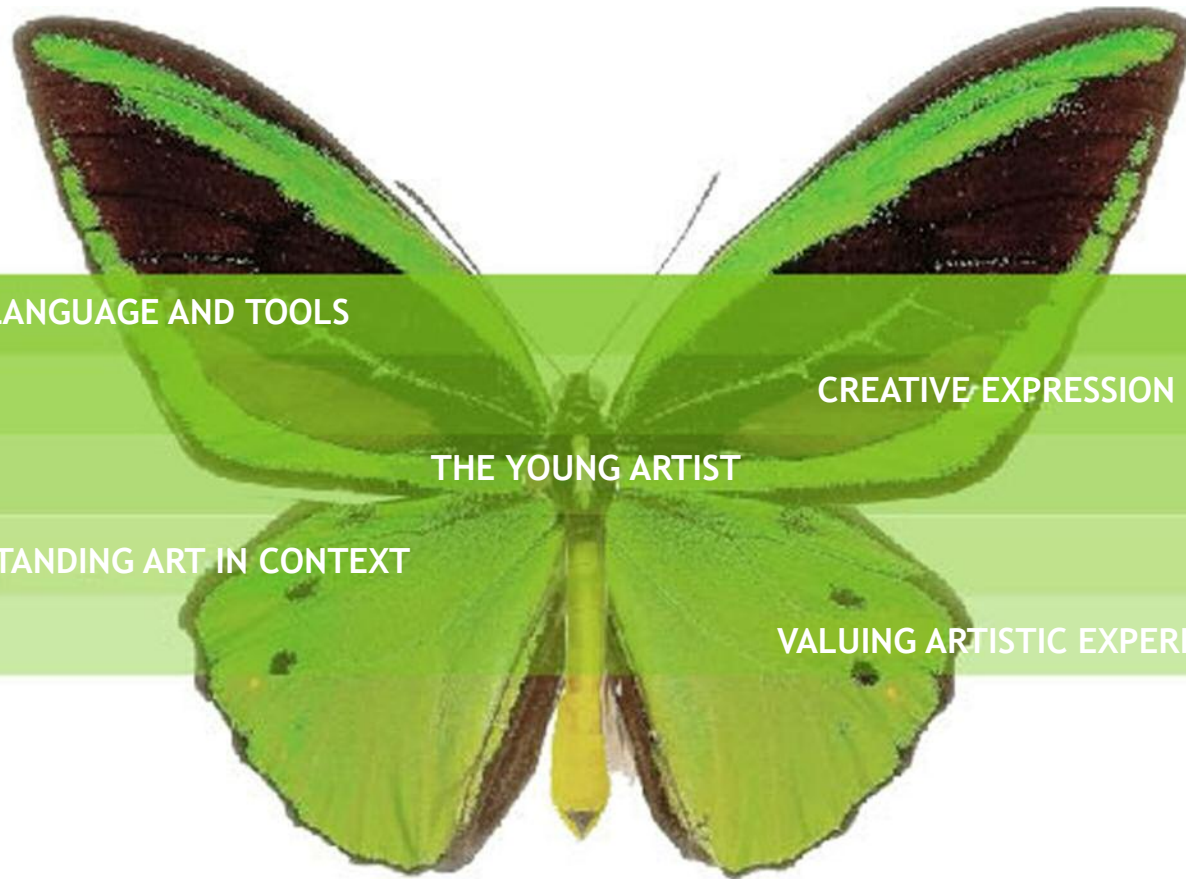


# *Kindergarten to Grade 8 Visual Arts*

Manitoba Curriculum Framework of Outcomes



ART LANGUAGE AND TOOLS

CREATIVE EXPRESSION IN ART

THE YOUNG ARTIST

UNDERSTANDING ART IN CONTEXT

VALUING ARTISTIC EXPERIENCE

# INTRODUCTION

## Purpose

*Kindergarten to Grade 8 Visual Arts: Manitoba Curriculum Framework of Outcomes* (the Visual Arts Framework) provides the basis for learning, teaching, and assessment of visual arts in Manitoba schools. The Visual Arts Framework describes the learning outcomes for visual arts education and provides a basis for the development of curriculum implementation resources for Kindergarten to Grade 8 visual arts. It is intended to assist teachers, administrators, and partners in education with implementing the visual arts curriculum and with planning professional learning.

This document provides background information and implementation guidelines pertaining to visual arts education. It presents an overview of the Visual Arts Framework, outlines the document components and organization, and identifies the four essential learning areas and the general and specific learning outcomes for Kindergarten to Grade 8 visual arts in Manitoba.

# OVERVIEW OF THE VISUAL ARTS FRAMEWORK

## The Landscape of the Visual Arts

The Manitoba Visual Arts Framework is conceived as a full landscape of knowledge where educators and students meet in the work of active, embodied visual arts learning. Educators and students are invited into the living field of visual arts education through a curriculum designed to place students in the dynamic, complex, working culture of the visual arts. The Visual Arts Framework is built using four interrelated essential learning areas, connected to the student artist at the core. Way-finding through the visual arts environment is provided by connected sets of general and specific learning outcomes for the essential learning areas.

“Curricula for today’s world use ecological metaphors” (WNCP 6) to convey the notion that knowledge is dynamic and always in the process of being constructed. Curriculum frameworks are conceived as complex, organic networks organized into living fields or landscapes, rather than as fragmented pieces of knowledge pieced together in a linear fashion. Learning in the landscape of the visual arts means learning the complexities and ways of the discipline while learning how to do in the discipline. Learning the landscape, or coming to know and do in the discipline, means the ability to enter into, learn the way around, participate fully in, and make a contribution to the culture of the visual arts (WNCP).

Visual arts learning is understood to be a journey into the landscape of visual arts education. The Visual Arts Framework provides multiple locations for students to enter and continue lifelong transformative travels in the visual arts landscape. Students may have various trajectories through a visual arts landscape that creates “a unique point of view, a location with specific possibilities for enhancing the learning capability of [their] sphere of participation” (Wenger 197). Each student’s unique identity, and the individual perspective it offers, is a gift to the world (Wenger 197).

## VISUAL ARTS FRAMEWORK COMPONENTS AND ORGANIZATION

### The Visual Arts Framework Butterfly

The Manitoba Visual Arts Framework philosophy, essential learning areas, and learning outcomes are represented graphically and metaphorically by the image of a butterfly.



As a graphic organizer, the butterfly image forms a diagram comprising five distinct and interconnected parts: the four wings that each connect to the fifth part, the main body in the centre. Each of the wings represents one of four essential learning areas into which the learning outcomes of the Visual Arts Framework have been classified. The central area or “body” of the butterfly, the part to which all the wings connect, represents the student as a young developing artist.

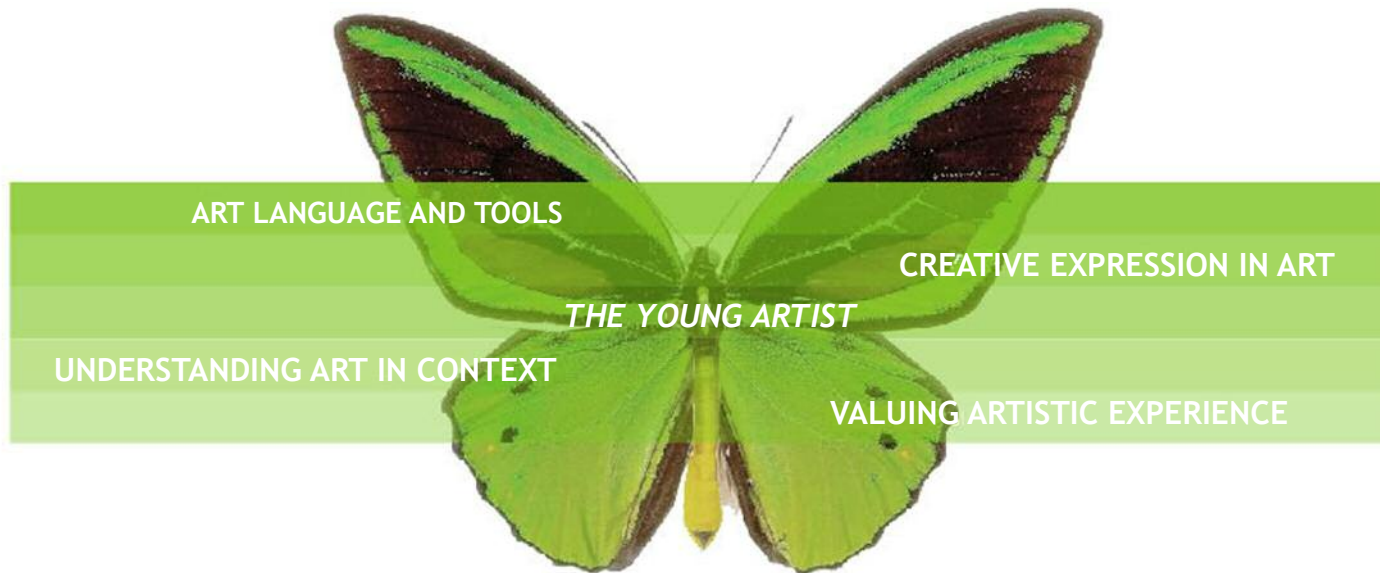
The butterfly image promotes the belief, integral to the Visual Arts Framework, that every student’s growth as an artist and artistically literate person can be realized through ongoing learning experiences that connect creative artmaking activities, technical knowledge and skill development, the building and broadening of cultural and historical understandings related to art and life, and ongoing reflective and critical thinking opportunities that focus on art and personalized learning.

The butterfly also functions as a metaphor for art and art education, alluding to transformation, self-actualization, visual beauty, and resilience. The butterfly image may stimulate many other associations by those who encounter this Visual Arts Framework; such generative thinking is fitting for a framework intended as an impetus to creative and personalized learning.

# VISUAL ARTS FRAMEWORK COMPONENTS AND ORGANIZATION

## Essential Learning Areas and General Learning Outcomes

The Visual Arts Framework identifies the following four essential learning areas, along with a statement summarizing the overall learning intent of each area. The general learning outcomes that relate to the four essential learning areas (L, C, U, and V) in the Visual Arts (A) Framework, are identified within each essential learning area below.



# VISUAL ARTS FRAMEWORK COMPONENTS AND ORGANIZATION

## A Guide to Reading the Visual Arts Framework



### Art Language and Tools

DEVELOP YOUR ART “TOOLBOX” . . .

*Students demonstrate understanding of and facility with visual art elements, principles, and media.*

#### GENERAL LEARNING OUTCOMES

##### A–L1

Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.

##### A–L2

Students demonstrate understanding of and facility with visual art media, tools, and processes.

##### A–L3

Students develop skills in observation and depiction.

### Art Language and Tools (A–L1)

*Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Elements of Art</b>				
use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space		K–2 A–L1.1	use art media, tools, and processes to explore and demonstrate understanding of the elements of art: line, colour, texture, shape, form, and space	
				3–4 A–L1.1
<b>Appendix A: Elements of Art</b>				
use the words line, colour, texture, shape, and space appropriately		K–1 A–L1.2	use the words line, colour, texture, shape, form, and space appropriately, and demonstrate understanding that they comprise the elements of art	
				2–4 A–L1.2
describe <i>lines, colours, textures, and shapes</i> observed in artworks and in own surroundings		K–1 A–L1.3	identify and describe <i>lines, colours, textures, shapes, forms, and spaces</i> in artworks and in own surroundings	
				2–4 A–L1.3
<b>Principles of Design</b>				
describe various patterns in terms of repeating and varying elements		K–1 A–L1.4	apply the words <i>pattern, variety, and repetition</i> appropriately in various visual contexts, including discussions of artworks	
				2–4 A–L1.4
create simple patterns using art media	K A–L1.5	use repetition and variety to create and modify patterns using various art media		1–4 A–L1.5



## Art Language and Tools

### DEVELOP YOUR ART “TOOLBOX”

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*Students demonstrate understanding of and facility with visual art elements, principles, and media.*

#### GENERAL LEARNING OUTCOMES

##### A–L1

Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.

##### A–L2

Students demonstrate understanding of and facility with visual art media, tools, and processes.

##### A–L3

Students develop skills in observation and depiction.

#### SPECIFIC LEARNING OUTCOMES

##### A–L1

Kindergarten to Grade 4  
Grades 5 to 8

##### A–L2

Kindergarten to Grade 4  
Grades 5 to 8

##### A–L3

Kindergarten to Grade 4  
Grades 5 to 8

**SPECIFIC LEARNING OUTCOMES**

A–L1	A–L2	A–L3
<u>Kindergarten to Grade 4</u> <u>Grades 5 to 8</u>	<u>Kindergarten to Grade 4</u> <u>Grades 5 to 8</u>	<u>Kindergarten to Grade 4</u> <u>Grades 5 to 8</u>

## Art Language and Tools (A–L1)

*Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Elements of Art</b>				
use art media, tools, and processes to explore and demonstrate awareness of the elements of art: line, colour, texture, shape, form, and space  K–2 A–L1.1		use art media, tools, and processes to explore and demonstrate understanding of the elements of art: line, colour, texture, shape, form, and space  3–4 A–L1.1		
Appendix A: Elements of Art				
use the words <i>line</i> , <i>colour</i> , <i>texture</i> , <i>shape</i> , and <i>space</i> appropriately K–1 A–L1.2		use the words <i>line</i> , <i>colour</i> , <i>texture</i> , <i>shape</i> , <i>form</i> , and <i>space</i> appropriately, and demonstrate understanding that they comprise the elements of art 2–4 A–L1.2		
describe lines, colours, textures, and shapes observed in artworks and in own surroundings K–1 A–L1.3		identify and describe lines, colours, textures, shapes, forms, and spaces in artworks and in own surroundings 2–4 A–L1.3		
<b>Principles of Design</b>				
describe various patterns in terms of repeating and varying elements K–1 A–L1.4		apply the words <i>pattern</i> , <i>variety</i> , and <i>repetition</i> appropriately in various visual contexts, including discussions of artworks 2–4 A–L1.4		
create simple patterns using art media K A–L1.5	use repetition and variety to create and modify patterns using various art media 1–4 A–L1.5			
		identify and describe contrasting elements in art images and objects and in the natural and constructed environment, and manipulate elements to create contrast and emphasis using art media 2–4 A–L1.6		
		identify and describe examples of symmetry and asymmetry in own surroundings and in art images and objects 2 A–L1.7	demonstrate understanding of visual balance as a principle of design and create different kinds of balance in own artmaking using two- and three-dimensional media 3–4 A–L1.7	





## *Creative Expression in Art*

*IMAGINE, DESIGN, CREATE*

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*Students individually and collaboratively generate, develop, and communicate ideas in creating visual art for a variety of purposes and audiences.*

### *GENERAL LEARNING OUTCOMES*

**A–C1**

Students generate and use ideas from a variety of sources for creating art.

**A–C2**

Students develop original artworks, creatively integrating ideas and art elements, principles, and media.

**A–C3**

Students finalize and share their original artworks.

### *SPECIFIC LEARNING OUTCOMES*

**A–C1**

Kindergarten to Grade 4  
Grades 5 to 8

**A–C2**

Kindergarten to Grade 4  
Grades 5 to 8

**A–C3**

Kindergarten to Grade 4  
Grades 5 to 8

**SPECIFIC LEARNING OUTCOMES**

A–C1	A–C2	A–C3
<u>Kindergarten to Grade 4</u>	<u>Kindergarten to Grade 4</u>	<u>Kindergarten to Grade 4</u>
<u>Grades 5 to 8</u>	<u>Grades 5 to 8</u>	<u>Grades 5 to 8</u>

## **Creative Expression in Art (A–C1)**

*Students generate and use ideas from a variety of sources for creating art.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	create images and objects in response to ideas derived from a variety of stimuli (e.g., from memory, imagination, learning in other subject areas, observation of art and of life)  K–1 A–C1.1	generate multiple ideas for artmaking in response to a given stimulus (e.g., as expressed within extended brainstorming, thumbnail sketches, drawings, diagrams), with teacher guidance		2–4 A–C1.1
	experiment constructively with grade-appropriate art elements and media to create a variety of images and objects  K–1 A–C1.2	search for and discover ideas for artmaking through experimentation with art elements, principles, and media		2–4 A–C1.2
		search for and discover ideas for artmaking through observation of others’ (peers’ and artists’) use of art elements, principles, and media		2–4 A–C1.3
		collect visual and other information for use in stimulating and developing own art ideas		2–4 A–C1.5



## Understanding Art in Context

### WHO, WHERE, WHEN, AND WHY ART?

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*Students connect the visual arts to contexts of time, place, and community, and develop understanding of how art reflects and influences culture and identity.*

#### GENERAL LEARNING OUTCOMES

##### A-U1

Students experience and develop awareness of artworks from various times, places, social groups, and cultures.

##### A-U2

Students experience and develop awareness of a variety of art forms, styles, and traditions.

##### A-U3

Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.

#### SPECIFIC LEARNING OUTCOMES

##### A-U1

Kindergarten to Grade 4  
Grades 5 to 8

##### A-U2

Kindergarten to Grade 4  
Grades 5 to 8

##### A-U3

Kindergarten to Grade 4  
Grades 5 to 8

**SPECIFIC LEARNING OUTCOMES**

A-U1	A-U2	A-U3
<u>Kindergarten to Grade 4</u>	<u>Kindergarten to Grade 4</u>	<u>Kindergarten to Grade 4</u>
<u>Grades 5 to 8</u>	<u>Grades 5 to 8</u>	<u>Grades 5 to 8</u>

## **Understanding Art in Context (A-U1)**

*Students experience and develop awareness of artworks from various times, places, social groups, and cultures.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
engage thoughtfully with artworks from various times, places, and peoples				
K-8 A-U1.1				
recall and describe (verbally or in other ways) own experiences of individual artworks K-2 A-U1.2			demonstrate awareness of specific works of art and design from various times, places, social groups, and cultures (include: art and design from past and present and from global, Canadian, and Manitoban cultures, including First Nations, Inuit, and Métis) 3-4 A-U1.2	
describe works of art and design experienced first-hand in own community K-2 A-U1.3			describe works of art and design experienced first-hand in own community and the places and venues (e.g., galleries, places of worship, public buildings, parks) where these experiences occurred 3-4 A-U1.3	
make basic distinctions between actual artworks and reproductions (e.g., art posters) K-2 A-U1.4				



## Valuing Artistic Experience

VIEW, REFLECT, RESPOND

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*Students analyze, reflect on, and construct meaning in response to their own and others' visual art.*

### GENERAL LEARNING OUTCOMES

A–V1

Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.

A–V2

Students analyze their own and others' artistic compositions.

A–V3

Students construct personal interpretations of their own and others' artworks.

A–V4

Students assess their learning in creating and experiencing art.

### SPECIFIC LEARNING OUTCOMES

A–V1

Kindergarten to Grade 4  
Grades 5 to 8

A–V2

Kindergarten to Grade 4  
Grades 5 to 8

A–V3

Kindergarten to Grade 4  
Grades 5 to 8

A–V4

Kindergarten to Grade 4  
Grades 5 to 8

*SPECIFIC LEARNING OUTCOMES*

A–V1	A–V2	A–V3	A–V4
<u>Kindergarten to Grade 4</u>	<u>Kindergarten to Grade 4</u>	<u>Kindergarten to Grade 4</u>	<u>Kindergarten to Grade 4</u>
<u>Grades 5 to 8</u>	<u>Grades 5 to 8</u>	<u>Grades 5 to 8</u>	<u>Grades 5 to 8</u>

## **Valuing Artistic Experience (A–V1)**

*Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.*

Students who have achieved expectations for this grade are able to

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
participate actively in art learning experiences				K–4 A–V1.1
ask relevant questions and contribute to discussions in art learning experiences				K–4 A–V1.2



## *Appendices*

### *INTRODUCTION*

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The appendices in the Visual Arts Framework provide developmentally appropriate supports related to key concepts identified in selected specific learning outcomes. The following appendices provide support for developing skills and understandings related to elements of art, elements and principles of artistic design, art media, tools, and processes, depiction, and analysis:

- Appendix A: Elements of Art
- Appendix B: Elements of Artistic Design
- Appendix C: Principles of Artistic Design
- Appendix D: Art Media, Tools, and Processes
- Appendix E: Depiction
- Appendix F: Sample Analytical Questions

Although a grade-appropriate sequence of knowledge and skill development is suggested, these concepts and skills are understood to be part of a continuum of visual arts learning, with entry points that will depend on the backgrounds and previous experiences of individual learners and on the meaningful context of the learning. Skills, knowledge, and conceptual understandings suggested for one grade are also important for subsequent grades. Learning in visual arts is understood to be recursive; art language, tools, skills, and conceptual understandings grow deeper, richer, more sophisticated, and more complex over time and through experience.

## Appendix A: Elements of Art

Element	Kindergarten to Grade 2	Grades 3 and 4
<b>Line</b>	<ul style="list-style-type: none"> <li>line weight (e.g., thick/thin, light/heavy, varied)</li> <li>line character (e.g., physical and emotive qualities)</li> </ul>	<ul style="list-style-type: none"> <li>contour lines (e.g., primary, secondary, cross)</li> <li>implied lines</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>tints and shades (e.g., alter the value of colours with white or black)</li> <li>primary colour as the basis for mixing secondary and other colours</li> <li>warm and cool colours</li> </ul>	<ul style="list-style-type: none"> <li>the colour wheel</li> <li>complementary colours</li> <li>analogous colours</li> <li>colour intensity (e.g., add grey, add complementary colour)</li> </ul>
<b>Texture</b>	<ul style="list-style-type: none"> <li>physical characteristics (e.g., rough, smooth, fuzzy)</li> <li>texture rubbings</li> <li>textured media</li> </ul>	<ul style="list-style-type: none"> <li>visual and actual textures (e.g., create, manipulate)</li> </ul>
<b>Shape and Form</b>	<ul style="list-style-type: none"> <li>geometric and organic shapes</li> <li>soft and hard edges</li> </ul>	<ul style="list-style-type: none"> <li>positive and negative shapes</li> <li>symmetrical and asymmetrical shapes and forms</li> </ul>
<b>Space</b>	<ul style="list-style-type: none"> <li>depth (near and far)</li> <li>picture plane (top, bottom, right, left)</li> </ul>	<ul style="list-style-type: none"> <li>positive and negative spaces</li> <li>foreground, middle ground, background</li> </ul>



# GLOSSARY

The following terms are provided for clarification and understanding of selected terminology used in Manitoba's Kindergarten to Grade 8 visual arts curriculum and resources. These terms are not intended to be exhaustive. Educators are encouraged to consult the recommended visual arts resources for additional and alternative terminology.

## **analogous colours**

Colours located next to one another on the colour wheel (e.g., blue and violet, orange and red).

## **art forms**

Broad categories of art (e.g., visual art, dance, drama, music); classifications of action and materials by which an artwork is made (e.g., printmaking, sculpture, drawing).

## **artist statement**

A concise, written or spoken summary of an artist's intentions, materials, processes, influences, background, and/or reasons for making an artwork; what an artist would like a viewer to know about his or her art.

## **art style**

The qualities of an artwork that indicate its author or context (e.g., time, place, culture, art media and technique, situation, ideology, group of artists); recognized art styles include abstraction, impressionism, expressionism, realism, and so on.

## **art tradition**

The cultural context in which art is made or used.

## **asymmetrical balance**

Balance in an asymmetrical composition that may be achieved by creating equal visual weight or effect between different parts or elements of a composition (e.g., a large, blue square on one side of an image, balanced by a pair of small, bright red circles on the other side).

## **asymmetry**

The elements or parts of a composition that are different or unequal in size, shape, and/or position compared to other elements or parts; differing design of image on one half or side of a composition from that of the other half or side.

## **background**

The area in a composition that appears to be behind the subject; the elements in the composition that appear to be furthest from the viewer.

## **balance**

A principle of design concerned with the balance of visual weight carried by elements in an artwork; created when visual elements are symmetrically or asymmetrically arranged to produce the effect of equal visual weight or importance, or harmonious design and/or proportion, by offsetting or balancing position, shape, colour, lightness, and darkness.

## BIBLIOGRAPHY

The bibliography can be found in the print version of this PDF file.