour, line, shapes, and media.</p> <p>Ancient Greeks valued pottery as a form of art and made vases that were admired for their beauty and function.</p> <p>In ancient Greece, vases were commonly painted black and red using a feather or animal tail for a brush.</p> <p>In ancient Greece, artists had their own style for painting vases that usually included</p> <ul style="list-style-type: none"> <li>geometric shapes</li> <li>pictures of humans and animals</li> <li>family life</li> <li>stories</li> </ul> <p>Ancient Greeks introduced the technique of adding wrinkles in cloth to paintings.</p>	<p>Culture is what people do, and is a way of thinking.</p> <p>Artworks from various times and places can be representative of a culture.</p>	<p>Identify how culture may be communicated through various types of artworks.</p> <p>Examine ancient Greek artworks and architecture as an inspiration for talking about and creating art.</p> <p>Discuss the use of symmetry in ancient Greek architecture.</p>

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
							<p>Ancient Greeks made very realistic sculptures of people from marble and bronze, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Nike, 490 BCE</i></li> <li>• <i>Winged Victory of Samothrace, 190 BCE</i></li> </ul> <p>Ancient Greek architecture was inspired by the ancient Egyptians, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Palace of Knossos</i></li> <li>• <i>The Lion Gate of the Palace of Agamemnon</i></li> <li>• <i>Athenian Acropolis</i></li> <li>• <i>The Agora</i></li> </ul> <p>The Parthenon is a temple in Athens that highlights</p> <ul style="list-style-type: none"> <li>• symmetry</li> <li>• length and width</li> <li>• size and spacing of columns</li> <li>• proportions</li> </ul>		

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				<p>A function of artworks in ancient Egypt and ancient China was to record messages, including</p> <ul style="list-style-type: none"> <li>the alphabet (hieroglyphics) written on murals and the walls of the Great Pyramids</li> <li>paintings combined with ancient Chinese calligraphy</li> <li>ancient Chinese symbols for words or phrases (pictographs)</li> </ul> <p>Calligraphy was invented by ancient Chinese scholars.</p> <p>Kites were invented in ancient China and used by the military as a way to send messages and for measuring distances.</p> <p>The function of the kite changed to become a popular form of entertainment and its design changed to include silk, bamboo, colour, bells, and strings.</p> <p>Examples of how ancient societies documented ways of life can include</p> <ul style="list-style-type: none"> <li><i>Altamira Cave in Spain, 13 000 BCE</i></li> </ul>	<p>Ancient societies used artworks for a variety of functions.</p> <p>Knowledge about people who lived a long time ago can be gained through artworks.</p>	<p>View artworks from prehistoric times as an inspiration for talking about and creating art.</p> <p>Create artworks inspired by ancient Egypt and ancient China.</p>	<p>First Nations, Métis, and Inuit artworks can reflect aspects of culture, including</p> <ul style="list-style-type: none"> <li>history</li> <li>relationships</li> <li>ways of life</li> <li>traditional teachings</li> </ul> <p>First Nations, Métis, and Inuit artists often use materials from the natural world, including</p> <ul style="list-style-type: none"> <li>bark</li> <li>hide</li> <li>fur</li> <li>feathers</li> <li>quills</li> <li>sinew</li> <li>bones</li> <li>fish scales</li> <li>berries</li> <li>iron and copper</li> <li>roots</li> </ul> <p>Traditional First Nations, Métis, and Inuit art forms can include</p> <ul style="list-style-type: none"> <li>beading</li> <li>fish-scale art</li> <li>ivory and soapstone carving</li> <li>wood carving</li> <li>sculpture</li> <li>textiles</li> <li>weaving</li> </ul> <p>Making art in First Nations, Métis, and Inuit communities can be holistic in nature and have individual and collective benefits, including</p>	<p>Culture can be revealed through First Nations, Métis, and Inuit artworks.</p> <p>A sense of community and well-being among participants can be established through First Nations, Métis, and Inuit artworks.</p>	<p>Discuss how culture can be communicated through First Nations, Métis, and Inuit artworks.</p> <p>View artworks by First Nations, Métis, and Inuit artists as an inspiration for talking about art.</p> <p>Discuss how creating artworks can contribute to personal well-being.</p>



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	Kindergarten			Grade 1			Grade 2		
				<ul style="list-style-type: none"> <li>• <i>Bhimbetka Petroglyphs in India, 290 000 BCE</i></li> <li>• <i>Blombos Cave Rock Art in South Africa, 70 000 BCE</i></li> <li>• <i>Lascaux Cave Paintings in France, 13 000 BCE</i></li> <li>• <i>Newgrange Passage Tomb in Ireland, 3300 BCE</i></li> <li>• <i>Petroglyphs in Writing-on-Stone Provincial Park in Alberta, Canada, 1050 BCE</i></li> <li>• <i>Stonehenge, Stone Circle, in England, 1100 BCE</i></li> <li>• <i>Venus of Hohle Fels in Germany, 33 000 BCE</i></li> </ul> <p>Ancient sculpture and architecture may have been created to serve a religious or spiritual function, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Great Temple of Amon</i></li> <li>• <i>Temple of the Queen Hatshepsut</i></li> <li>• <i>The Great Pyramids</i></li> <li>• <i>The Great Sphinx</i></li> <li>• <i>The Step Pyramid of Djoser</i></li> <li>• <i>The Terracotta Army</i></li> </ul> <p>The Great Wall of China is an example of architecture that was built for the purpose of protecting China.</p>			<ul style="list-style-type: none"> <li>• social well-being</li> <li>• physical health</li> <li>• spiritual connection</li> <li>• emotional and mental well-being</li> <li>• intellectual development</li> </ul> <p>First Nations, Métis, and Inuit artworks are often inspired by the natural world and stories, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Bill Reid, Killer Whale, Chief of the Undersea World, c. 1984</i></li> <li>• <i>Elsie Klengenberg, Going Down River, 1989</i></li> <li>• <i>Jason Carter, Play Grizzly, c. 2009</i></li> </ul>		

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
<b>Organizing Idea</b>	Foundational Elements and Principles: Visual arts literacy is developed through knowledge and application of foundational elements and principles.					
<b>Guiding Question</b>	How can an understanding of colour and texture contribute to artworks?			How can colour and texture enhance artworks when combined with other elements of art?		
<b>Learning Outcome</b>	Students analyze colour as an element of art. Students examine various ways in which texture can be represented in artworks.			Students interpret the role of colour in artworks. Students evaluate how texture can contribute to detail within a composition.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Colour is a visual response to wavelengths of light.</p> <p>Colour can seem to change in value when light is varied.</p> <p>Colour can be detected as part of the visible spectrum, as seen in rainbows and prisms.</p> <p>Hue is the generic name for a colour and defines the purest state of a colour within the visible spectrum.</p> <p>The visible spectrum includes the colours</p> <ul style="list-style-type: none"> <li>• red</li> <li>• orange</li> <li>• yellow</li> <li>• green</li> <li>• blue</li> <li>• indigo</li> <li>• violet</li> </ul> <p>The use of light in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Elioth Gruner, Spring Frost, 1919</i></li> <li>• <i>James Chapin, Ruby Green Singing, c. 1928</i></li> <li>• <i>Johannes Vermeer, The Milkmaid, c. 1660</i></li> </ul>	<p>Colour is light that is reflected from an object.</p>	<p>Examine how artists use colour in a variety of artworks.</p> <p>Explore how light can change the way colour is perceived.</p>	<p>Colour can be lightened or darkened by creating tints and shades.</p> <p>When white is added to a colour it becomes a tint.</p> <p>When black is added to a colour it becomes a shade.</p> <p>Neutral colours include black, grey, white, and brown.</p> <p>The value of a colour can increase or decrease in lightness or darkness, known as gradation.</p> <p>Adjusting the value of a colour can provide contrast in artworks.</p> <p>Value can give the illusion of mass or volume in two-dimensional works of art.</p> <p>When colours with different values or hues are placed next to each other in a composition, the illusion of an edge, a shape, or a line can emerge.</p>	<p>Colour has the physical property of value.</p> <p>Value indicates the lightness or darkness of a colour.</p>	<p>Explore how to create tints, shades, and gradation.</p> <p>Observe and discuss how artists employ value in a variety of artworks.</p> <p>Experiment with how to apply monochromatic colour to artworks.</p> <p>Investigate how colour and value can create contrast in artworks.</p> <p>Examine how the illusion of mass or volume can be created by adjusting value.</p>

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
				<p>A monochromatic colour originates from a single hue and can be developed using shades and tints, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Gustav Klimt, Portrait of Adele Bloch-Bauer I, 1907</i></li> <li>• <i>Hendrick van Anthonissen, Shipping in a Gale, c. 1656</i></li> </ul>		

## Draft Fine Arts - Visual Arts Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	<p>Many variations of colours can be created by mixing colours.</p> <p>Colours can complement other colours.</p> <p>The proportion of colour used when mixing a new colour can affect the resulting colour.</p> <p>The use of secondary colours in artworks can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Helen Frankenthaler, Blue Atmosphere, c. 1963</i></li> <li>• <i>Mark Rothko, Red, Orange, Tan and Purple, c. 1954</i></li> <li>• <i>Paul Gauguin, Tahitian Landscape, c. 1892</i></li> </ul> <p>Colour can be used to create emphasis, focal points, and contrast, as seen in <i>Diego Rivera, La Piñata, n.d.</i></p>	<p>Colour is an element of art that is categorized into</p> <ul style="list-style-type: none"> <li>• primary colours, including red, blue, and yellow</li> <li>• secondary colours, including orange, purple, and green</li> </ul> <p>Secondary colours are created by mixing two primary colours.</p>	<p>Experiment with colour mixing and application of colour.</p> <p>Apply colour to create focus through the use of contrast or emphasis in artworks.</p> <p>Evaluate the use of primary and secondary colours in various artworks.</p> <p>Describe how colour can enhance the visual effect of an artwork.</p> <p>Apply various colour combinations in a composition.</p>	<p>Colour can express or represent feelings and create mood.</p> <p>Colour can be described as having temperature that is</p> <ul style="list-style-type: none"> <li>• warm, which includes red, orange, and yellow</li> <li>• cool, which includes blue, green, and violet</li> </ul> <p>Warm and cool colours in an artwork can have an emotional effect for a viewer.</p> <p>Examples of warm colours can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Ted Harrison, Flying South, 1993</i></li> <li>• <i>Vincent van Gogh, Sunflowers, c. 1888</i></li> </ul> <p>Examples of cool colours can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Alex Colville, To Prince Edward Island, 1965</i></li> <li>• <i>Katsushika Hokusai, The Great Wave off Kanagawa, c. 1829–1832</i></li> </ul> <p>Harmony is a principle of design that can be achieved by combining colours that are pleasing to the eye.</p> <p>Combining colours can create a sense of harmony or contrast in artworks, as seen in <i>Tom Thomson, The Jack Pine, 1916–1917.</i></p> <p>Colours can be interpreted to complement another colour, including the colour pairs</p> <ul style="list-style-type: none"> <li>• yellow–violet</li> <li>• red–green</li> <li>• blue–orange</li> </ul> <p>Two complementary colours will create a neutral colour when mixed.</p>	<p>Colour can impact the viewer's response to an artwork.</p> <p>People have different colour preferences.</p>	<p>Describe how the use of warm and cool colours contributes to a composition.</p> <p>Explore how colour can create harmony or contrast in artworks.</p> <p>Explore the effect in using warm and cool colours in artworks.</p> <p>Assess the use of colour in artworks to represent feelings and create mood.</p> <p>Express preferences related to the use of colour in artworks.</p> <p>Experiment with how to create neutral colours by mixing complementary colours.</p>

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	Grade 3			Grade 4		
	<p>Texture can be created by layering or combining line, shape, and colour.</p> <p>Tools, techniques, materials, and media can be used and combined to create texture.</p> <p>Hatching and cross-hatching can create texture through the use of line.</p> <p>Paint can be applied either thick or thin to create a desired textural effect.</p> <p>Texture can be applied to two- and three-dimensional works of art as seen in</p> <ul style="list-style-type: none"> <li>• <i>Justin Gaffrey, Seascapes Collection, c. 2018–2020</i></li> <li>• <i>The Ife Head, Yoruba, c. 13th century CE</i></li> </ul> <p>Examples of texture in various artworks can include</p> <ul style="list-style-type: none"> <li>• <i>Claude Monet, Tulip Field in Holland, c. 1886</i></li> <li>• <i>Justin Gaffrey, Seascapes Collection, c. 2018–2020</i></li> <li>• <i>Mary Pratt, Red Currant Jelly, c. 1972</i></li> <li>• <i>Vincent van Gogh, Self-Portrait, c. 1889</i></li> </ul>	<p>Texture is an element that is present in works of art.</p> <p>Texture can be used to create visual interest or illusions in artworks.</p>	<p>Apply texture to two- and three-dimensional works of art.</p> <p>Use visual arts vocabulary to describe how texture can be used to create an effect in artworks.</p>	<p>Pigments used in artworks today are typically manufactured.</p> <p>Natural pigments come from the land and can be found in plants, animals, and minerals, including</p> <ul style="list-style-type: none"> <li>• clay</li> <li>• hematite, an ore of iron in the colours black, silver, grey, brown, or red</li> <li>• charcoal</li> </ul> <p>Pigments are coloured materials that are typically insoluble in water, unless ground into a fine powder first.</p> <p>Pigments are added to paints to give them colour.</p> <p>The colour quality or pigment may vary within different media.</p>	<p>Colour is determined by the pigments in an object or a material.</p>	<p>Investigate where natural pigments come from and how they were used in the past.</p>

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	Grade 3			Grade 4		
	<p>Actual texture is how an object feels when touched.</p> <p>Characteristics of texture can be described using words, including</p> <ul style="list-style-type: none"> <li>• wrinkled or smooth</li> <li>• soft or rough</li> <li>• furry or coarse</li> </ul> <p>Simulated texture gives the impression of how something would feel when touched, as seen in <i>Albrecht Dürer, Young Hare, c. 1502</i>.</p> <p>Texture exists on natural and manufactured objects.</p> <p>The texture of an object appeals to some individuals but not to others.</p>	<p>Texture has characteristics or surface qualities that are unique to an object.</p>	<p>Differentiate between actual and simulated texture in artworks and the surrounding environment.</p> <p>Describe preferences related to texture viewed in artworks.</p>	<p>Texture can be inviting, by eliciting a positive response such as curiosity, or less inviting, by provoking a negative response such as disgust.</p> <p>Texture can be applied to artworks in a subtle or an exaggerated way.</p> <p>Several textures can be applied to create contrast for effect.</p> <p>Collage is a kind of artwork created by using a variety of materials that can vary in texture, including</p> <ul style="list-style-type: none"> <li>• paper</li> <li>• photographs</li> <li>• fabric</li> <li>• yarn</li> <li>• plastics</li> </ul> <p>Fabric art is created by using materials that have texture, including</p> <ul style="list-style-type: none"> <li>• fibres or yarn</li> <li>• thread and needle to create stitching</li> <li>• tie-dye</li> <li>• batik or resist dyeing</li> </ul> <p>Texture can create an effect in artworks, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Christi Belcourt, Nathalie, 2014</i></li> <li>• <i>Faith Ringgold, Woman on a Bridge #1 of 5: Tar Beach, c. 1988</i></li> </ul> <p>Texture contributed to historical architecture, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Alhambra Palace, Spain</i></li> <li>• <i>Dome of the Rock, Mosque of Omar, Jerusalem</i></li> <li>• <i>Taj Mahal, India</i></li> </ul>	<p>Texture can create a visual effect that is realistic and creates mood in artworks.</p> <p>Texture can enhance the visual impact of artworks.</p>	<p>Explore how texture can be used to create a visual effect.</p> <p>Describe how the use of texture can elicit a response from a viewer.</p> <p>Use various materials to create texture in artworks.</p> <p>Use visual arts vocabulary to discuss how texture exists in three-dimensional works of art.</p>

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<b>Organizing Idea</b>	Creating and Presenting: Ideas can be represented through artworks that draw upon foundational visual arts knowledge.					
<b>Guiding Question</b>	How can messages in visual arts reflect what we value and understand?			How can a narrative contribute to creating and presenting artworks?		
<b>Learning Outcome</b>	Students represent messages through artistic choices related to the elements of art.			Students employ narrative as a structure for organizing ideas in artworks.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Tools, techniques, materials, and media can be used in traditional and non-traditional ways to create a message.</p> <p>New methods of creating art can be revealed through experimentation and unexpected discoveries.</p> <p>A message in visual arts can convey meaning through the use of illusions in artworks.</p> <p>Illusions such as depth, distance, or movement can be created through</p> <ul style="list-style-type: none"> <li>• line—linear or one-point perspective</li> <li>• colour—gradation</li> <li>• texture—hatching, cross-hatching, layering</li> <li>• shape—layering, overlapping, changing size and position on the picture plane</li> <li>• value—tints and shades</li> </ul> <p>The use of colour, tints, and shades, including white and black, can create optical illusions in art when combined with shape, space, and lines.</p> <p>Line can be used to create depth and distance as seen in landscapes that feature middle ground, background, and foreground.</p> <p>Principles of design, including emphasis and contrast, can guide the way that artists use the elements of art to create a message.</p>	<p>Artists intentionally choose ways to effectively share a message.</p> <p>Artists can combine the elements of art in an infinite number of ways to communicate a message.</p>	<p>Create artworks through experimental and informed artistic choices.</p> <p>Explore how colour, line, shape, and texture can be combined for a purpose in artworks.</p> <p>Experiment with how the principles of design can enhance the communication of a message.</p> <p>Create artworks that feature illusions of depth, distance, or movement.</p> <p>Explore a variety of ways to create two- and three-dimensional works of art that reflect a message.</p>	<p>Inspiration for a narrative may come from</p> <ul style="list-style-type: none"> <li>• stories</li> <li>• music</li> <li>• various forms of media</li> <li>• real people or characters</li> <li>• experiences</li> <li>• imagination</li> <li>• the environment</li> </ul> <p>A narrative in visual arts may or may not represent a sequence of events in the order in which they happened.</p> <p>A variety of media can be used to illustrate the order of events in a narrative, including storyboards, paintings, and fabric arts.</p> <p>Pictures can be grouped in sets (diptych or triptych) as seen in</p> <ul style="list-style-type: none"> <li>• <i>Andrew Salgado, 20 Years, 2014</i></li> <li>• <i>Robert Campin, The Merode Altarpiece, c. 1427–1432</i></li> </ul> <p>A narrative in art can be depicted in two- and three-dimensional works, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Basawan and Chetar Munti, Akbar’s Adventure with the Elephant Hawa’i, c. 1561</i></li> <li>• <i>Helen Granger Young, The Famous Five Monument, c. 2010</i></li> </ul> <p>The structure of a narrative in visual arts can be represented using motifs, metaphors, and themes.</p>	<p>A narrative in artworks can be illustrated as a partial or whole representation.</p> <p>A narrative can be factual or fictitious.</p>	<p>Choose an inspiration for representing a narrative.</p> <p>Create two- and three-dimensional works of art to convey a narrative.</p>

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	<p>Messages can represent a variety of things, including ideas, experiences, and feelings.</p> <p>Inspiration for creating a message in visual arts can come from a variety of sources, including other artists or artworks, imagination, or stories.</p> <p>The circle is a symbol that can communicate a message in visual arts, including connection, unity, and cycles.</p> <p>The circle in First Nations, Métis, or Inuit visual art forms is used to symbolize elements and patterns of the natural world.</p> <p>Messages in visual arts can be conveyed through the use of patterns, signs, and symbols.</p> <p>Creative processes can help an artist clarify what they mean to communicate.</p> <p>The message an artist intends to communicate through an artwork can be clarified</p> <ul style="list-style-type: none"> <li>• through the use of titles and descriptions</li> <li>• by stepping back to view and reflect on the artwork</li> <li>• by discussing the artwork with others</li> </ul> <p>Messages can evoke different responses from a viewer based on their beliefs, preferences, and feelings.</p> <p>Artworks can be created for an intended audience.</p> <p>Some topics or themes represented through artworks can be sensitive to some viewers.</p>	<p>A message is at the centre of communication in visual arts.</p> <p>Viewing art includes receiving and interpreting messages communicated through artworks.</p> <p>Messages can represent what an artist means to communicate through artworks.</p>	<p>Create artworks based on an inspiration.</p> <p>Create a message in artworks through the use of patterns, signs, and symbols.</p> <p>Create a title and description to accompany a work of art.</p> <p>Employ creative processes when representing a message in artworks.</p> <p>Participate as an artist and as an audience member in a variety of visual arts experiences.</p>	<p>Group expression in visual arts can be seen in murals, community artworks, and cultural artifacts.</p> <p>Points of view or perspectives can reflect ideas, experiences, and culture.</p> <p>Warm and cool colours can represent feelings in a narrative.</p> <p>Texture can create mood or evoke an emotional response when incorporated into artworks.</p> <p>Principles of design, including harmony and contrast, can influence how well the elements of art work together to communicate a narrative.</p>	<p>A narrative can communicate points of view or perspectives of an individual or a group.</p> <p>Feelings and mood can be interpreted visually through the use of line, shape, and colour.</p>	<p>Create artworks from various perspectives.</p> <p>Explore how principles of design can enhance communication of a narrative.</p> <p>Explore how the elements of art can be used to communicate mood or feelings.</p> <p>Investigate how the elements of art can be used to represent perspective in artworks.</p>



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				<p>An artist can shape a narrative through the use of</p> <ul style="list-style-type: none"> <li>• elements of art</li> <li>• creative processes</li> <li>• media</li> <li>• tools, techniques, and methods</li> <li>• experimentation or informed artistic choices</li> </ul> <p>A curator chooses how artworks are displayed, which can shape the way a narrative is presented.</p> <p>Additional information about a narrative can be communicated through titles and descriptions about the artwork.</p> <p>A narrative told through visual arts can be combined with other art forms, including dance, drama, and music.</p>	<p>A narrative in visual arts can be shaped by the artist, curator, or viewer.</p> <p>A viewer's reaction to an artwork can be in response to how the artwork is presented or created.</p>	<p>Make experimental and informed artistic choices when creating artworks.</p> <p>Accompany artworks with titles and descriptions of a narrative.</p> <p>Experiment with how displaying an artwork can influence how it is viewed.</p>

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<b>Organizing Idea</b>	Appreciation: Recognizing beauty, goodness, and truth in visual arts can be developed by understanding the complexity and richness of great artworks, the artists who create them, and the historical and cultural contexts from which they originate.					
<b>Guiding Question</b>	How can an understanding of culture contribute to learning about visual arts in ancient Rome and New France?			What is the role of culture in shaping the visual arts from medieval Europe, medieval Islam, and Alberta?		
<b>Learning Outcome</b>	Students relate visual arts cultures of the past with those of the modern day.			Students relate how culture is reflected in visual arts across time and place.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>From historical times to today, cultures value artworks for a variety of reasons, including</p> <ul style="list-style-type: none"> <li>• beauty</li> <li>• artistic expression</li> <li>• cultural or religious expression</li> <li>• representation of a culture or society</li> <li>• historical documentation</li> </ul> <p>Using vocabulary related to the elements of art can contribute to discussions about art.</p> <p>Artistic protocols and etiquette may change based on the community, culture, or presentation of artworks.</p> <p>The topics or themes expressed through artworks may have a particular significance to the culture, time, and place in which the artworks were created.</p>	<p>Artworks are valued differently across cultures throughout history.</p> <p>Artistic communities can be a venue for artistic expression within various cultures.</p>	<p>Describe how artworks are valued in one's life and culture.</p> <p>Demonstrate how to follow artistic protocols and etiquette in various visual arts experiences.</p> <p>Use visual arts vocabulary when responding to artworks.</p>	<p>Culture can be enhanced when artistic communities participate, communicate, are engaged, and share responsibilities.</p> <p>The culture of an artistic community can support the caring and respectful inclusion of all participants.</p>	<p>When communities unite through the arts, culture can be learned.</p> <p>The culture of an artistic community is about shared ways of being together and reaching common goals.</p>	<p>Participate in visual arts as a member of an artistic community.</p> <p>Demonstrate how artistic roles and responsibilities contribute to a sense of community.</p>

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	<p>Ancient Roman artworks were inspired by the ancient Greeks and other ancient cultures.</p> <p>Artworks in ancient Rome were valued for their ability to communicate ways of life and historical events.</p> <p>Semicircular arches were so common among Roman architecture that these arches are now known as Roman arches.</p> <p>The principles of design, including balance, repetition, and harmony, apply to ancient Roman architecture, and can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Basilica of Maxentius</i></li> <li>• <i>Le Pont du Gard</i></li> <li>• <i>Roman Theatre of Orange</i></li> <li>• <i>The Colosseum</i></li> <li>• <i>The Pantheon</i></li> </ul> <p>Roman pottery was a functional form of artwork in ancient Rome and was categorized as follows:</p> <ul style="list-style-type: none"> <li>• Fine ware were formal and decorative pottery pieces.</li> <li>• Coarse ware were used for daily purposes such as cooking or food storage.</li> </ul> <p>Ancient Roman pottery was engraved and glazed as a form of decoration, unlike Greek pottery that was painted with designs and images.</p> <p>Ancient Roman artworks have been found preserved in Pompeii and include</p> <ul style="list-style-type: none"> <li>• murals painted into the plastered walls of buildings (frescoes)</li> <li>• images made from tiny pieces of glass or ceramic (mosaics)</li> </ul>	<p>Ancient Roman culture was reflected through artworks and architecture.</p> <p>The culture of ancient Rome has an influence on modern day artworks.</p>	<p>View artworks and architecture from ancient Rome as an inspiration for creating art.</p> <p>Compare art forms and architecture from ancient Rome to those of modern day.</p>	<p>Visual artwork in Alberta has been influenced by the histories and traditions of artists from a variety of cultures.</p> <p>Petroglyphs are a form of written text that some societies have interpreted as visual art.</p> <p>Writing-on-Stone Provincial Park in Alberta has many examples of First Nations petroglyphs.</p> <p>First Nations, Métis, and Inuit share knowledge through artworks that can include</p> <ul style="list-style-type: none"> <li>• stone, wood, and bone carvings</li> <li>• pottery</li> <li>• embroidery</li> <li>• porcupine quillwork</li> <li>• birchbark art</li> <li>• geometric patterns and motifs on hide</li> <li>• beading</li> <li>• weaving</li> <li>• paintings</li> </ul> <p>The Métis people of Alberta are renowned for their floral beadwork.</p> <p><i>Lawren Harris (1885–1970)</i> was a member of an influential group of Canadian artists called the Group of Seven that captured the Alberta landscape in oil paintings.</p>	<p>Visual arts in Alberta can reflect the culture of those who came before us and those who live here now.</p>	<p>Investigate information shared through petroglyphs found in Alberta.</p> <p>Explore the significance of local artworks.</p> <p>Create visual art that reflects the history or traditions of Alberta.</p> <p>Discuss examples of knowledge that First Nations, Métis, and Inuit can share through artworks.</p>

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	<p>First Nations cultures in New France had established artistic traditions prior to the arrival of Europeans, including moose hair tufting, quilling, and embroidery work.</p> <p>First Nations artworks in New France reflected traditions and beliefs that continue to be honoured and celebrated today by First Nations, Métis, and Inuit.</p> <p>Protocols related to how or with whom artworks are created and shared were part of First Nations cultures in New France and continue to hold significant importance today.</p> <p>Art forms used in New France continue to be used today, including</p> <ul style="list-style-type: none"> <li>• sculpting</li> <li>• painting</li> <li>• metal work with gold and silver</li> <li>• woodworking</li> <li>• textiles</li> <li>• printmaking (lithography)</li> <li>• stained glass</li> <li>• architecture</li> </ul> <p>The building of churches in New France was funded by the churches in Europe and often included</p> <ul style="list-style-type: none"> <li>• stained glass</li> <li>• altars</li> <li>• statues</li> <li>• chalices</li> </ul> <p>The ceinture fléchée is a colourful, patterned sash that emerged as functional clothing from the New France era.</p> <p>The ceinture fléchée is representative of the cultural heritage of French-Canadians and Métis.</p>	<p>Artworks in New France served a variety of purposes for the diverse groups of people who lived there.</p> <p>Art forms from New France continue to influence Canadian art today.</p>	<p>Discuss how culture is revealed through First Nations, Métis, and Inuit artworks.</p> <p>View a variety of artworks from French-Canadian artists, past and present, as an inspiration for talking about and creating art.</p>	<p>Medieval European artworks were often based on people and events from religious stories and classical myths, including</p> <ul style="list-style-type: none"> <li>• heroes, heroines, and gods that are still commonly referenced in English literature, in brand names, and in everyday writing and conversation</li> <li>• people and events narrated in Jewish and Christian stories</li> </ul> <p><i>The Book of Kells</i> is a medieval manuscript in which decorations, including images and borders, accompany the text.</p> <p>Tapestries, including <i>The Unicorn Tapestries</i>, were woven artworks that could communicate information about</p> <ul style="list-style-type: none"> <li>• history</li> <li>• legends</li> <li>• religious teachings</li> <li>• everyday life</li> </ul> <p>Architecture in the Middle Ages was often built with consideration for protecting the people inside the buildings, including castles on rocky hilltops and homes surrounded by walls.</p> <p>Architectural styles from the Middle Ages still exist today, some of which can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Carolingian—Palatine Chapel</i></li> <li>• <i>Gothic—Westminster Abbey, Old-New Synagogue of Prague, and Hôtel-Dieu</i></li> <li>• <i>Ostrogothic—Basilica of San Vitale</i></li> <li>• <i>Romanesque or Norman—Abbaye de Cluny, Durham Cathedral, and Carcassonne</i></li> </ul> <p>Gothic cathedrals were built with specific and important architectural styles, including</p> <ul style="list-style-type: none"> <li>• spires</li> <li>• pointed arches</li> <li>• flying buttresses</li> <li>• rose windows</li> <li>• stained glass and statues</li> </ul>	<p>Culture was revealed through the artworks of the Middle Ages.</p>	<p>View artworks and architecture from the Middle Ages as an inspiration for talking about and creating art.</p> <p>Design artworks using the decorative styles of the Middle Ages.</p>

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				<ul style="list-style-type: none"> <li>• gargoyles</li> </ul> <p>Traditional Gothic cathedrals can be viewed today, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Notre-Dame in Paris, France</i></li> <li>• <i>Our Lady of Chartres in Chartres, France</i></li> </ul> <p>Artworks in medieval Islam discouraged the use of shapes and detailed patterns to depict the human form.</p> <p>Islamic artworks used decorative forms of art, including</p> <ul style="list-style-type: none"> <li>• calligraphy</li> <li>• folk pottery</li> <li>• rugs and carpets</li> </ul> <p>Decorative designs on ceramics and folk pottery included</p> <ul style="list-style-type: none"> <li>• inscriptions and proverbs</li> <li>• animals, usually birds from the folkloric past</li> <li>• geometric designs</li> <li>• abstract patterns</li> </ul> <p>Islamic books or manuscripts were illustrated in a style called illumination, which often featured complex patterns and designs using geometric, botanical, and animal forms.</p> <p>Silk weaving led to the art form of carpets in Islamic art, which included elaborate patterns and bright colours.</p> <p>Medieval Islamic architecture can be seen in</p> <ul style="list-style-type: none"> <li>• <i>Alhambra Palace, 1238–1358, in Granada, Spain</i></li> <li>• <i>The Great Mosque of Cordoba, 784–1146 CE</i></li> </ul> <p>A mosque is a central gathering place required for common prayer and community gatherings.</p> <p>A hypostyle mosque is an architectural design where the roof rested upon pillars or columns.</p>	

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<b>Organizing Idea</b>	Foundational Elements and Principles: Visual arts literacy is developed through knowledge and application of foundational elements and principles.					
<b>Guiding Question</b>	How can colour be applied and altered for a purpose in artworks?			How can organization contribute to artworks?		
<b>Learning Outcome</b>	Students analyze colour for its versatility in communicating meaning in artworks.			Students investigate organization as a structural component in artworks.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Intensity indicates the purity or strength of a colour.</p> <p>Colours are usually most intense before they are mixed with others.</p> <p>A colour can appear more intense by placing it beside a complementary colour.</p> <p>Mixing a colour with its complement reduces intensity and is known as neutralizing a colour.</p> <p>When a colour is neutralized it produces neutral colours including brown or grey.</p> <p>Artists can use intensity within a composition to direct a viewer's gaze.</p> <p>In the painting by <i>Pablo Picasso, Le Gourmet, c. 1901</i>, intense colours are used to create a focal point around the child eating.</p>	<p>Colour has the physical property of intensity.</p> <p>Intensity is the brightness or dullness of a colour.</p>	<p>Mix colours to differentiate between value and intensity.</p> <p>Apply colours with varying values and intensities to artworks.</p>	<p>When working with different media in art, considerations regarding organization of the elements of art may be required.</p> <p>Organization of the elements of art can include</p> <ul style="list-style-type: none"> <li>• line—implied line, line weight, value, direction, contour, physical characteristics of line</li> <li>• shape and form—proportion, geometric, organic, positive, negative, static, dynamic, physical characteristics, basic, complex</li> <li>• colour—tertiary, analogous, monochromatic, complementary, primary, secondary, warm and cool, intensity, gradation, tints and shades, colour accents, transparent and opaque</li> <li>• texture—actual and simulated texture</li> <li>• space—focal point, illusions, symmetry, perspective</li> <li>• value—shading to suggest form or mass, gradation, colour</li> </ul> <p>Media in art can include found objects and materials from the surrounding environment.</p>	<p>Organization is the interaction between the elements of art.</p>	<p>Explore how the elements of art can be employed and organized within various media.</p> <p>Explore the effects that the elements of art may have on one another when combined in artworks.</p> <p>Adjust value to suggest an effect of light or shadow.</p>

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	<p>Colour relationships are described as analogous, monochromatic, primary, secondary, and complementary.</p> <p>Primary, secondary, and complementary colours can be found on a colour wheel.</p> <p>Complementary colours are those placed opposite each other on the colour wheel.</p> <p>Analogous colours are groups of three colours that are next to each other on the colour wheel.</p> <p>Contrast can be created by placing a secondary colour next to a primary colour.</p> <p>Tints and shades can be created by adding white or black to a colour, as seen in</p> <ul style="list-style-type: none"> <li>• <i>James McNeill Whistler, Arrangement in Grey and Black No. 1 (also known as Whistler's Mother), c. 1871</i></li> <li>• <i>Pablo Picasso, The Tragedy, 1903</i></li> </ul> <p>Warm colours can be found on the red/yellow side of the colour wheel.</p> <p>Cool colours can be found on the blue/green side of the colour wheel.</p>	<p>There is a relationship between colours, which can be represented on a colour wheel.</p>	<p>Differentiate between warm and cool colours on the colour wheel.</p> <p>Explore the relationships of colours.</p> <p>Create artworks using the colour wheel as a tool in choosing a colour palette.</p>	<p>The warm colours on a colour wheel appear opposite cool colours.</p> <p>Tertiary colours are created when a primary colour is mixed in equal proportions to an adjacent secondary colour.</p> <p>Analogous colours create a colour scheme that can bring harmony and balance to artworks, as seen in</p> <ul style="list-style-type: none"> <li>• <i>William Trost Richards, Newport Coast, 1902</i></li> <li>• <i>Yisa Akinbolaji, Wisdom Thread, n.d.</i></li> </ul> <p>Analogous colours can be identified by picking any colour on the colour wheel and adding one colour directly to the right and left of the chosen colour, such as</p> <ul style="list-style-type: none"> <li>• red-orange, orange, and red</li> <li>• yellow-green, green, and yellow</li> <li>• blue-violet, violet, and blue</li> <li>• red-violet, red, and violet</li> </ul>	<p>The organization of colour relationships is illustrated on a colour wheel.</p> <p>The organization of a colour wheel can vary and may indicate colour value and intensity.</p> <p>The colour wheel can be a planning tool for creating a colour palette.</p>	<p>Use the colour wheel to plan and create artworks.</p> <p>Differentiate between warm and cool colours on a colour wheel.</p> <p>Explore and apply the colour combinations used to create tertiary colours.</p> <p>Identify and employ analogous colour schemes in artworks.</p>

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	<p>The significance of colour can be reflected in cultural or symbolic associations, as seen in <i>Jane Ash Poitras, Mikisew Spirit, 2019</i>.</p> <p>Colour value can indicate meaning, including the following:</p> <ul style="list-style-type: none"> <li>• Dark colours can suggest a lack of light and convey a mood of seriousness.</li> <li>• Bright colours suggest positive energy and more light.</li> <li>• Red can represent anger, danger, or love.</li> <li>• Orange can represent creativity or energy.</li> </ul> <p>Local colour captures the likeness of an object.</p> <p>Expressive colour is used to communicate mood or artistic choice.</p> <p>Opaque colour blocks light and can be adjusted to suggest heaviness.</p> <p>Transparent colour lets some wavelengths of light come through and suggests lightness.</p> <p>Watercolour is the most transparent paint.</p> <p>A wash can be created by adding water to paint in order to make it more transparent.</p> <p>Colours such as yellow are naturally more transparent than other colours.</p> <p>Colours such as red are naturally more opaque than other colours.</p> <p>Oil, acrylic, and gouache are the most opaque paints.</p>	<p>Colour is a meaningful and expressive element of art.</p> <p>Colour can be represented and interpreted in a variety of ways.</p>	<p>Examine how colour can communicate meaning or mood in artworks.</p> <p>Experiment with opaque and transparent colour.</p> <p>Create artworks using colour symbolically.</p>	<p>Spatial organization can apply to line, shape, space, colour, and value.</p> <p>Spatial organization of line can include</p> <ul style="list-style-type: none"> <li>• atmospheric perspective</li> <li>• linear perspective and one- or two-point perspective to create an illusion of space in two-dimensional works of art</li> <li>• horizon lines</li> <li>• point of view, including bird's-eye view and close-ups</li> </ul> <p>Spatial organization of shape can include</p> <ul style="list-style-type: none"> <li>• overlapping shapes</li> <li>• placing shapes near horizon lines to give an illusion of depth</li> <li>• adjusting size of shapes</li> </ul> <p>Organization regarding space can include</p> <ul style="list-style-type: none"> <li>• positive space, negative space, proportion</li> <li>• depth and dimension</li> <li>• pictorial space, including foreground, middle ground, background</li> <li>• actual space (opened or closed) in three-dimensional objects or the environment</li> </ul> <p>Spatial organization of colour can include</p> <ul style="list-style-type: none"> <li>• cool and dull colours giving the illusion of objects that are far away</li> <li>• warm and bright colours giving the illusion of objects that are closer</li> </ul> <p>Spatial organization of value can include</p> <ul style="list-style-type: none"> <li>• light and shadow</li> <li>• gradations into light, dark, and mid-tones</li> </ul> <p>The use of space to create illusion and focal points can be seen in <i>Thomas Cole, The Oxbow (also known as View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm), c. 1836</i>.</p>	<p>Spatial organization occupies, activates, or suggests space within an artwork.</p>	<p>Use visual arts vocabulary to discuss how spatial organization is achieved in artworks.</p> <p>Explore ways that the use of space in artworks can create illusions.</p> <p>Create artworks that imply spaces beyond the edges of the picture plane.</p> <p>Explore techniques for activating or suggesting space in artworks.</p> <p>Consider how spatial organization contributes to perspective in artworks.</p>



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				<p>Techniques such as the following can create illusions of space in artworks:</p> <ul style="list-style-type: none"><li>• placement of an object on the picture plane</li><li>• overlapping shapes</li><li>• varying size of shapes</li><li>• adjusting value and colour</li></ul>		

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	<p>Principles of design can be applied to colour to create focus.</p> <p>Colour can be used to create focus, as seen in <i>Ted Harrison, Visitor from Space, 1988</i>.</p> <p>Balance in artwork includes symmetrical, asymmetrical, and radial.</p> <p>Radial balance creates an even pattern of image that radiates from a central point, as seen in mandalas.</p> <p>Warm colours tend to advance a focal point while cool colours tend to recede.</p> <p>Colour can be combined with line to create a focal point, including</p> <ul style="list-style-type: none"> <li>• converging lines</li> <li>• atmospheric perspective</li> <li>• linear perspective and one-point perspective to create an illusion of space in two-dimensional works of art</li> <li>• horizon lines</li> </ul>	<p>Colour draws the eye to focus on a point in the artwork.</p>	<p>Discuss how colour can be used as a focal point or as a means to direct the eye when viewing artworks.</p> <p>Experiment with how to create focal points in artworks.</p> <p>Make artistic choices that demonstrate the use of focal points in artworks.</p> <p>Examine the use of perspective in various artworks.</p> <p>Incorporate perspective in artworks.</p>	<p>Artistic choices can include</p> <ul style="list-style-type: none"> <li>• communication of symbolic or literal meaning</li> <li>• choice of media, tools, techniques, and materials</li> <li>• subject matter to be represented</li> <li>• use of the elements of art and principles of design</li> </ul> <p>There is an infinite number of ways to organize the elements of art.</p> <p>Artistic choices can reveal an artist's style, as seen in <i>Bill Reid, Spirit of Haida Gwaii, c. 1986–1991</i>.</p>	<p>Artistic choice can influence organization in artworks.</p>	<p>Explore and discuss various ways that artworks can be organized to communicate meaning or style.</p> <p>Make artistic choices in the creation of artworks.</p>

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	<p>Colour when combined with other elements of art can create illusion, including</p> <ul style="list-style-type: none"> <li>• a sense of depth, contour, or weight by using light and dark shades</li> <li>• depth of field and colour value through washes of colour</li> <li>• line and space—atmospheric perspective</li> <li>• light and depth—colours in the foreground look brighter and more intense than colours in the background</li> </ul> <p>Atmospheric perspective is the illusion of space in landscape paintings, often featuring the use of light colours in the distance, as seen in <i>Albert Bierstadt, Among the Sierra Nevada, California, 1868</i>.</p> <p>Light and shadow can create the illusion of three-dimensional forms, as seen in <i>Willem Claesz Heda, Banquet Piece with Mince Pie, 1635</i>.</p>	<p>Colour can create illusions in artworks.</p>	<p>Explore how colour can be used to create illusions in artworks.</p> <p>Adjust colour to suggest an effect of light or shadow.</p> <p>Adjust colour and value when illustrating the illusion of space and depth in the foreground, middle ground, and background of landscape artworks.</p>	<p>Unity is when all parts of the design work in harmony to create a sense of completeness, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Brian Jungen, Vienna, 2003</i></li> <li>• <i>Prudence Heward, At the Theatre, 1928</i></li> </ul> <p>Balance is a principle of design that can enhance unity by using</p> <ul style="list-style-type: none"> <li>• pattern and repetition</li> <li>• symmetrical, asymmetrical, and radial balance</li> <li>• colour values and opaque and transparent colour</li> <li>• placement of shapes</li> </ul> <p>Radial balance can create a strong focal point and an illusion of movement and depth, as seen in <i>Alex Janvier, Morning Star, 1993</i>.</p> <p>The principles of design can clarify organization of the elements of art, as seen in <i>Frida Kahlo, Self-Portrait with Thorn Necklace and Hummingbird, 1940</i>.</p>	<p>Organization relies on the principles of design to promote unity in artworks.</p>	<p>Discuss the relationship between balance and unity in artworks.</p> <p>Use visual arts vocabulary to discuss how artists use balance to create a focal point in artworks.</p> <p>Use principles of design as a way to organize artistic ideas.</p>

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<b>Organizing Idea</b>	Creating and Presenting: Ideas can be represented through artworks that draw upon foundational visual arts knowledge.					
<b>Guiding Question</b>	How can narrative in visual arts contribute to understanding diverse stories and experiences?			How can artistic intention strengthen communication of ideas in visual arts?		
<b>Learning Outcome</b>	Students represent narrative in artworks based on a variety of inspirations and through the application of artistic choices.			Students express intention as an integral part of artistic expression in visual arts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>The structure of a narrative in artworks can depict a beginning, a problem, and a resolution.</p> <p>The structure of a narrative told through artworks can be similar to the structure of a narrative in text.</p> <p>Narrative can be represented individually or collectively.</p> <p>A variety of media, including digital art, graffiti, and animation, can be used to illustrate a narrative.</p>	<p>A narrative can be structured to describe the past, the present, or the future.</p>	<p>Create two- and three-dimensional works of art based on a narrative.</p> <p>Create artworks individually and collectively.</p>	<p>Intention can be linked to what media an artist uses.</p> <p>An artist can communicate intention in artworks by</p> <ul style="list-style-type: none"> <li>• giving artworks a title</li> <li>• creating descriptions for art</li> <li>• talking about art</li> </ul> <p>Intention can be clear when a plan for creating art is made, including the use of</p> <ul style="list-style-type: none"> <li>• the colour wheel</li> <li>• a colour palette</li> <li>• a view finder</li> <li>• research</li> <li>• a grid to divide the work surface into equal ratios for determining proportions</li> </ul> <p>Spatial organization can clarify intention of artworks when line, shape, space, colour, and value are employed.</p> <p>Organization can include balance of positive forms in relation to negative space.</p> <p>The way in which artworks are displayed can either detract from or contribute to highlighting the intention of the artist.</p> <p>Artworks may be interpreted in a way that differs from what the artist intended.</p>	<p>Intention becomes evident to the artist and audience when artworks have structure and organization.</p>	<p>Create a plan for making art.</p> <p>Explore various ways in which artworks can be shared or displayed.</p> <p>Incorporate the principles of design to clarify intention.</p> <p>Evaluate the effectiveness of the media used to convey artistic intention.</p> <p>Create a title and description for artworks.</p>

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	<p>Preservation of cultural and historical narratives can be achieved through the creation of artworks and artifacts.</p> <p>Art movements are those periods in history where artworks were created with a common goal or style and can include the Renaissance, Impressionism, and Cubism.</p> <p>A narrative in visual arts is represented in diverse ways across cultures.</p> <p>Narrative can be expressed through the spirit or life of First Nations, Métis, and Inuit artworks.</p> <p>Narrative in First Nations, Métis, and Inuit artworks can originate from the land, including</p> <ul style="list-style-type: none"> <li>• wind</li> <li>• water</li> <li>• soil</li> <li>• animals</li> <li>• plants</li> </ul> <p>The creation of a narrative can communicate</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• stories, legends, myths, and poetry</li> <li>• fictional events and characters</li> <li>• perspectives</li> </ul> <p>Universal themes that can occur in narratives include survival, redemption, and quest.</p>	<p>A narrative in visual arts can communicate knowledge and understandings about the world.</p> <p>Narratives can provide connections to culture and history.</p>	<p>Illustrate a narrative based on a variety of events, themes, or inspirations.</p> <p>Investigate how visual arts have contributed to the preservation of culture in local communities.</p> <p>Explore how narratives are expressed through First Nations, Métis, or Inuit artworks.</p> <p>Create artworks inspired by art movements throughout history.</p>	<p>Artworks can be created to intentionally communicate a subject or theme.</p> <p>An artist can intentionally combine, alter, or omit certain elements of art to create an effect, including</p> <ul style="list-style-type: none"> <li>• illusions of movement, depth, distance, and mass</li> <li>• emotion or mood</li> <li>• symbolic representations</li> <li>• perspective</li> </ul> <p>Mixed media is where various materials and media are intentionally combined within artworks, as seen in <i>Jane Ash Poitras, Prayer Ties My People, 2000</i>.</p> <p>Analogous colours can be used intentionally to harmonize the colours of a composition.</p> <p>Art movements throughout history featured artists known for their artistic style or intentional use of media and can include</p> <ul style="list-style-type: none"> <li>• <i>Andy Warhol—pop art</i></li> <li>• <i>Banksy—an anonymous England-based street artist</i></li> <li>• <i>Diego Rivera—established the mural movement in Mexican and international art</i></li> <li>• <i>Frida Kahlo—Mexican painter known for self-portraits</i></li> <li>• <i>Jack Kirby—comic book artist</i></li> <li>• <i>Pablo Picasso—Spanish painter, sculptor, printmaker, and ceramicist known for the Cubism movement</i></li> </ul> <p>Appreciating artworks can include</p> <ul style="list-style-type: none"> <li>• citing other artists' work when borrowing their ideas as inspiration</li> <li>• asking for permission to replicate other artists' work</li> </ul>	<p>Intention refers to what an artist means to express.</p> <p>Intention can be linked to the purposeful creation, expression, or appreciation of artworks.</p> <p>Artists can intentionally create art that is realistic, symbolic, or abstract.</p>	<p>Make intentional artistic choices to create a desired effect in artworks.</p> <p>Create two- or three-dimensional artworks in the style of a particular artist or art movement.</p> <p>Give credit to other artists when using their ideas as an inspiration.</p> <p>Determine what tools, media, or techniques are required to achieve artistic intention in artworks.</p> <p>Create artworks that intentionally reflect realistic, symbolic, or abstract representations.</p> <p>Create artworks with the intention of communicating a subject or a theme.</p>

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	<p>Artistic choices related to the elements of art and principles of design can be used by an artist to revise and reimagine how a narrative is expressed.</p> <p>Parts of a narrative in visual arts may be excluded, leaving the audience to assume what happened before and after the narrative was presented.</p> <p>Titles and descriptions provide additional information about a narrative that can clarify what an artist intends to communicate.</p> <p>Creative processes can help solve design challenges when creating artworks.</p>	<p>A narrative in visual arts can take the viewer on a journey by entertaining and persuading.</p> <p>A narrative in visual arts may be perceived by an audience in a way that differs from what the artist intended.</p>	<p>Make artistic choices when revising or reimagining how a narrative can be illustrated.</p> <p>Evaluate the effectiveness of artistic choices in the communication of a narrative.</p> <p>Apply creative processes to design challenges.</p>	<p>Intentionally practising art skills and techniques can improve artistic expression.</p> <p>Art can be intentionally created for enjoyment, creative expression, or as a way to explore new techniques, skills, or media.</p> <p>Communicating intention can involve taking creative risks and employing creative processes.</p>	<p>An artist's intention may emphasize process over product.</p> <p>Some artworks may not have an obvious intention that can be interpreted.</p> <p>Growth as an artist can occur when one engages with the creative process in new and meaningful ways.</p>	<p>Practise art-making skills, techniques, and methods as a means to strengthen artistic expression.</p> <p>Create art for enjoyment.</p> <p>Take creative risks as a means to address design challenges.</p> <p>Describe how feedback was incorporated to clarify or enhance artistic intention.</p> <p>Reflect on strengths and areas for growth as an artist.</p>

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<b>Organizing Idea</b>	Appreciation: Recognizing beauty, goodness, and truth in visual arts can be developed by understanding the complexity and richness of great artworks, the artists who create them, and the historical and cultural contexts from which they originate.					
<b>Guiding Question</b>	How was societal change reflected in visual arts during Colonial Canada, the Renaissance and the Protestant Reformation?			How did societal change influence how visual arts were appreciated during the Enlightenment, French Revolution, and throughout the history of the United States of America?		
<b>Learning Outcome</b>	Students investigate how changes in societies of the past have influenced the creation and sharing of artworks.			Students relate change to historical events and appreciation of visual arts practices.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>The process through which cultural artworks and artifacts are restored to their rightful people or locations is known as repatriation.</p> <p>Repatriation of ceremonial and spiritual artifacts allows for communities to reconnect with culture.</p> <p>Repatriation of First Nations and Inuit ceremonial and spiritual artifacts is occurring from museums and personal collections and includes</p> <ul style="list-style-type: none"> <li>• medicine bundles</li> <li>• totem poles</li> <li>• amulets</li> <li>• ceremonial clothing</li> <li>• medicine pipes</li> <li>• bentwood boxes</li> <li>• masks</li> <li>• headdresses</li> <li>• rattles</li> <li>• thunder pipe bundles</li> </ul> <p>First Nations, Métis, and Inuit artworks were influenced by Europeans in a variety of ways, including</p> <ul style="list-style-type: none"> <li>• introduction of glass beads</li> <li>• availability of new materials, such as ores not found in North America</li> <li>• production of art for aesthetic and economic purposes</li> </ul> <p>Some artists in Colonial Canada were trained by mentors or teachers in the field of art and handicrafts.</p> <p>In Colonial Canada, some handicraft artists were also considered tradespeople and</p>	<p>Visual arts has changed over time as communities and cultures have evolved.</p> <p>Visual arts in Colonial Canada reflected the changes that occurred in Europe at the same time.</p>	<p>View a variety of Canadian artworks as an inspiration for talking about and creating art.</p> <p>Investigate community acts of repatriation and cultural revitalization.</p>	<p>Appreciation of artworks can inform future decisions regarding participation as an artist and a viewer of art.</p> <p>Appreciation can shape individual artistry, curiosity, and engagement in visual arts.</p> <p>Popular (pop) culture evolved from artistic traditions and is appreciated as a form of expression from the people for the people.</p> <p>Visual culture can be a subject matter or theme that includes ways of seeing and visually representing the world, including animation, digital media, and advertisements.</p>	<p>Appreciation of visual arts can change through active reflection and experience with artworks.</p>	<p>Create artworks that reflect visual and popular culture.</p> <p>Use visual arts vocabulary when responding to or sharing opinions about artworks.</p>

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	included <ul style="list-style-type: none"> <li>• blacksmiths</li> <li>• candle makers</li> <li>• weavers</li> <li>• coopers</li> <li>• printers</li> </ul> The Catholic Church established a school where arts and handicrafts were taught in early Colonial Canada.					



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	<p>The Renaissance movement was about all people bettering themselves through education, literature, science, and the arts.</p> <p>At the beginning of the Renaissance, artists were known as craftsmen; later in the Renaissance, they became known as artists.</p> <p>The Renaissance was a return to creating art in classical styles, inspired by ancient Greece and Rome; examples of Renaissance art and artists can include</p> <ul style="list-style-type: none"> <li>• <i>Albrecht Dürer, Young Hare, c. 1502</i></li> <li>• <i>Leonardo da Vinci, The Last Supper, c. 1490s, and Mona Lisa, c. 1503</i></li> <li>• <i>Michelangelo, Pietà, c. 1498–1499</i></li> <li>• <i>Raphael (Raffaello Santi), The School of Athens, c. 1508–1511</i></li> <li>• <i>Sandro Botticelli, Adoration of the Magi, c. 1475–1476</i></li> </ul> <p>The Renaissance art movement featured realism and emotion in artworks by representing light through space and by using shadow and reflection in still-life paintings.</p> <p>Architectural styles in the Renaissance were borrowed from ancient societies and can include</p> <ul style="list-style-type: none"> <li>• sgraffito—a technique using layers of plaster for wall decor or in ceramics</li> <li>• loggia—an architectural feature where the outer wall is open to the outside and sometimes supported by columns or arches</li> <li>• arcades—a series of arches supported by columns</li> </ul> <p>Busts, sculptures of a person's head and torso, and portraiture were popular in the Renaissance and later periods, and can include</p> <ul style="list-style-type: none"> <li>• <i>Donatello, Bust of Niccolò da</i></li> </ul>	<p>Visual arts went through significant change during the Renaissance and Protestant Reformation.</p>	<p>Discuss how the artworks of the Renaissance were different from the artworks of the Protestant Reformation.</p> <p>View a variety of artworks from the Renaissance and Protestant Reformation as an inspiration for talking about and creating art.</p>	<p>The Enlightenment period rejected the previous art movement, Rococo, which was elaborate and extravagant as profiled in the <i>Palace of Versailles, in France</i>.</p> <p>The Rococo movement was rejected because it featured artworks that did not reflect the lifestyle of the common people.</p> <p>The neoclassical art movement that emerged during the period of the Enlightenment featured the ideas of freedom, democracy, and reason.</p> <p>Artworks during this time were also heavily influenced by the discovery of Pompeii, which reignited an interest in ancient Greek and Roman art and architecture.</p> <p>Neoclassical art emphasized realism through the use of symmetry and carefully organized compositions, as seen in <i>Jacques-Louis David, The Oath of the Horatii, c. 1784</i>.</p> <p>Neoclassicism reflected the culture of the common people during the French Revolution because it embraced the ideals of freedom and equality.</p>	<p>The way in which the visual arts are understood and appreciated has changed throughout history.</p>	<p>View artworks from the Enlightenment and the French Revolution as an inspiration for talking about and creating art.</p>

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	<p><i>Uzzano, c. 1430</i></p> <ul style="list-style-type: none"> <li>• <i>Hans Holbein the Younger, The Ambassadors, c. 1533</i></li> <li>• <i>Raphael, Portrait of Baldassare Castiglione, c. 1514–1515</i></li> </ul> <p>Linear perspective was used by many Renaissance artists and is still used today by artists to show realistic space.</p> <p>Artwork often depicted religious themes and subjects during the Renaissance.</p> <p>Artworks in the Protestant Reformation were a rejection of the religious artworks of the Catholic Church.</p> <p>Protestant Churches were often plain or painted white.</p> <p>Many northern European artists during the Protestant Reformation focused on the daily, moral life of people and explored these themes through landscapes, portraits, still lifes, and historical paintings.</p> <p>Religious artworks became less popular and artists began to create more non-religious (secular) artwork during the Protestant Reformation, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Rachel Ruysch, Basket of Flowers, c. 1711</i></li> <li>• <i>Rembrandt, The Night Watch, c. 1642</i></li> </ul> <p>The invention of the printing press revolutionized the way books and images were created and shared during the Protestant Reformation.</p> <p>Because of the printing press, artworks during the Protestant Reformation became more available for people to purchase.</p> <p>In response to the Protestant Reformation, the Catholic Church prompted the Counter-Reformation</p>					

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	(Council of Trent 1545–1563), which encouraged a return to religious artworks, as seen in <ul style="list-style-type: none"> <li>• <i>St Peter's Basilica, c. 1506–1615</i></li> <li>• <i>Caravaggio, Supper at Emmaus, c. 1601</i></li> </ul>					

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				<p>Before colonization of the United States of America, the Indigenous people had rich and historical traditions of visual arts that continue to be celebrated today.</p> <p>As the United States of America became colonized, people brought with them a large and varied tradition of arts and crafts, which became known as folk art.</p> <p>The American Revolution was based on the ideals of the Enlightenment, and the neoclassical style was reflected in the architecture of the United States during this time, as seen in <i>The White House, in Washington, DC</i>.</p> <p>American artworks and artists are famous for their contributions to visual culture and modern art, and can include</p> <ul style="list-style-type: none"> <li>• <i>Andy Warhol, pop art</i></li> <li>• <i>Jackson Pollock, abstract expressionism</i></li> <li>• <i>Jacob Lawrence, Harlem Renaissance</i></li> <li>• <i>Mark Rothko, colour field painting</i></li> </ul> <p>The Harlem Renaissance (1917–1930s) was a rich artistic and cultural art movement in the United States of America.</p> <p>During the Harlem Renaissance, black artists were free to express black lives and identity for the first time in American history, as seen in</p> <ul style="list-style-type: none"> <li>• <i>Aaron Douglas, The Judgment Day, 1939</i></li> <li>• <i>James Lesesne Wells, Looking Upward, 1928</i></li> <li>• <i>Norman Lewis, Jazz, c. 1938</i></li> </ul>	<p>Visual art traditions existed prior to the colonization of the United States of America and evolved as more people came to the land.</p>	<p>Discuss how the evolution of art in the United States of America was a reflection of culture and historical events.</p> <p>Create artworks in the style of an American artist.</p>