

# Visual Arts 4–6 Streamlined Curriculum

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# Visual Arts 4–6 Streamlined Curriculum

Visual Arts 4		
Skills and Techniques	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> <li>▪ drawing/painting</li> <li>▪ mixed media</li> <li>▪ printmaking</li> <li>▪ sculpture</li> <li>▪ other</li> <li>▪ audiovisual and time-based media</li> </ul>	<p><b>Outcome 1</b> Students will explore the creative process, individually and collaboratively, using a range of materials and technologies, to create with respect and sensitivity a variety of artworks that express feelings, ideas, and understandings.</p>	<ul style="list-style-type: none"> <li>▪ Create artworks with emphasis on the <a href="#">elements and principles of design</a>. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Create artworks for a variety of purposes, recognizing influences from personal, social, cultural, community, physical environment(s) i.e., Mi'kmaq Petroglyphs. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Use a <a href="#">variety of materials</a>, technologies, and tools to create art in many forms, referencing examples from diverse cultures for inspiration. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
<ul style="list-style-type: none"> <li>▪ comparing</li> </ul>	<p><b>Outcome 2</b> Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.</p>	<ul style="list-style-type: none"> <li>▪ Examine and discuss the elements and principles of design in artworks from various cultures. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Explore and describe the function and purpose of art across a variety of cultures, including personal artwork. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
<ul style="list-style-type: none"> <li>▪ interpreting</li> </ul>	<p><b>Outcome 3</b> Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind <a href="#">cultural influences</a>.</p>	<ul style="list-style-type: none"> <li>▪ Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Share and discuss personal artwork and the artwork of others, using the language of art while posing questions that evoke critical thinking. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Demonstrate respectful behaviour for the creative process of self and others. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
	<p><b>Literacy Outcome</b> Students will apply literacy learning in Visual Arts 4 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>	

Citizenship (CZ) Communication (Com) Creativity and Innovation (CI) Critical Thinking (CT) Personal Career Development (PCD) Technological Fluency (TF)

Visual Arts 5		
Skills and Techniques	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> <li>▪ drawing/painting</li> <li>▪ mixed media</li> <li>▪ printmaking</li> <li>▪ sculpture</li> <li>▪ other</li> <li>▪ audiovisual and time-based media</li> </ul>	<p><b>Outcome 1</b> Students will explore the creative process, individually and collaboratively, using a range of materials and technologies, to create with respect and sensitivity a variety of artworks that express feelings, ideas, and understandings.</p>	<ul style="list-style-type: none"> <li>▪ Create artworks with emphasis on the <a href="#">elements and principles of design</a>. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Create artworks for a variety of purposes, recognizing influences from personal, social, cultural, community, physical environment(s), e.g., Inuit printers of Cape Dorset (<a href="#">Kenojuak Ashevak</a>). (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Use a <a href="#">variety of materials</a>, technologies, and tools to create art in many forms, referencing examples from diverse cultures for inspiration. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
<ul style="list-style-type: none"> <li>▪ identifying</li> </ul>	<p><b>Outcome 2</b> Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.</p>	<ul style="list-style-type: none"> <li>▪ Examine and discuss the elements and principles of design in artworks from various cultures. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Explore and describe the function and purpose of art across a variety of cultures, including personal artwork. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
<ul style="list-style-type: none"> <li>▪ reflecting</li> </ul>	<p><b>Outcome 3</b> Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind <a href="#">cultural influences</a>.</p>	<ul style="list-style-type: none"> <li>▪ Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Share and discuss personal artwork and the artwork of others, using the language of art while posing questions of increasing complexity. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Demonstrate respectful behaviour for the creative process of self and others. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
	<p><b>Literacy Outcome</b> Students will apply literacy learning in Visual Arts 5 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>	

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Visual Arts 6		
Skills and Techniques	Outcomes	Performance/Assessment Indicators
<ul style="list-style-type: none"> <li>▪ drawing/painting</li> <li>▪ mixed media</li> <li>▪ printmaking</li> <li>▪ sculpture</li> <li>▪ other</li> <li>▪ audiovisual and time-based media</li> </ul>	<p><b>Outcome 1</b> Students will explore the creative process, individually and collaboratively, using a range of materials and technologies, to create with respect and sensitivity a variety of artworks that express feelings, ideas, and understandings.</p>	<ul style="list-style-type: none"> <li>▪ Create artworks with emphasis on a broader range of <a href="#">the elements and principles of design</a>. (COM, CI, CT, PCD)</li> <li>▪ Create artworks for a variety of purposes, recognizing influences from personal, social, cultural, community, and/or physical environment(s). (COM, CI, CT, PCD, CZ)</li> <li>▪ Use a <a href="#">variety of materials</a>, technologies, and tools to create art in many forms, using examples from diverse cultures for inspiration. (COM, CI, CT, PCD, CZ, TF)</li> </ul>
<ul style="list-style-type: none"> <li>▪ describing</li> </ul>	<p><b>Outcome 2</b> Students will talk about art using their own words, incorporating vocabulary from the language of art to examine a range of past and contemporary artworks and aesthetic conventions from diverse cultures and communities, including Acadians, African Nova Scotians, Gaels, and Mi'kmaq, with respect and sensitivity.</p>	<ul style="list-style-type: none"> <li>▪ Examine and discuss the elements and principles of design in artworks from various cultures. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Describe some of the diverse range of designs in the natural and human-made environments to find and identify the elements and principles of design, e.g., beadwork design. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Explore and describe the function and purpose of art across a variety of cultures, including personal artwork. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Examine art images throughout history and from various cultures to compare how artists create art to communicate ideas, feelings, and understandings. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
<ul style="list-style-type: none"> <li>▪ voicing an opinion</li> </ul>	<p><b>Outcome 3</b> Students will demonstrate an awareness of, reflect upon, and develop respect for the role of art, artists, and art making in society, keeping in mind <a href="#">cultural influences</a>.</p>	<ul style="list-style-type: none"> <li>▪ Explain the reasons why a particular subject matter and/or materials have been selected when creating personal artworks. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Share and discuss personal artwork and the artwork of others, using the language of art while posing questions of increasing complexity. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Listen to, engage in conversations, and respect the opinions of all. (CZ, COM, CI, CT, PCD, TF)</li> <li>▪ Demonstrate respectful behaviour for the creative process of self and others. (CZ, COM, CI, CT, PCD, TF)</li> </ul>
	<p><b>Literacy Outcome</b> Students will apply literacy learning in Visual Arts 6 by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>	

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