

Level Two - Grades 3 & 4

REFLECTION	DEPICTION	COMPOSITION	EXPRESSION				
			Component 10 (i)&(ii)	Component 10 (iii)			
<p>Component 1 - ANALYSIS: Students will make distinctions within classes of natural objects or forms.</p> <p><u>Concepts</u> A. Each class of natural forms has distinguishing characteristics. B. Natural forms are related functionally to their environment. C. Earth and water forms reveal many variations. D. Environments are altered by natural forces. E. Change in natural forms occurs over time.</p> <p>Component 2 - ASSESSMENT: Students will assess the visual qualities of objects.</p> <p><u>Concepts</u> A. Form should follow function. B. Durability influences the function of an object. C. Materials should be used honestly. D. Materials influence the form and function of an object. E. Useful objects can be derived from designs in nature. F. Surface treatments should harmonize with and not detract from the main form.</p> <p>Component 3 - APPRECIATION: Students will interpret artworks by examining their context and less visible characteristics.</p> <p><u>Concepts</u> A. Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art. B. Artistic style is largely the product of an age. C. Technological change affects types of art. D. Our associations influence the way we experience a work of art. E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative. F. Art serves societal as well as personal needs.</p>	<p>Component 4 - MAIN FORMS AND PROPORTIONS: Students will perfect forms and develop more realistic treatments.</p> <p><u>Concepts</u> A. Shapes can suggest movement or stability. B. Many shapes are symmetrical. C. Images can be portrayed in varying degrees of realism. D. Internal as well as external proportions can be depicted. E. Landscapes can show middle ground, background and foreground. F. Size variations among objects give the illusion of depth.</p> <p>Component 5 - ACTIONS AND VIEWPOINTS: Students will select appropriate references for depicting.</p> <p><u>Concepts</u> A. Looking at negative shapes helps create a different view of something. B. Drawing strategies, such as gesture to capture action, contour to study important edges and massing to show bulk or weight, are helpful in depicting animate forms. C. Actions among things in a setting create a dynamic interest. D. Objects can be depicted selectively from a broad range of viewpoints.</p> <p>Component 6 - QUALITIES AND DETAILS: Students will refine surface qualities of objects and forms.</p> <p><u>Concepts</u> A. Texture can be represented from a range of different studio techniques. B. Colour can be made to appear dull or bright. C. Gradations of tone are useful to show depth or the effect of light on objects. D. By increasing details in the foreground the illusion of depth and reality can be enhanced.</p>	<p>Component 7 - EMPHASIS: Students will create emphasis by the treatment of forms and qualities.</p> <p><u>Concepts</u> A. The centre of interest can be made prominent by contrasting its size, shape, colour or texture from the other parts of the composition. B. Format can be adjusted and composition tightened by editing or cropping the unnecessary areas from the edges of a work, after it is completed. C. Details, accents and outlines will enhance the dominant area or thing.</p> <p>Component 8 - UNITY: Students will create unity by interrelating the parts of a composition.</p> <p><u>Concepts</u> A. The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area. B. Parallel edges induce harmony within a composition. C. Every major area of a composition should be interesting in itself. D. Limited colours and materials tighten a composition.</p> <p>Component 9 - CRAFTSMANSHIP: Students will improve compositions by refining, rehearsing and critiquing.</p> <p><u>Concepts</u> A. Refinement of forms and surface qualities is necessary to give a finished appearance to a composition. B. Rehearsals and ongoing critiques should be scheduled to improve composing skills.</p>	<p>Component 10 (i) - PURPOSE 1: Students will record or document activities, people and discoveries.</p> <p><u>Concepts</u> A. Everyday activities can be documented visually. B. Special events, such as field trips, visits and festive occasions can be recorded visually. C. Family groups and people relationships can be recorded visually. D. Knowledge gained from study or experimentation can be recorded visually. E. Local and provincial events can be recorded visually.</p> <p>Component 10 (i) - PURPOSE 2: Students will illustrate or tell a story.</p> <p><u>Concepts</u> A. A narrative can be retold or interpreted visually. B. An original story can be created visually. C. Material from any subject discipline can be illustrated visually.</p> <p>Component 10 (i) - PURPOSE 3: Students will decorate items personally created.</p> <p><u>Concepts</u> A. Details, patterns or textures can be added to two-dimensional works. B. Details, patterns or textures can be added to the surface of three-dimensional works.</p> <p>Component 10 (i) - PURPOSE 4: Students will express a feeling or a message.</p> <p><u>Concepts</u> A. Feelings and moods can be interpreted visually. B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.</p> <p>Component 10 (i) - PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.</p> <p><u>Concepts</u> A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.</p> <p>Component 10 (ii) - SUBJECT MATTER: Students will develop themes, with an emphasis on personal concerns, based on:</p> <p>A. Plants and animals B. Environments and places C. Manufactured or human-made things D. Fantasy E. People</p>	<p>Component 10 (iii) - MEDIA AND TECHNIQUES: 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.</p> <p><u>Concepts</u></p> <table border="1"> <tr> <td data-bbox="1211 321 1476 1537"> <p>Drawing Continue to explore ways of using drawing materials. Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel. Use drawing tools to make a variety of shapes and structures beyond Level One into symmetrical and asymmetrical, skeletal, spiral, and into mass drawing (blocking in the main parts of a composition). 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. Make quick sketches. Make drawings from a wide range of viewpoints. Experiment with blind contour drawing and continuous line drawing. Use drawing media to achieve gradations of tone or value in drawings. Use simple methods to indicate depth or perspective; e.g., increase details in the foreground, use lighter tones or values in the background, large objects in foreground.</p> <p>Sculpture Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, papier-mâché. Continue exploring the modelling possibilities of clay beyond Level One—techniques such as wedging, welding, making of slabs by rolling, throwing, paddling, impressing with objects, decorating with coils, pellets, extruded clay, firing, glazing. Continue exploring paper sculpture as a means of making three-dimensional forms. Explore wood relief using fastening techniques such as nailing and gluing, and finishing techniques such as sanding and staining. Continue casting of plaster, advancing to include both relief and intaglio with a greater emphasis on composition and finishing work. Explore the possibilities of simple wire sculpture, including bending, twisting, cutting, looping.</p> </td> <td data-bbox="1476 321 1743 1537"> <p>Painting Extend brush skills and further experimentation with the medium so as to achieve special effects such as textures. Continue to paint, using experimental methods including without a brush. Continue working with tempera paint or tempera paint with additives, and be introduced to water colour. Mix paints to show intensity of colour. Continue to use paint in combination with other media and techniques. Apply washes, using tempera or water colour. Use preliminary sketches as the basis for a painting, as well as painting directly.</p> <p>Print Making Further explore print-making materials and their uses and effects. Make relief prints (printing from a built-up surface) using glue line, string, cardboard or collage materials. Make prints using stencils. Make smudge or blot prints by folding paper with ink between. Explore printing with more than one colour. Make monographs, working directly with the plate or a surface. Continue using print-making techniques learned in other grades. Apply print-making techniques to compositions.</p> <p>Fabric Arts Decorate fabric, using simple stitching techniques, such as running stitch, blanket stitch, cross-stitch, couching, French knot, satin stitch. Continue to advance weaving techniques beyond Level One to include such things as warping a simple loom; achieving interesting surface qualities with open weave, double weave; using looms that are not rectangular in shape; altering the weave of an existing, loosely woven fabric. Use simple batik, using melted wax and one colour of dye. Continue using collage, braiding and tie-dyeing techniques from previous grades, if possible. Decorate and/or design, using appliqué.</p> </td> <td data-bbox="1743 321 2001 1537"> <p>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: - simple camera for recording specific effects such as textures, rhythm, pattern - overhead projector for experimenting with shapes, colours, compositions and sequencing of events, using felt pen on acetate - filmstrips handmade with felt pen for experimenting and sequencing - slides as a basis for study and motivation in reflection and depiction; handmade for experimenting with line, shape and pattern - computer and computer software packages and input devices, such as the light pen and the mouse, to explore, design, compose, animate and program to make simple geometric forms - copying devices for making compositions and designs - laserdisc visuals as a basis for study and motivation in reflection and depiction - 8 mm movie camera for documentation, sequencing and animation - lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects - emerging new technologies, as available and applicable. Employ technological media techniques, practices and capabilities to promote art understanding and create designs and compositions. Included at this level and advancing from previous grades: - adjustable framing devices to select and cut out scenes from a larger picture, and to sequence - shadow puppets - photograms to make compositions or develop a story line - printers to record computer compositions, or direct photography off the screen - animation techniques available through computer software packages - simple film animation with jointed figures, movable paper shapes or plasticene models - lighting techniques for highlighting and creating an effect or mood.</p> </td> </tr> </table>	<p>Drawing Continue to explore ways of using drawing materials. Use drawing tools to make a variety of lines extending beyond Level One into character and direction—passive, vertical, horizontal, diagonal, parallel. 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