

## **MOUNTAIN MAN CURRICULUM LINKS** **TREX SOUTHWEST**

Listed below are curriculum links to the content presented in *Mountain Man*. The first section, Art Appreciation, offers general guidelines while interacting with the exhibition. The second, third and fourth section 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.

## **MOUNTAIN MAN CURRICULUM LINKS** **TREX SOUTHWEST**

### **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 - *Hand-Tinted Photographs***

#### **Kindergarten**

- student experiments with a variety of art materials to create 2D and 3D forms.
- student experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas.

#### **Fine Arts Grade 1,2**

- students will represent surface qualities of objects and forms.
- students will create emphasis based on personal choices.
- students will learn that an active, interesting part of a theme can become the main part of a composition.
- students will use media and techniques, with an emphasis on exploration and direct methods in drawing
- students will use a variety of drawing media in an exploratory way to see how each one has its own characteristics.
- students will use drawing to add details and textures, or to create pattern.

#### **Fine Arts Grade 3,4**

- students will refine surface qualities of objects and forms.
- students will learn that colour can be made to appear dull or bright.
- students will learn that gradations of tone are useful to show depth or the effect of light on objects.
- students will create emphasis by the treatment of forms and qualities.
- students will learn that the centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition.
- students will learn that details, accents and outlines will enhance the dominant area or thing.
- students will create unity by interrelating the parts of a composition.
- students will learn that limited colours and materials tighten a composition.
- students will learn that details, patterns or textures can be added to two-dimensional works.
- students will use media and techniques, with an emphasis on mixing media and perfecting techniques.
- students continue to explore ways of using drawing materials.
- students use drawing to add details, texture or to create pattern including drawing for high detail.
- students use drawing media to achieve gradations of tone or value in drawings

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## INTERMEDIATE LESSON PLAN - *Relief Cartography*

### Grade 5 Social Studies

- students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.
- students will value Canada's physical geography and natural environment.
- students will appreciate the diversity of geographic phenomena in Canada.

### Fine Arts Grade 5.6

- students will use media and techniques, with an emphasis on more indirect complex procedures and effects in sculpture.

### Fine Arts Grade 7-9

- students will develop competence with the components of image: media, techniques and design elements.
- students will experiment with colour effects on compositions.
- students will experiment with techniques and media within complete 2D and 3D compositions.
- students will examine and simplify basic shapes and spaces.
- students will analyze the relationships among components of images.
- students will employ space, proportion and relationships for image making.
- students will use expressiveness in their use of elements in the making of images.

## ADVANCED LESSON PLAN - *Composite Panoramas*

### Fine Arts Grade 10-12

- students will extend their knowledge of and familiarity with the elements and principles of design through practise in composing 2D and 3D images.
- students will use non-traditional approaches to create compositions in both 2D and 3D.
- students will aim to develop compositional skills.
- students will aim to achieve personal style.
- students will learn that planned and spontaneous methods of working are ways of developing visual images.
- students will investigate varieties of expression in making images.
- students will use the vocabulary and techniques of art criticism to analyze their own works.
- demonstrate control over various components of compositions.