

## ART CONTINUUM OF BIG IDEAS (UNDERSTANDING)

These Big Ideas can be explored through dance, drama, visual art and music

	K	1	2	3	4	5	6	7	8	9
<b>We Express Ourselves with Art</b>	People create art <b>to express who they are</b> as individuals and community.		Creative expression <b>develops our unique identity and voice.</b>	The <b>mind and body work together</b> when creating works of art.	Creative expression is a means to <b>explore and share one's identity within a community.</b>	Engaging in creative expression and experiences <b>expands people's sense of identity and belonging.</b>	Engaging in creative expression and experiences <b>expands people's sense of identity and community.</b>	Through art making, <b>one's sense of identity and community continually evolves.</b>	<b>Creative growth requires patience, readiness to take risks, and willingness to try new approaches.</b>	<b>Identity is explored, expressed, and impacted</b> through arts experiences.
<b>We Inquire and Learn with Art</b>	<b>Engagement in the arts</b> creates opportunities for inquiry through purposeful play.		<b>Inquiry through the arts</b> creates opportunities for risk taking.	<b>Creative experiences</b> involve an interplay between exploration, inquiry, and purposeful choice.	<b>Artists experiment</b> in a variety of ways to discover new possibilities.	Artists experiment in a variety of ways to discover new <b>possibilities and perspectives.</b>	<b>Artistic expressions differ</b> across time and place.	Experiencing art <b>challenges our point of view</b> and <b>expands our understanding</b> of others.	<b>Individual and collective expression</b> can be achieved through the arts.	The arts provide opportunities to <b>gain insight into the perspectives and experiences of people</b> from a variety of times, places, and cultures.
<b>We Communicate with Art</b>	Dance, drama, music, and visual arts <b>express meaning in unique ways.</b>		Dance, drama, music, and visual arts are each unique languages for <b>creating and communicating.</b>							Creative arts experiences <b>can build community and nurture relationships</b> with others.
<b>Art Connects Us</b>	People <b>connect to others</b> and <b>share ideas</b> through the arts.		People <b>connect to the hearts and minds of others</b> in a <b>variety of places and times</b> through the arts.	The arts <b>connect our experiences to the experiences of others.</b>	Exploring works of art <b>exposes us to diverse values, knowledge, and perspectives.</b>	Works of art <b>influence and are influenced by the world</b> around us.	Experiencing art <b>is a means to develop empathy for others'</b> perspectives and experiences.	Engaging in the arts <b>develops people's ability to understand and express complex ideas.</b>	Artists often <b>challenge the status quo</b> and <b>open us to new perspectives and experiences.</b>	Dance, drama, music, and visual arts <b>use their own unique sensory language for creating and communicating.</b>

**Creative Processes include:** explore and focus, select and combine, refine and reflect, and reflect and connect



ART K-12 - CURRICULAR COMPETENCY CONTINUUM (DO)

The Curricular Competencies are structures around artistic habits of mind and engage students, when it is developmentally appropriate to do so, in:

1. Exploring with artistic curiosity

2. Creating with artistic intellect

3. Reasoning through considerations and possibilities

4. Reflecting on choices and imagining opportunities
5. Communicating ideas and perspectives

6. Documenting artistic growth and understandings

7. Connecting with themselves, artists, artworks, and the world

8. Expanding artistic capacity through perseverance

Curricular Competency		K-1	2	3	4	5	6	7	8	9
Artistic Habits of Mind										
THINKING	Exploring and Creating	Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts		Choose elements, processes, materials, movements, technologies, tools, techniques, <b>and environments of the arts</b>	Choose artistic elements, processes, materials, movements, technologies, tools, techniques and environments <b>using combinations and selections for specific purposes in art making</b>	<b>Intentionally select</b> artistic elements, processes, materials, movements, technologies, tools, techniques, and <b>environments to express meaning in their work</b>	Intentionally select, <b>apply, combine, and arrange</b> artistic elements, processes, materials, movements, technologies, tools, techniques, and environments in art making	Intentionally select and apply materials, movements, technologies, environments, tools, and techniques <b>by combining and arranging artistic elements, processes, and principles in art making</b>		<b>Explore</b> materials, environments, tools, and techniques by combining and arranging elements, processes, and principles
		Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play								
		Explore <b>artistic expressions of themselves</b> and community through creative processes	Explore <b>personal experience</b> , community, and <b>culture</b> through arts activities	Explore <b>identity, place, culture, and belonging</b> through arts experiences		Explore <b>connections to</b> identity, place, culture, and belonging <b>through creative expression</b>	Explore <b>relationships between</b> identity, place, culture, society, and belonging through the arts		Explore relationships between identity, place, culture, society, and belonging <b>through arts activities and experiences</b>	
				Explore relationships among cultures, communities, and the arts		Explore a <b>range of cultures</b> , and <b>the relationships among culture, societies, and the arts</b>	Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts			

Curricular Competency Artistic Habits of Mind		K-1	2	3	4	5	6	7	8	9
PERSONAL AND SOCIAL	Reasoning and Reflecting	Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques		Observe, <b>listen, describe, inquire, and predict</b> how artists use processes, materials, movements, technologies, tools, and techniques	Observe, listen, describe, inquire and predict how artists use processes, materials, movements, technologies, tools, techniques, <b>and environments to create and communicate</b>		<b>Research, describe, interpret and evaluate how artists</b> use processes, materials, movements, technologies, tools, techniques, and environments in the arts		Describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments <b>to create and communicate ideas</b>	
		Develop processes and technical skills in a variety of art forms to <b>nurture motivation, development, and imagination</b>	Develop processes and technical skills in a variety of art forms to <b>refine artistic abilities</b>	<b>Refine ideas,</b> processes, and technical skills in a variety of art forms	<b>Develop</b> and refine ideas, processes, and technical skills in a variety of art forms <b>to improve the quality of artistic creations</b>					Develop, refine, <b>document, and critically appraise</b> ideas, processes, and technical skills to improve the quality of works of art
		Reflect on creative processes <b>and make connections to other experiences</b>		Reflect on creative processes and <b>make connections to personal experiences</b>	Reflect on creative processes <b>and make connections to other experiences</b>	Reflect on creative processes <b>as an individual and as a group,</b> and make connections to other experiences	Reflect on <b>works of art</b> and creative processes to <b>understand artists' intentions</b>		Reflect on works of art and creative processes to understand artists motivations and meanings	
				Connect knowledge and skills from other areas of learning in planning, creating, and <b>interpreting works for art</b>	Connect knowledge and skills from other areas of learning in planning, creating, interpreting, and <b>analyzing works for art</b>		<b>Interpret creative works</b> using knowledge and skills from various areas of learning			
								<b>Examine relationships</b> between the arts and the wider world		<b>Respond to</b> works of art using one's knowledge of the world

Curricular Competency Artistic Habits of Mind		K-1	2	3	4	5	6	7	8	9
PERSONAL AND SOCIAL	Connecting and Expanding									Reflect on works of art and creative processes to make connections to personal learning and experiences
								Take creative risks <b>to express</b> feelings, ideas, and experiences		Take creative risks <b>to experience and express thoughts, emotions, ideas, and meaning</b>
										Demonstrate respect for themselves, others, and the audience
										Collaborate through reciprocal relationships during creative processes
										Create personally meaningful bodies of artistic works that demonstrate an understanding and appreciation of social, cultural, environmental, and historical contexts
COMMUNICATION	Communicating and Documenting			Apply learned skills, understandings, and processes <b>in new contexts</b>	Adapt learned skills, understandings, and processes <b>for use in new contexts and for different purposes and audiences</b>					Adapt and apply learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
		Interpret how symbols are used through the arts	Interpret symbolism and <b>how it can be used to express meaning</b> through the arts	Interpret and <b>communicate ideas using symbolism</b> in the arts	Interpret and communicate ideas using symbolism <b>to express meaning through the arts</b>	Interpret and communicate ideas using symbols <b>and elements</b> to express meaning through the arts				Compose, interpret, and expand ideas using symbolism, <b>imagery</b> , and elements
		Express feelings, ideas, stories, observations, and experiences through the arts	Express feelings, ideas, stories, observations, and experiences <b>through creative works</b>	Express feelings, ideas, and experiences <b>in creative ways</b>			Express, feelings, ideas, and experiences <b>through the arts</b>		Use the arts to <b>communicate, respond to and understand</b> environmental and global issues	
		Describe and respond to works of art		Describe and respond to <b>visual and performing art pieces and provide constructive feedback</b>	Describe and respond to works of art and <b>explore artists' intent</b>					Revise, refine, analyze, and document creative works and <b>experiences to enhance presentation and/or performance</b> in a variety of ways
		Experience, document, perform, and share creative works in a variety of ways						Experience, document, <b>choreograph</b> , perform, and share creative works in a variety of ways		

ART CONTINUUM OF CONTENT (KNOW)

		K	1	2	3	4	5	6	7	8	9	
Elements in the Arts		Elements in the arts, including but not limited to dance, drama, visual arts, and music			The way a musical work is structured (e.g., AB form; same/different phrases)the visual element that pertains to an actual or implied three-dimensional shape of an image; visual art forms can be geometric (e.g., sphere, cube, pyramid) or organic (e.g., animal forms)elements in the arts, including but not limited to dance, drama, visual arts, and music			The shape or structure of a dance; the orderly arrangement of thematic material. (ie: Phrase, Beginning, Middle, End, ABA, Cannon, Call and Response, Narrative, Abstract). The way a musical work is structured, the visual element that pertains to an actual or implied 3-D shape of an image; visual art forms can be geometric or organic. Elements and principles that together create meaning in the arts, including but not limited to dance, drama, visual arts, and music.			For each of the arts disciplines — dance, drama, music, and visual arts — the specific elements, principles, techniques, vocabulary, and symbols that can be used to create mood and convey ideas	
	Dance	Body, space, dynamics, time, relationships					Body, space, dynamics, time, relationships; <b>form and movement principles</b>					
	Drama	Character, time, place, plot			Character, time, place, plot, <b>tension</b>		Character, time, place, plot, tension, <b>mood and focus</b>		Character, time, place, plot, tension, mood, focus, <b>contrast</b>		Character, time, place, plot, tension, mood, focus, contrast, <b>balance</b>	
	Visual Arts Elements of Design	Line, shape, texture, colour			Line, shape, texture, colour, <b>form</b>	Line, shape, <b>space</b> , texture, colour, form	Line, shape, space, texture, colour, form	Line, shape, space, texture, colour, form, <b>value</b>	Line, shape, space, texture, colour, form, <b>tone</b>			
	Visual Arts Principles of Design	Pattern, repetition			Pattern, repetition, <b>rhythm, contrast</b>	Pattern, repetition, rhythm, contrast, <b>emphasis</b>	Pattern, repetition, <b>balance</b> , contrast, emphasis, rhythm, <b>unity, variety</b>		Pattern, repetition, balance, contrast, emphasis, rhythm, unity, variety, <b>harmony</b>	Pattern, repetition, balance, contrast, emphasis, rhythm, <b>movement</b> , unity, variety, <b>proportion</b> , harmony		
	Music	Beat/pulse, rhythm, tempo, pitch, dynamics	Beat/pulse, rhythm, tempo, pitch, dynamics, <b>form</b>	Beat/pulse, <b>duration</b> , rhythm, tempo, pitch, <b>timbre</b> , dynamics, form, <b>texture</b>				Beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture				
Processes		Processes, materials, movements, technologies, tools, and techniques to <b>support arts activities</b>					Processes, materials, movements, technologies, tools and techniques to <b>support creative works</b>		Processes, materials, movements, technologies, tools, <b>strategies</b> , and techniques to support creative works		The <b>role of performers and audiences</b> in a variety of contexts	

	K	1	2	3	4	5	6	7	8	9
Notation	Notation to represent sounds, ideas, and movement				Notation to represent sounds, ideas, movements, <b>elements, and actions</b>	Notation in <b>music and dance</b> to represent sounds, ideas, movement, elements, and actions				The <b>role of performers and audiences</b> in a variety of contexts
Dramatic Forms	Variety of dramatic forms							Drama forms and drama conventions		
Symbolism in Art	Symbolism as <b>expressions of meaning</b>			Symbolism <b>as ways of creating and representing meaning</b>	Symbolism and <b>metaphor</b> to create and represent meaning	Symbolism and metaphor <b>to explore ideas and perspective</b>				
Development of Art				Image development strategies						
				Movement development strategies						
Aboriginal Arts and Art-Making	Traditional and contemporary Aboriginal arts and arts-making processes									Traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through artistic works
Art and Artistic Traditions (Local and Global)	Variety of local works of art and artistic traditions	A variety of local works of art and artistic traditions <b>from diverse cultures and communities</b>	A variety of local works of art and artistic traditions from diverse cultures and <b>communities, times and places</b>		A variety of <b>regional and national works</b> of art and artistic traditions from diverse cultures, communities, times, and places		A variety of <b>national and international</b> works of art and artistic traditions from diverse cultures, communities, times, and places			<b>Contributions of innovative artists</b> from a variety of genres, communities, times, and places
Personal and Social Responsibility	Personal and collective responsibility associated with creating, experiencing, and performing in a safe learning environment									Personal and social responsibility associated with creating, performing, and responding in the arts
Ethics									Ethical considerations and cultural appropriation related to the arts	The ethics of cultural appropriation and plagiarism