

the Alberta Foundation for the Arts Travelling Exhibition Program

ON THE GRID CURRICULUM LINKS TREX SW

Listed below are curriculum links to the content presented in *On the Grid*. 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 - *Froebel's Gifts*

Kindergarten Early Numeracy

- says the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1.
- subitizes (recognize at a glance) and names familiar
- arrangements of 1 to 5 objects or dots.
- represents and describes numbers 2 to 10, concretely and pictorially.
- compares quantities 1 to 10, using one-to-one correspondence.
- sorts a set of objects based on a single attribute, and explains the sorting rule.
- uses direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity).
- sorts 3-D objects, using a single attribute.
- builds and describes 3-D objects.

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.
- shows awareness of similarities and differences in living things, objects and materials.
- demonstrates awareness of the properties of objects and events in the environment, by: describing some properties, sorting objects according to common properties; e.g., colour, size, shape and texture, arranging objects or events in logical order, matching objects or events as being the same as or going together, and distinguishing between similar objects, based on one or more characteristics.
- 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
- selects and works with a variety of materials to build structures; e.g., blocks, wood and clay.
- uses sand, water, blocks and other manipulatives to explore scientific and aesthetic concepts
- becomes aware of colours, shapes, patterns and textures in the environment.
- identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs and traffic lights.

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Kindergarten Physical Skills and Wellbeing

- develops fine motor skills involving finger speed, arm steadiness, arm and hand precision, finger and hand dexterity, and the manipulation of small materials

Kindergarten Creative Expression

- responds to and interprets visual images, by viewing natural forms, everyday objects and artworks
- experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas
- becomes aware of how artists and musicians use such elements as rhythm, melody, line, colour and pattern to express ideas
- responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating.

INTERMEDIATE LESSON PLAN - *Instructions for a Line Drawing*

Fine Arts Grades 5 and 6

- 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 to explore ways of using drawing materials.

Fine Arts Grades 7 - 9

- record single images and simple units.
- experiment with techniques and media within complete compositions of two and three dimensions.
- employ and arrange elements and principles to make compositions.
- scale drawings and simple systems can communicate architectural ideas in drawing form.

Mathematics Grades 6 - 9

- develop number sense.
- demonstrate an understanding of place value, including numbers that are: greater than one million, less than one thousandth.
- demonstrate an understanding of percents from 1% to 100%, concretely, pictorially and symbolically.
- demonstrate an understanding of ratio, concretely, pictorially and symbolically.
- use direct and indirect measurement to solve problems.
- demonstrate an understanding of angles.

ADVANCED LESSON PLAN - *Permutations on a Modernist Sculpture*

Fine Arts Grades 10 - 12

- positive and negative space are essential to the description of two- and three-dimensional forms.
- compositions use positioning and grouping of subjects for different meanings and emphasis.
- describing and discussing components of design are part of the process of analyzing one's own work.
- the use of non-traditional media affects the development of a two- or three-dimensional object.
- chance occurrences or accidental outcomes can influence the making of a work of art.
- shifting perspective or changing the point of view are means of solving visual problems.
- explorations of a technical or creative nature may lead individuals into highly personalized work sessions.

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- planned and spontaneous methods of working are ways of developing visual images.
- individually devised or discovered design problems may lead to highly personalized works.