

the Alberta Foundation for the Arts Travelling Exhibition Program

A WOMAN WALKING CURRICULUM LINKS TREX SW

Listed below are curriculum links to the content presented in *A Woman Walking (the City Limits)*. The first section, Art Appreciation, offers general guidelines while interacting with the exhibition. The second, third and fourth sections outline the specific connections between the curriculum with the lesson plans developed for the education guide. Source: Alberta Education, <https://education.alberta.ca/>

ART APPRECIATION

Kindergarten

- student becomes aware of why and how ideas are communicated through art
- student becomes aware of how artists use such elements as line, colour and pattern to express ideas
- student begins to discover that many objects in daily life are designed or created by artists; e.g., picture books, pottery, paintings and sculpture
- student begins to connect own forms of expression to forms of expression in the world around; e.g., use of collage in own work to use of collage in picture books and artworks.
- student responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating.

Fine Arts Grade 1, 2

- student will interpret artworks literally.
- student will discover that art takes different forms depending on the materials and techniques used.
- student will discover that an art form dictates the way it is experienced.
- student will discover that an artwork tells something about its subject matter and the artist.
- student will discover that colour variation is built on three basic colours.
- student will discover that tints and shades of colours or hues affect the contrast of a composition.
- student will discover that all aspects of an artwork contribute to the story it tells.

Fine Arts Grade 3,4

- students will interpret artworks by examining their context and less visible characteristics.
- student will discover that contextual information may be needed to understand works of art.
- student will discover that artistic style is largely the product of an age.
- student will discover that technological change affects types of art.
- student will discover that our associations influence the way we experience a work of art.
- student will discover that art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.
- student will discover that art serves societal as well as personal needs.

Fine Arts Grade 5,6

- students will interpret artworks for their symbolic meaning.
- student will discover that artistic style affects the emotional impact of an artwork.
- student will discover that an artwork can be analyzed for the meaning of its visible components and their interrelationships.
- student will discover that artworks contain symbolic representations of a subject or theme.
- student will discover that artworks can be appreciated at many different levels, literal and symbolic.

Fine Arts Grade 7-9

- identify similarities and differences in expressions of cultural groups.
- recognize the significance of the visual symbols which identify the selected cultural groups.
- search for contemporary evidence relating to themes studied.

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Fine Arts Grade 10-12

- students will be able to describe and characterize visual features of artifacts, such as subjects, media and design.
- students will be able to analyze relationships among the visual features of artifacts (e.g., subject, medium and design) and to derive meaning from this analysis.
- students will consider how past experience influences personal reaction to a work of art.
- students will analyze what makes an artifact powerful over time and across cultures.
- students will become aware of the range and variety of forms of artistic expression.
- students will compare art styles in different historical periods.
- students will compare aesthetic standards as they have changed over time.
- students will investigate changes in subject matter and sources of imagery over time.
- students will examine how contemporary society acquires, appreciates and preserves artifacts.
- students will analyze various aspects of the modern artistic community.
- students will investigate the possibility of a characteristic Canadian style.

BEGINNER LESSON PLAN - *Sense of Place*

Kindergarten Environment and Community Awareness

- becomes aware of the five senses and how they are used to explore, investigate and describe the world.
- explores and investigates objects and events in the environment.
- generates ideas to make personal sense of objects, events and relationships.
- explores and responds to the design and properties of a variety of natural and manufactured materials and objects.
- demonstrates some ways of organizing materials; e.g., collecting, arranging, creating and transporting
- manipulates or uses materials for a purpose; e.g., water, sand, wood and fabric.
- begins to use some technology appropriately in learning activities and to communicate with others
- becomes aware of colours, shapes, patterns and textures in the environment.
- identifies familiar sounds in the environment and community; e.g., school, home, weather, animals and machines.

Kindergarten Physical Skills and Wellbeing

- experiences and develops locomotor skills through a variety of activities; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding.
- demonstrates body and space awareness when performing space awareness games.
- understands the connections between physical activity and emotional well-being; e.g., feels good.
- participates in a class activity with a group goal; e.g., walk a predetermined distance.

Kindergarten Creative Expression

- explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement.
- responds to and interprets visual images, by viewing natural forms, everyday objects and artworks.

Fine Arts Grades 1 and 2

- students will record or document activities, people and discoveries.
- students will create an original composition, object or space based on supplied motivation.
- students will use media and techniques, with an emphasis on exploration and direct methods in

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drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

- students will represent surface qualities of objects and forms.
- students will use frottage (texture rubbings).

English Language Arts Grades 1 and 2

- experiment with different ways of exploring and developing stories, ideas and experiences.
- generate and contribute ideas for individual or group oral, print and other media texts.
- write, represent and tell brief narratives about own ideas and experiences.
- create narratives that have beginnings, middles and ends; settings; and main characters that perform actions.

Social Studies Grades 1 and 2

- use a simple map to locate specific areas within the school and community.
- appreciate how a community's physical geography shapes identity.
- demonstrate care and concern for the environment.

Fine Arts Grades 3 and 4

- students will refine surface qualities of objects and forms.
- texture can be represented from a range of different studio techniques.
- students will record or document activities, people and discoveries.
- students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.
- students will explore using a simple camera for recording specific effects such as textures, rhythm, pattern.

INTERMEDIATE LESSON PLAN - *Shape of Place*

Fine Arts Grades 5 and 6

- students will modify forms by abstraction, distortion and other transformations.
- shapes can be abstracted or reduced to their essence.
- sighting techniques can be used to analyze the proportions of things.
- students will refine methods and techniques for more effortless image making.
- students will employ surface qualities for specific effects.
- students will create emphasis through the use of structural devices and strategies.
- viewfinders are useful devices to determine the best format for what will be portrayed, and the centre of interest.
- arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.
- labelling (title and signature) demands artistic sensitivity as to placement, size, shape and medium.
- students will record or document activities, people and discoveries.
- everyday activities can be documented visually.
- students will create an original composition, object or space based on supplied motivation.
- students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.
- further explore print-making materials and their uses and effects.
- make prints by using incised (carved or indented) surfaces—wood, soap, wax, erasers, plaster of Paris, clay, styrofoam.

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- Apply printing techniques to composition, including block-out techniques, combination of types of printing, and use of more than one colour.

Social Studies Grades 5 and 6

- develop skills of geographic thinking.
- construct maps, diagrams and charts to display geographic information.
- use geographic tools, including software, that assist in preparing graphs and maps.

Fine Arts Grades 7 – 9

- examine and simplify basic shapes and spaces.
- employ space, proportion and relationships for image making.
- employ and arrange elements and principles to make compositions.
- create compositions in both two and three dimensions.
- experiment with the transformation of space in compositions.
- investigate form and structure of natural and man-made objects as sources of images.
- consider the impact of man-made structures upon human activity in the modern world.
- geometric and organic shapes can be used to create positive and negative spaces.
- dominant elements and principles or applications of media can be discussed by students in relationship to the effective solving of their visual problems.
- value or colour can emphasize negative space over positive space.

Social Studies Grades 7 – 9

- construct and interpret maps to broaden understanding of issues, places and peoples of Canada
- use geographic tools, such as geographical information system (GIS) software, to assist in preparing graphs and maps.

ADVANCED LESSON PLAN - *Taking a Line for a Walk*

Fine Arts Grades 10 – 12

- subject matter and expressive intention can be depicted with a variety of notational marks.
- movement, rhythm and direction are used in recording humans and their activities.
- various materials alter representational formats and processes used in achieving certain intended effects.
- image making is a personal experience created from ideas and fantasies.
- the use of non-traditional media affects the development of a two- or three-dimensional object.
- understanding styles or artistic movements related to visual studies is part of developing critical abilities.