

# Level Three - Grades 5 & 6

REFLECTION	DEPICTION	COMPOSITION	EXPRESSION	
			Component 10 (i)&(ii)	Component 10 (iii)
<p><b>Component 1 - ANALYSIS: Students will study and analyze the individual character of natural objects or forms.</b></p> <p><b>Concepts</b>                      A. Natural forms tell something about the way they were made.                      B. Natural forms can be examined for less visible characteristics.                      C. The conditions under which something is viewed affects what is seen; e.g. natural screens like snow and rain, or lenses such as telescopic, microscopic and coloured glass.                      D. A form can be examined analytically to see how the whole is composed of its parts.                      E. A form can be examined synthetically to see how the parts make up the whole.                      F. Natural forms reveal many different structures; e.g., skeletal, spiral, orbital, radial, floating, grid, fan, arch, concentric, faceted.</p> <p><b>Component 2 - ASSESSMENT: Students will impose standards on designed objects and invent improved versions.</b></p> <p><b>Concepts</b>                      A. Shapes evolve and change over time.                      B. Designed objects can be evaluated on the basis of function and attractiveness.                      C. Criteria are necessary for the evaluation of designed objects.                      D. Improved designs can be conceived for any object.</p> <p><b>Component 3 - APPRECIATION: Students will interpret artworks for their symbolic meaning.</b></p> <p><b>Concepts</b>                      A. Artistic style affects the emotional impact of an artwork.                      B. An artwork can be analyzed for the meaning of its visible components and their inter-relationships.                      C. Artworks contain symbolic representations of a subject or theme.                      D. Artworks can be appreciated at many different levels, literal and symbolic.                      E. An art critic helps us to understand works of art.</p>	<p><b>Component 4 - MAIN FORMS AND PROPORTIONS: Students will modify forms and develop more realistic treatments.</b></p> <p><b>Concepts</b>                      A. The direction of shapes determines the static or dynamic quality of the work.                      B. Shapes can be enhanced with complexities, embedded or extended forms.                      C. The metamorphosis and transformation of shapes can be depicted, one shape becomes another; e.g., a cloud becomes an animal; or one shape changes within itself; e.g., pupa to butterfly.                      D. Forms can reveal their functions.                      E. Shapes can be abstracted or reduced to their essence.                      F. Shapes can be distorted for special reasons.                      G. Sighting techniques can be used to analyze the proportions of things.                      H. Receding planes and foreshortened forms create depth in a picture plane.                      I. Gridding can be used for systematically capturing or distorting the proportions of things.</p> <p><b>Component 5 - ACTIONS AND VIEWPOINTS: Students will refine methods and techniques for more effortless image making.</b></p> <p><b>Concepts</b>                      A. Different drawing techniques; e.g., seeing basic shapes, noticing the direction of forms, plotting the position of extremities, are useful to depict actions.                      B. Using a finder or viewing frame helps to see an action within a format.                      C. Pushing out a shape from the inside to the edges allows a flexible means of catching the position.                      D. Size interchange affects the apparent position of something.                      E. Surface reflections, shading and shadows affect the viewpoints.</p> <p><b>Component 6 - QUALITIES AND DETAILS: Students will employ surface qualities for specific effects.</b></p> <p><b>Concepts</b>                      A. Colour harmonies affect the mood and feeling of the viewer.                      B. Tonal interchanges enhance a work.                      C. Distinguishing characteristics of things can be portrayed vividly or subtly.                      D. The character of marks is influenced by drawing or painting tools and methods.</p>	<p><b>Component 7 - EMPHASIS: Students will create emphasis through the use of structural devices and strategies.</b></p> <p><b>Concepts</b>                      A. Viewfinders are useful devices to determine the best format for what will be portrayed, and the centre of interest.                      B. The important area in a composition can be enhanced by radial, conical and framing structures.                      C. Rhythmic features can lead the eye to the dominant area in a composition.                      D. Arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.                      E. Labelling (title and signature) demands artistic sensitivity as to placement, size, shape and medium.</p> <p><b>Component 8 - UNITY: Students will create unity by integrating the parts of a composition into the whole.</b></p> <p><b>Concepts</b>                      A. Implied line produces tensions and connections to achieve unity.                      B. Foreground to background movement keeps the interest within a composition.                      C. Transitions of colour, texture or tone relate the parts of a composition to a unified whole.                      D. Attention should be given to well-distributed negative space, as well as to the balance of positive forms.                      E. Interesting negative space complements and binds the positive areas into a harmonious whole.                      F. Pervasive colour, texture or tone can unify a composition, as from an overall wash of paint, a glaze, a textural additive, a surface treatment, or the like.</p> <p><b>Component 9 - CRAFTSMANSHIP: Students will perfect images through economical use of material and efficiency of effort.</b></p> <p><b>Concepts</b>                      A. Minimal actions and limited media result in stronger forms, as in Chinese painting, cartoons or Inuit sculptures.                      B. Skill in getting the most from the least.</p>	<p><b>Component 10 (i) - PURPOSE 1: Students will record or document activities, people and discoveries.</b></p> <p><b>Concepts</b>                      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. National and international events can be recorded visually.</p> <p><b>Component 10 (i) - PURPOSE 2: Students will illustrate or tell a story.</b></p> <p><b>Concepts</b>                      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.                      D. Slogans, causes and promotions can be told visually.</p> <p><b>Component 10 (i) - PURPOSE 3: Students will decorate items personally created.</b></p> <p><b>Concepts</b>                      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><b>Component 10 (i) - PURPOSE 4: Students will express a feeling or a message.</b></p> <p><b>Concepts</b>                      A. Feelings and moods can be interpreted visually.                      B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.</p> <p><b>Component 10 (i) - PURPOSE 5: Students will create an original composition, object or space based on supplied motivation.</b></p> <p><b>Concepts</b>                      A. Outside stimulation from sources such as music, literature, photographs, film, creative movement, drama, television and computers can be interpreted visually.</p> <p><b>Component 10 (ii) - SUBJECT MATTER: Students will develop themes, with an emphasis on global awareness, based on:</b></p> <p>A. Plants and animals                      B. Environments and places                      C. Manufactured or human-made things                      D. Fantasy                      E. People</p>	<p><b>Component 10 (iii) - MEDIA AND TECHNIQUES: 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.</b></p> <p><b>Concepts</b></p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="1213 337 1493 841"> <p><b>Drawing</b>                              Continue to explore ways of using drawing materials.                              Use drawing tools to make a variety of lines extending beyond previous levels into illusion                              Use drawing tools to make a variety of shapes and structures beyond previous levels to exploring and enclosing forms, active and passive forms, concave, convex forms, concentric and branching structures. Use models to make drawings with increasing accuracy.                              Use drawing to add details, textures, create pattern or suggest volume including hatching and cross-hatching, shading, dotting.                              Makes gesture drawings or scribble drawings to show action or movement.                              Use distortion of line and shape in drawing for special design effects, cartoons or caricatures.                              Make serial drawings to simulate movement.                              Abstract or simplify a form.                              Indicate perspective in drawings. Details.</p> </div> <div data-bbox="1493 337 1745 727"> <p>application of stains.                              Continue exploring paper sculpture techniques.                              Advance wood construction from previous grades to include such techniques as pegging, using screws, finer shaping by sanding, filing, drilling, chiselling, carving and experimenting with the texture of wood.                              Continue casting of plaster and advance to casting blocks of plaster of Paris mixed with a material such as vermiculite, zonolite or coffee grounds for the purpose of carving (subtractive sculpture).                              Advance wire sculpture to include tying, coiling, wrapping, soldering in combination with other materials.</p> </div> <div data-bbox="1745 337 2007 727"> <p><b>Photography and Technographic Arts</b>                              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 used for specific purposes such as close-ups, medium shots, long shots of same subject matter; various viewpoints, action, composition                              - overhead projector for experimenting and composing with shape, line or colour including the use of fluid media (water, oil, food colouring), coloured acetates                              - computer and computer software package and input devices, such as light pen, the mouse and tablets, to explore, design, compose, animate and program to make geometric shapes and designs                              - copying devices for making compositions that involved paste-ups, distortions, reductions, block-outs                              - laserdisc visuals interfaced with the computer for study and motivation purposes                              - 8 mm movie camera for documentation, sequencing, capturing movement, animation                              - lighting sources such as spotlights, flashlights, overhead projector light, disco lights for experimenting with effects                              - video camera to compose                              - slides for recording and sharing; handmade for understanding composition and pattern                              - filmstrips handmade for documentation, sequencing and storytelling                              - 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:                              - pinhole camera construction                              - developing film                              - drawing directly on film or scratching for animation                              - selecting and synchronizing music and/or sound effects for a set of slides, short film, videotape                              - making or capturing visuals that carry a story and/or accompany a script                              - handmade slides</p> </div> </div> <div data-bbox="1213 841 1493 1312"> <p><b>Painting</b>                              Continue to strive for more sophistication in brush skills by using techniques learned in earlier years.                              Continue to paint, using experimental methods including without a brush.                              Continue working with tempera paint or tempera paint thickened with additives, such as liquid laundry starch, fabric softener, wallpaper paste and water colour, and be introduced to acrylic.                              Mix and use colour tones to achieve perspective.                              Use analogous colours, colours close to each other on the colour wheel, to harmonize the colours of the composition.                              Continue to use paint in combination with other media and techniques.                              Use washes under and over painted images to indicate colour value from light to dark, and stimulate depth of field.                              Create impasto effects.</p> </div> <div data-bbox="1493 727 1745 1052"> <p><b>Print Making</b>                              Further explore print-making materials and their uses and effects.                              Continue to use print-making techniques learned in lower grades.                              Make prints by using incised (carved or indented) surfaces – wood, soap, wax, erasers, plaster of Paris, clay, Styrofoam.                              Use prepared brayers or rollers to make pattern.                              Apply printing techniques to composition including block-out techniques, combination of types of printing, and use of more than one colour.</p> </div> <div data-bbox="1493 1052 1745 1562"> <p><b>Fabric Arts</b>                              Decorate fabric with more complex stitching techniques than previous levels, including variations of cross-stitch, feather stitch, chain stitch, daisy stitch.                              Continue to advance weaving techniques to include more sophisticated looms and weaving in combination with other techniques, such as knotting.                              Continue to advance batik techniques to include two or more dyes.                              Continue to use collage, braiding, and tie-dyeing techniques form previous grades, if applicable.                              Continue to use appliqué as a designing or decorating device, and extend to quilting in selected areas.                              Use stitchery methods of one's own invention.</p> </div> <div data-bbox="1213 1312 1493 1562"> <p><b>Sculpture</b>                              Continue to make two- and three-dimensional assemblages from found materials, reaching for more sophistication than at previous levels.                              Continue clay modelling, going beyond previous levels to include more advanced slab techniques; e.g., cutting, welding to make cylindrical shapes, draping over objects; use of armatures, coil pots; coloured slip;</p> </div>