



# Grades 9 to 12 Visual Arts

Manitoba Curriculum  
Framework

# Making

## VA-M



*The learner develops language and practices for making visual art.*

### Recursive Learnings

#### VA-M1

The learner develops competencies\* for using elements\* and principles\* of artistic design in a variety of contexts.

#### VA-M2

The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts.

#### VA-M3

The learner develops skills in observation and depiction.

\* See Glossary.

# Making

## VA-M1

*The learner develops competencies for using elements and principles of artistic design in a variety of contexts by*



- using visual arts vocabulary to identify and describe art elements and principles, and their relationships for artistic design
- experimenting with art elements and principles, and their relationships in natural and constructed environments
- selecting, combining, and manipulating art elements and principles to solve artistic problems and challenges
- exploring contemporary approaches to designing, composing, or structuring works of art and visual culture



## *Inquiry Questions*



- Which art elements, principles, or media could I use to convey the message I want to communicate?
- Which art elements will help me draw the viewer's attention to a particular area of my composition?
- How could I adapt aspects of another artist's use of design elements and principles and apply them to my own work?
- How could I manipulate art elements (e.g., value, form, balance) to communicate a particular feeling or mood (e.g., fear, love, anxiety, calm, confusion, excitement, melancholy)?

# Making

## VA-M2

*The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts by*



- identifying properties and potentialities of two- and three-dimensional art media, tools, techniques, and processes for artmaking (e.g., through research, experimentation, practice)
- experimenting with a variety of art media, tools, techniques, and processes to develop intentions and preferences
- selecting and using diverse art media, tools, techniques, and processes in varied ways to develop technical and creative facility and to represent artistic intentions
- extending, integrating, and refining artmaking competencies using
  - a variety of personally selected media (e.g., two- and three-dimensional media, including mixed media, multimedia, and digital media images and objects)
  - a range of techniques and processes
  - various tools and digital and virtual technologies



## *Inquiry Questions*



- What media are available for me to use for my work? What other things could I use from outside the classroom?
- How could I expand my repertoire and knowledge of art media and tools to increase my artistic potential?
- How will the way something is created affect how it is “read” by the viewer? Would different materials result in different interpretations?
- How could I adapt a particular artist’s techniques to enhance my own work?
- How can I use technology to help me communicate my ideas?

# Making

## VA-M3

*The learner develops skills in observation and depiction by*



- selecting and using a variety of techniques for observing and depicting various subjects
- extracting, isolating, and combining selected art elements to depict observed and imagined subjects
- applying and transferring techniques of observational depiction to represent a range of imagined or fictitious subjects
- applying and differentiating between realistic, expressive, and abstract approaches (e.g., expressionistic, abstract, exaggerated, cubist, new forms) to the depiction of various subjects



## *Inquiry Questions*



- What depiction strategy or approach would be most effective for my artistic purposes?
- In what ways could I best represent this subject for my purposes (e.g., with bold lines, tentative lines, bright colours, cool colours, proportionately, in distorted proportions, realistically, expressively, abstractly)?
- How can I best capture or express the essence of my subject? How could I abstract my subject without losing its essence?





# Creating VA-CR



*The learner generates, develops, and communicates ideas for creating visual art.*

## Recursive Learnings

### VA-CR1

The learner generates and uses ideas from a variety of sources for creating visual art.

### VA-CR2

The learner develops original artworks, integrating ideas and art elements, principles, and media.

### VA-CR3

The learner revises, refines, and shares ideas and original artworks.

# Creating

## VA-CR1



*The learner generates and uses ideas from a variety of sources for creating visual art by*

- drawing inspiration from personal experiences and relevant sources (e.g., feelings, memories, imagination, observations, associations, cultural traditions, responses to current events, social, political, historical, and environmental issues, curriculum studies, experiences with works of art)
- exploring a wide range of resources and stimuli (e.g., art elements, principles, and media, movement, images, sound, music, stories, poetry, artifacts, technology, multimedia) to ignite ideas and questions
- considering other arts disciplines (dance, dramatic arts, media arts,\* music) and subject areas to inspire ideas
- experimenting with diverse art elements, principles, media, techniques, language, and practices
- engaging in collaborative idea generation (plus-ing)\* as inspiration and fuel for moving ideas forward

\* See Glossary.

## Inquiry Questions



- What strategies, techniques, or methods can artists use to come up with ideas that might also be useful for me? Where can I look for inspiration? What do I care about? What do I want to say?
- What (e.g., book, exhibit, event, news) could inspire ideas for my next artwork?
- How could I apply the concept of plus-ing to generate ideas for group or individual artwork?
- What favourite art, dance, drama/theatre, and/or music (e.g., street art, steampunk dance, slam poetry/music) could I use to inspire ideas for creating new artwork?

# Creating

## VA-CR2

*The learner develops original artworks, integrating ideas and art elements, principles, and media by*



- remaining open to emerging, serendipitous ideas and inspiration
- responding flexibly and creatively to challenges and opportunities that emerge in the artmaking process
- engaging in cycles of experimentation and idea generation to consider possibilities and test out and elaborate ideas
- analyzing and adapting creatively to evolving relationships between form (media and design) and idea, intent, and/or purpose
- defining and solving creative challenges that emerge in the artmaking process
- selecting, synthesizing, and organizing promising ideas, elements, and media to develop original artwork and to support intention



## Inquiry Questions



- What additional sources could I examine to generate other ideas for creating visual art?
- What questions could I ask about my initial ideas to develop additional possibilities?
- What media and design choices are available to me, and how well do they connect to my ideas or intent?
- In what ways could I experiment with my ideas to see whether they will work and to find out what changes could be made?
- What can I do next to move my ideas forward in a new way?
- In what ways did feedback from my peers help my experimentation?

# Creating

## VA-CR3

*The learner revises, refines, and shares ideas and original artworks by*



- selecting and sharing artwork in progress for ongoing feedback
- analyzing, revising, and refining in response to critical self-reflection and feedback from others
- reconsidering and/or confirming choices
- finalizing and sharing artwork with communicative intent and audience in mind
- contributing creatively and constructively to the curatorial process
- documenting own artmaking processes and products for the purposes of creating, maintaining, and sharing an art portfolio
- applying legal and ethical art practices (e.g., related to copyright, intellectual property) when creating, consuming, and/or sharing art



## Inquiry Questions



- How will I document my artmaking processes and work (e.g., blog, photography, video recording, written description, sketchbook, portfolio)?
- What are my options for presenting my artwork to others?
- What does the term intellectual property mean, and why should I be concerned with copyright laws?
- How can I use the work of others (e.g., images, songs, print text) as inspiration without copying their work or violating copyright or intellectual property laws?
- What went well for me in this creative process? What changes and improvements would I like to make, and why?
- What might I create next?





# Connecting

## VA-C



*The learner develops understandings about the significance of the visual arts by making connections to various times, places, social groups, and cultures.*

### Recursive Learnings

#### VA-C1

The learner develops understandings about people and practices in the visual arts.

#### VA-C2

The learner develops understandings about the influence and impact of the visual arts.

#### VA-C3

The learner develops understandings about the roles, purposes, and meanings of the visual arts.

# Connecting

## VA-C1

*The learner develops understandings about people and practices in the visual arts by*



- exploring a range of visual arts works, forms, styles, traditions, innovations, and visual culture from various times, places, social groups, and cultures (including First Nations, Métis, and Inuit)
- investigating contributors to visual arts from a range of contexts (e.g., artist, designer, graphic artist, website designer, illustrator, cartoonist, artisan, curator, conservation and restoration technician, advocate, educator, historian, critic)
- engaging with local, Manitoban, and Canadian contributors and contributions to visual arts (e.g., artists, art groups, events, community and cultural resources, innovations) to expand learning opportunities



## Inquiry Questions

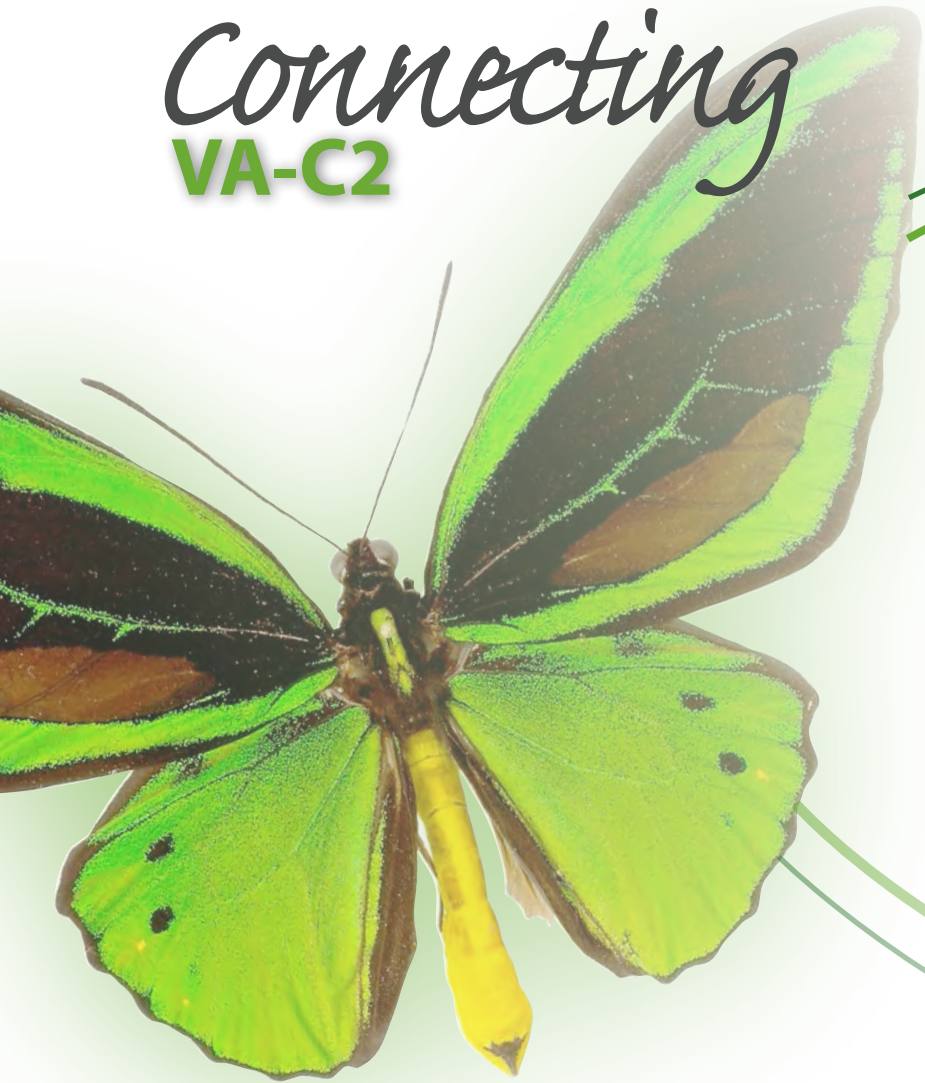


- Why is it important to have an understanding of historical and cultural contexts when studying or critiquing artwork?
- What information about context can help me determine what this work is about?
- How does an artist's context (e.g., race, gender, sexuality, social group, culture, geographical location, social context) affect the kind of art she or he makes?
- What research and findings about visual artists could enrich and provide new ideas for my artwork?

# Connecting

## VA-C2

*The learner develops understandings about the influence and impact of the visual arts by*



- examining ways that visual arts and artists influence personal growth, identity, and relationships with others
- examining the impact of context (e.g., personal, social, artistic, cultural, political, economic, geographical, environmental, historical, technological) on visual arts and artists
- examining how visual arts and artists influence, comment on, question, and challenge social, political, and cultural discourse and identity
- exploring how visual arts and artists influence and are influenced by other arts disciplines and subject areas
- exploring how new technologies and ideas can propel change and innovation in art and visual culture (e.g., shifting definitions of art, of “high” vs. “low” culture; changing status of women in society and art; impacts of digital or social media in art practices)



## **Inquiry Questions**



- What artmaking communities, traditions, or philosophies connect to my own artistic practices, products, and ideas?
- What historical, social, cultural, and/or political events and issues have influenced the artworks I am exploring or creating?
- How have media, social, and technological changes influenced my work and the artworks I am studying?
- How have different styles of art influenced artistic and social conditions in communities and cultures past and present?
- How can art challenge and change the way society and culture are viewed?

# Connecting

## VA-C3

*The learner develops understandings about the roles, purposes, and meanings of the visual arts by*



- exploring how art and artists make and communicate meaning and create unique and new ways to know self and to perceive the world
- examining how visual arts can be a means of sharing diverse viewpoints and of understanding the perspectives of others
- examining ways that visual arts reflect, interpret, and record traditions, values, beliefs, issues, and events in society and culture
- analyzing the multiple roles and purposes of art for individuals and society (e.g., celebration, persuasion, education, commemoration, commentary, recreation, therapy, religious/artistic/cultural expression)
- investigating leisure and/or career and other lifelong possibilities in art (e.g., artist, media designer, designer, graphic artist, computer graphics artist, website designer, illustrator, cartoonist, artisan, museum curator, conservation and restoration technician, museum educator, teacher, critic, historian, anthropologist, therapist, volunteer, viewer)

## Inquiry Questions



- What does this art communicate? Is there a message? Does there need to be a message? Is it beautiful? Does art have to be beautiful?
- How can contextual information about visual arts (e.g., historical, biographical, cultural, political, social, geographical contexts) help me to interpret the meaning and impact of art?
- Who gives this artwork meaning—the artist or the viewer, or both?
- Which local or regional art associations, artists, and resources could help expand my art learning?
- How could I learn more about various visual arts roles and purposes by connecting with local or regional artists and art professionals (e.g., visits to studios, in-person interviews, blogging, video conferencing, social media)?
- What are my short- and long-term possibilities in visual arts for leisure or career?





# Responding

## VA-R



*The learner uses critical reflection to inform visual arts learning and to develop agency and identity.*

### Recursive Learnings

#### VA-R1

The learner generates initial reactions to visual arts experiences.

#### VA-R2

The learner critically observes and describes visual arts experiences.

#### VA-R3

The learner analyzes and interprets visual arts experiences.

#### VA-R4

The learner applies new understandings about visual arts to construct identity and to act in transformative ways.

# Responding

## VA-R1

The learner generates initial reactions to visual arts experiences by

- suspending judgment and taking time to deeply perceive artworks and art experiences before forming opinions, interpretations, and evaluations
- making personal connections to previous experiences with visual arts and other art forms
- expressing first impressions (e.g., thoughts, feelings, intuitions, associations, questions, experiences, memories, stories, connections to other disciplines) evoked by artworks and art experiences as a starting point for critical analysis and reflection



## **Inquiry Questions**



- What is my first reaction to this art?
- What did I notice first about this work? What else did I notice?
- What personal connections can I make to this artwork? Of what does it remind me?
- Have I seen or experienced art like this before? How does it compare to other artworks or art experiences?
- How could I describe this artwork to someone not in the room?

# Responding

## VA-R2

The learner critically observes and describes visual arts experiences by

- discerning details about art elements, principles, techniques, and media to inform analysis, interpretation, judgment, and evaluation
- using visual arts terminology to create rich, detailed observations (e.g., art elements, principles, techniques, processes, media, tools)
- building common understandings and considering different noticings about artworks and art experiences



## **Inquiry Questions**



- In the artist's work I am viewing, how are elements, principles, techniques, and media used and manipulated to make me notice different parts of the composition or to create certain feelings, moods, or reactions?
- What visual arts vocabulary can I use to describe the elements, principles, techniques, and media in the work I am viewing or creating?

# Responding

## VA-R3

The learner analyzes and interprets visual arts experiences by

- analyzing how art elements and principles function, relate, and are manipulated, organized, and used for artistic and creative purposes
- connecting analysis evidence to initial reactions and personal associations to form interpretations about meaning and intent
- examining a range of interpretations to understand that unique perspectives and lenses (e.g., social, cultural, historical, political, disciplinary) affect interpretation and appreciation
- refining ideas and igniting new thinking through listening to others, critical dialogue, questioning, and research
- probing, explaining, and challenging interpretations, preferences, and assumptions about meaning and quality
- generating and co-constructing criteria to critically evaluate artistic quality and effectiveness



## ***Inquiry Questions***



- *What is the artist trying to communicate, and why?*
- *What do I wish to communicate about my own artwork, and why?*
- *What art elements help me to interpret artwork for meaning and intent?*
- *How could I find out how others (e.g., people whose cultures, genders, backgrounds differ from mine) might view and interpret this work?*
- *How can I know when my art or the art I am viewing is effective?*



# Responding

## VA-R4

*The learner applies new understandings about visual arts to construct identity and to act in transformative ways by*



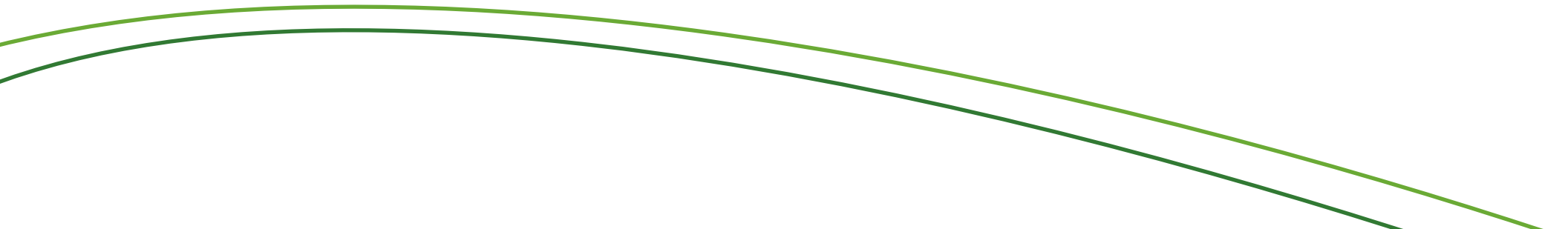
- justifying own interpretations, decisions, preferences, evaluations, and possible changes in previous thinking
- recognizing and respecting that individuals and groups may have different opinions, interpretations, preferences, and evaluations regarding art experiences
- making informed judgments and choices for independent decision making, evaluation, and action
- formulating ideas, beliefs, and values about visual arts, and understanding how they inform a sense of being and agency in the world
- applying beliefs and understandings about visual arts in purposeful, autonomous ways to inform a sense of being and agency in the world
- identifying ways that visual arts contribute to personal, social, cultural, and artistic identity



## ***Inquiry Questions***



- How does this work of art relate to me?
- Why do I prefer certain styles of art over others?
- How are my personal preferences for visual art changing with new experiences?
- What could I change about my approach to art as a result of new learning?
- How could new understandings about art affect my personal, social, or school life?





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