



Visual Arts Grade 9/10 Curriculum

Implemented September 2009

Acknowledgements

The Department of Education wishes to acknowledge the thoughtful contribution of the following members of the High School Art Curriculum Development and Advisory Committee in the development of the *Visual Arts Education Curriculum: Grade Nine/Ten* document.

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Bonny Hill, School District 6
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Caroline MacDougall, School District 10
Elizabeth Underwood, School District 8
Rolene Betts, Department of Education

Thank you to Hugh Kennedy, Vice-principal of Fredericton High School, for his guidance and direction during the initial development of this curriculum document.

New Brunswick Department of Education
Educational Programs and Services

2009

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STRAND 1	STRAND 2	STRAND 3
CREATING, MAKING, AND PRESENTING	UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE AND COMMUNITY	PERCEIVING, REFLECTING, AND RESPONDING
GCO 1: Students will be expected to explore, challenge, develop, and express ideas, using the skills, language, techniques, and processes of the arts.	GCO 3: Students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.	GCO 6: Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive work.
GCO 2: Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.	GCO 4: Students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experience and expression.	GCO 7: Students will be expected to understand the role of technologies in creating and responding to expressive works.
	GCO 5: Students will be expected to examine the relationship among the arts, societies, and environments.	GCO 8: Students will be expected to analyze the relationship between artistic intent and the expressive work.

Key-Stage Outcomes further define expected student achievement for each General Curriculum Outcome. In the arts, New Brunswick defines its Key-Stage Outcomes at grades 3, 6, and 9.

Specific Curriculum Outcomes are used to articulate expected student achievement within a single grade level. Specific Curriculum Outcomes correlate to Key-Stage Outcomes. Within the main text of the *Visual Arts Education Curriculum: Grade Nine/Ten* document the outcomes listed in the far-left column are Specific Curriculum Outcomes. These are not listed in hierarchical order.