

MAKE-BELIEVE CURRICULUM LINKS **TREX SOUTHWEST**

Listed below are curriculum links to the content presented in *Make-Believe*. 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.

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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 - *Tableau Vivant*

Kindergarten

- uses imagination creatively in dramatic play; e.g., story, puppets, role play and mime.

Drama Grade 1-6

- students will develop the ability to make decisions in a group.
- students will accept self as part of a group, listen to ideas of another, offer own ideas, become aware of and accept the group purpose.
- students will cooperatively build a drama to send both verbal and non-verbal signals to others, receive and respond to verbal and non-verbal signals, solve problems, recognize and use group space, become aware of and use tensions/conflicts, appreciate the shared creation of a drama.
- students will draw freely on and expand knowledge in other subject areas through decision making and cooperative building of drama.
- students will understand personal space, general space and the inherent differences between the two
- students will develop flexible, free and controlled movement.
- students will practise moving in different ways in response to a variety of stimuli.
- students will discover how to use the body as a vehicle for expressing and interpreting feelings and ideas.
- students will analyze different ways of moving alone and with others.
- students will express simple characterization through movement, appreciate the aesthetics of movement and use dramatic movement to investigate the environment.
- students will develop sensory awareness.
- students will develop and exercise imagination, develop concentration, recognize and learn to trust the intuitive response and exercise divergent and convergent thinking.
- students will learn to explore emotion, control emotion and express emotion.
- students will develop appreciation of the work of self and others.
- students will learn to understand and respond to environment.
- students will respect and investigate ideas of others.
- students will learn to role play.
- students will develop a sense of form and make the abstract concrete.
- students will learn to respond to stimuli; e.g., music, pictures, objects, literature.

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INTERMEDIATE LESSON PLAN - "The Curious Landscape of our Minds"

Fine Arts Grade 5,6

- students will illustrate or tell a story.
- students will learn that an original story can be created visually.
- students will learn that material from any subject discipline can be illustrated visually.
- students will create an original composition, object or space based on supplied motivation.
- students will learn that outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.

English Language Arts Grade 6-9

- students will engage in exploratory communication to share personal responses and develop own interpretations.
- students will develop understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral print and other media texts.
- students will experiment with language and forms.
- students will explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning.
- students will use literary devices, such as imagery and figurative language, to create particular effects.
- students will choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts.
- students will create a variety of oral, print and other media texts to explore ideas related to particular topics or themes.

ADVANCED LESSON PLAN - Exercises in Performance

Fine Arts Grade 10-12

- students will aim to achieve personal style.
- students will use the vocabulary and techniques of art criticism to analyze their own works.
- students will be conscious of the emotional impact that is caused and shaped by a work of art.

Drama Grade 10-12

- students will develop a sense of inquiry and commitment to learning.
- students will sharpen observations of people, situations and the environment.
- students will extend understanding of, acceptance of and empathy for others.
- students will demonstrate respect for others — their rights, ideas, abilities and differences.
- students will demonstrate the ability to offer, accept, and reflect upon, constructive criticism.
- students will develop competency in communication skills through participation in and exploration of various dramatic disciplines.
- students will develop techniques that enhance vocal and physical communication.
- students will extend the ability to give form and expression to feelings, ideas and images.
- students will develop the ability to understand and apply the specific presentation techniques demanded by various dramatic forms.
- students will acquire knowledge of self and others through participation in and reflection on dramatic experience.
- students will demonstrate the ability to initiate, organize and present a project within a given set of