

## THE FUTURE IS BOTANICAL CURRICULUM LINKS TREX SW

Listed below are curriculum links to the content presented in *The Future is Botanical*. 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 - *Plant Monster Projector Art*

### Kindergarten Environment and Community Awareness

- explores and investigates objects and events in the environment.
- 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.
- begins to use some technology appropriately in learning activities and to communicate with others.
- becomes aware of the importance of protecting the environment.
- becomes aware of colours, shapes, patterns and textures in the environment.

### Kindergarten Personal and Social Responsibility

- listens to peers and adults.
- takes turns in activities and discussions.
- works cooperatively with a partner or in a group.

### 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.
- experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas
- explores familiar materials in new ways.
- becomes aware of why and how ideas are communicated through art, music, movement and drama.
- responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating.

### Fine Arts Grades 1 and 2

- students will notice commonalities within classes of natural objects or forms.
- students will create emphasis based on personal choices.
- overlapping forms help to unify a composition. Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts,

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photography and technographic arts.

- take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level: overhead projector for experimenting with shapes, colours, compositions and the relating of a story using cutout shapes, real objects or drawings on acetate rolls
- moving, changing, experimenting to obtain different effects, designs, compositions

### Fine Arts Grades 3 and 4

- students will make distinctions within classes of natural objects or forms.
- shapes can suggest movement or stability.
- images can be portrayed in varying degrees of realism.
- students will create emphasis by the treatment of forms and qualities.
- students will create unity by interrelating the parts of a composition.
- limited colours and materials tighten a composition.
- students will create an original composition, object or space based on supplied motivation.
- outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.
- 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.
- take advantage of the visual art implications of any available technological device, and explore the potential of emerging technologies. Included at this level, and advancing from previous grades: overhead projector for experimenting with shapes, colours, compositions and sequencing of events, using felt pen on acetate.

## INTERMEDIATE LESSON PLAN - *Drawing with Scissors*

### Fine Arts Grades 5 and 6

- students will study and analyze the individual character of natural objects or forms
- a form can be examined analytically to see how the whole is composed of its parts.
- natural forms reveal many different structures; e.g., skeletal, spiral, orbital, radial, floating, grid, fan, arch, concentric, faceted.
- students will modify forms by abstraction, distortion and other transformations.
- shapes can be abstracted or reduced to their essence.
- arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition
- attention should be given to well-distributed negative space, as well as to the balance of positive forms.
- interesting negative space complements and binds the positive areas into an harmonious whole.
- 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.

### Fine Arts Grades 7 – 9

- select and identify line, value and texture in the natural and man-made environment for image making.
- experiment with colour effects on compositions.
- experiment with techniques and media within complete compositions of two and three dimensions.
- explore the transformation of form in composition: progression, alteration, exaggeration.

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- examine and simplify basic shapes and spaces.
- employ space, proportion and relationships for image making.
- employ and arrange elements and principles to make compositions.
- investigate the use of pattern and emphasis in the creation of compositions.
- experiment with the principles of dominance, emphasis and concentration in the creation of compositions.
- investigate form and structure of natural and man-made objects as sources of images.
- consider the natural environment as a source of imagery through time and across cultures.
- the principles of repetition or emphasis can be applied to achieve unity in two-dimensional works.
- a pattern or motif can be repeated to create certain spatial effects.
- natural forms and structures have been interpreted by artists of various cultures for decorative and artistic purposes.
- repetition of shape in nature can suggest patterns and motifs.

### ADVANCED LESSON PLAN - *Etching the Anthropocene*

#### Fine Arts Grades 10 – 12

- subject matter and expressive intention can be depicted with a variety of notational marks.
- natural forms can be used as sources of abstract images and designs.
- drawings can express the artist's concern for social conditions.
- positive and negative space are essential to the description of two- and three-dimensional forms.
- 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.
- sketching and composing skills can be developed by drawing from representational sources.
- personally selected themes can provide images for expressive drawing investigations.
- the adoption of a new medium will effect change in an artist's work.