

Our Language, Our Story: Curriculum Connections

Division: Intermediate

Subject: Arts

Strand: Visual Arts

Overall Expectations

Grade 7	Grade 8
<p>D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;</p> <p>D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;</p> <p>D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.</p>	<p>D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies;</p> <p>D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;</p> <p>D3. Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.</p>

Virtues and Themes: Possible Connections

<p>Christian Virtue: Faith Faith is a <i>disposition of our mind</i> that lets us see things in a new way. It moves us to say, "I believe."</p>	<p>Visual Art is a powerful means of expressing the faith we profess and believe. We can invite students to express an "I believe" statement through composition in a traditional art form or using current media technologies. We can ask their peers to review the feelings, ideas and understandings these compositions evoke. Finally, we can invite students to critically analyze art compositions from different sociocultural and historical contexts to see if these expressed what their composers believed.</p>
<p>Christian Virtue: Hope Hopeful people live the Gospel with joy, and work for peace and justice on earth despite facing many obstacles. They trust that God's plan will be fulfilled even if it is not in their lifetime.</p>	<p>Visual Art can reveal the hopes and disappointments of the artist and those of their socio-cultural and historical contexts. We can invite students to discuss what hope is for the believing community, for themselves, and for peoples in different places and times. They can compose works based on hope; they can talk about what hope feels like, and critically analyze works from different composers and times to see if they find hope reflected in them, and why.</p>
<p>Catholic Character Theme: Stewardship We are called to be good stewards of our talents, our bodies, our souls, our communities and of God's creation.</p>	<p>Have you ever tried to put a jigsaw puzzle together? Some people start by sorting the pieces into colour groups, some prefer to start with the border and others do different things. Similarly in visual arts, the same end can be accomplished in a variety of ways. Being able to come to the same conclusion each time using varied means is a real talent. One muse can inspire many people to create very distinct pieces of art using a multitude of avenues. When we express ourselves through art, particularly in assorted ways, we are exhibiting the God-given talents that we are blessed with. Looking after and sharing those talents make us good stewards.</p>
<p>Catholic Character Theme: Compassion A compassionate person feels another person's pain and opens their heart to that person's needs.</p>	<p>Learning to critique visual art with kindness can help us grow in compassion. When criticizing a work of art, it is important to delve into the mind and heart of the artist and their sociocultural/historical context to better understand the reason for creating such a piece of art. Being able to criticize the work (and not the person) in a healthy way allows the artist to grow.</p>

Support Resources:

Journey Activities

Grade 7	Grade 8
CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.	CGE5e- respects the rights, responsibilities and contributions of self and others. CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.
<p>Students will:</p> <ul style="list-style-type: none"> ◆ Use paintings that depict the life of Christ (Da Vinci's Last Supper) to show the centre of interest is created. ◆ Use a computer graphic program to alter and change the image with the addition of a gospel message as part of a modern day advertisement. 	<p>Students will:</p> <ul style="list-style-type: none"> ◆ Create masks using knowledge of cultures around the world with an expressive use of the elements. Fear, horror, happiness can be used as an expression of human characterization. ◆ Use Picasso's painting of Guernica to discuss the expressive use of colour to depict the horror of war. ◆ Create a painting where the use of colour is associated with the expression of the image.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 6-7	Grade 7
Framework 1: Love and Justice Framework 2: Stewardship for Creation Framework 3: Peace Framework 4: Dignity of the Human Person Framework 5: Mystery, Wonder and Awe	Framework 1: Dignity of the Human Person Framework 2: Faith Framework 3: Mystery, Wonder and Awe Framework 4: Stewardship for Creation Framework 5: Community and the Common Good Framework 6: Rights and Responsibilities
Grade 7-8	Grade 8
Framework 1: Faith Framework 2: Dignity of the Human Person Framework 3: Hope Framework 4: Community and the Common Good Framework 5: Mystery, Wonder and Awe Framework 6: Love and Justice	Framework 1: Stewardship for Creation Framework 2: Community and the Common Good Framework 3: Mystery, Wonder and Awe Framework 4: Hope Framework 5: Dignity of the Human Person Framework 6: Peace

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfcs>

Catholic Theme: <i>Faith</i> http://www.eoccc.org/csfcs/themes/faith.html Anchor Concept: <i>Faith</i> http://www.eoccc.org/csfcs/concepts/afaith.html Catholic Theme: <i>Hope</i> http://www.eoccc.org/csfcs/themes/hope.html	Anchor Concept: <i>Creativity/Design</i> http://www.eoccc.org/csfcs/concepts/acreativity.html Catholic Theme: <i>Stewardship for Creation</i> http://www.eoccc.org/csfcs/themes/creation.html Anchor Concept: <i>Transformation/Conversion</i> http://www.eoccc.org/csfcs/concepts/atransformation.html
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