

LIFE ON EARTHENWARE CURRICULUM LINKS TREX SW

Listed below are curriculum links to the content presented in *Life on Earthenware*. 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 - *Field Study Watercolours*

Kindergarten Environment and Community Awareness

- explores and investigates objects and events in the environment.
- shows awareness of similarities and differences in living things, objects and materials.
- uses simple tools in a safe and appropriate manner.
- recognizes familiar animals and their characteristics and surroundings; e.g., farm and zoo.

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.
- experiments with a variety of art materials to create two and three dimensional forms.

Fine Arts Grades 1 and 2

- students will interpret artworks literally.
- all aspects of an artwork contribute to the story it tells.
- students will record or document activities, people and discoveries.
- knowledge gained from study or experimentation can be recorded visually.
- details, patterns or textures can be added to two-dimensional works.
- students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.
- make drawings from direct observation.
- use drawing media in combination with other media such as painting, print making or fabric.
- use drawing to add details and textures, or to create pattern.
- learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush.
- use paint in combination with other media and techniques.

English Language Arts Grades 1 and 2

- make observations about activities, experiences with oral, print and other media texts.
- talk about how new ideas and information have changed previous understanding.

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Fine Arts Grades 3 and 4

- students will assess the visual qualities of objects.
- students will interpret artworks by examining their context and less visible characteristics.
- students will record or document activities, people and discoveries.
- 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 in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.
- place more emphasis on direct observation as a basis for drawing.
- use drawing to add details, texture or to create pattern including drawing for high detail.
- extend brush skills and further experimentation with the medium so as to achieve special effects such as textures.
- apply washes, using tempera or water colour.

INTERMEDIATE LESSON PLAN - *Anthropomorphic Self Portraits*

Fine Arts Grades 5 and 6

- artworks contain symbolic representations of a subject or theme.
- students will decorate items personally created.
- details, patterns or textures can be added to the surface of three-dimensional works.
- 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.
- continue clay modelling, going beyond previous levels to include more advanced slab techniques; e.g., cutting, welding to make cylindrical shapes, draping over objects; use of armatures, coil pots; coloured slip; application of stains.

Fine Arts Grades 7 - 9

- use expressiveness in their use of elements in the making of images.
- experiment with techniques and media within complete compositions of two and three dimensions.
- use expressiveness in their use of elements in the making of images.
- employ and arrange elements and principles to make compositions.
- motifs can be designed to convey personal identity as in popular or folk-art images.
- skeletal structure affects the shape and surface of an object, artifact or the human figure.
- mass structure has an affect on the shape and form of an object or artifact.
- organic shapes derived from natural objects can be developed into three-dimensional forms.

ADVANCED LESSON PLAN - *Folk Art Inspired Plates*

Fine Arts Grades 10 - 13

- positive and negative space are essential to the description of two- and three-dimensional forms.
- describing and discussing media and techniques used in one's own works will develop vocabulary.
- various materials alter representational formats and processes used in achieving certain intended effects.
- image making is a personal experience created from ideas and fantasies.
- artists simplify, exaggerate and rearrange parts of objects in their depictions of images.
- artists select from natural forms in order to develop decorative motifs.
- works of art contain themes and images that reflect various personal and social conditions.

the Alberta Foundation for the Arts Travelling Exhibition Program

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- simplified form communicates the purpose and function of designed objects.
- the function of an artwork can be emphasized by its decoration.
- understanding styles or artistic movements related to visual studies is part of developing critical abilities.
- meaning is expressed in works of art through subject choice, media selection and design element emphasis.
- imagery can depict important aspects of the student's own life.