

Our Language, Our Story: Curriculum Connections

Division: Junior

Subject: Arts

Strand: Visual Arts

Overall Expectations

Grade 4	Grade 5	Grade 6
<p>D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;</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 a variety of two- three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;</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 & historical contexts.</p>

Virtues and Themes: Possible Connections

<p>Cardinal Virtue: Temperance A temperate person enjoys life’s pleasures in keeping with the call of the Gospel.</p>	<p>Temperance is all about moderation and balance. As we look at the creative and critical analysis processes, we can ask ourselves how elements such as balance and proportion in visual art works can add to their beauty. From there, we can make the link to our own lives and how we need moderation and balance to live life to the fullest - spiritually, physically, intellectually, emotionally and socially.</p>
<p>Theological Virtue: Hope Hope is the theological virtue that allows us to live the Gospel with joy, knowing that ultimately we will be united with God in heaven.</p>	<p>Hopeful people are creative and productive. Their hearts are lightened by the knowledge that God has an earthly and glorious eternal plan for each of them. Their worries, doubts or fears are outweighed by trust in a God who cares for us in a personal way. This allows them to live the Gospel with joy. As disciples of Jesus, we can fashion works of art that reflect our hope. When art meets hope in our Catholic school classrooms, the result is a beautiful array of talent.</p>
<p>Catholic Character Theme: Community In our Catholic school communities, we learn to see and love Jesus in our study, in our prayer, in each other and in everyone.</p>	<p>Sharing among members of a community is a beautiful thing. Art can be a powerful means through which this takes place in our Catholic schools and classrooms. Creating a welcoming environment where all students feel accepted is an important part of this process. Students who feel accepted in their classroom or school community will more easily share their feelings, ideas and understandings. They will feel free to express themselves without fear of rejection or ridicule. Striving to communicate and share as Jesus would want us to is part of what it means to be a community. Art can help us accomplish this.</p>
<p>Catholic Character Theme: Discipleship We find discipleship wherever we see the Kingdom’s love, justice, friendship and prayer in our Catholic schools.</p>	<p>Visual art is a powerful means through which members of the believing community support one another’s journey of discipleship. We see this in many socio-cultural and historical contexts, art forms, styles and techniques, both past and present – from the frescoes and mosaics of early Christian catacombs and chapels, to medieval and renaissance churches and monasteries, present-day cathedrals and shrines. The hallways and classroom walls of our Catholic schools are important places where students’ visual art celebrates the beauty and wonder of what it means to be a follower of Jesus.</p>

Support Resources:

Journey Activities

Grade 4	Grade 5	Grade 6
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others CGE3b - creates, adapts, evaluates new ideas in light of the common good	CGE11 - integrates faith with life CGE3c - thinks reflectively and creatively to evaluate situations and solve problems CGE7I - respects the environment and uses resources wisely	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
Students will: -Create a cloak for the story of <i>Joseph and the Amazing Technicolour Dreamcoat</i> . Each student chooses various textured and coloured fabrics to create a design pattern. -Create a group wall hanging made up of rectangular sections that illustrate stories from the bible.	Students will: -Create posters dealing with holiday seasons (Christmas, Easter, Lent and Advent) or faith elements (i.e., Faith, Hope, Love, Charity, Humility, etc). -Create an original stamp design of an endangered species.	Students will: -Create an imaginative sculptural artwork based on invention and use of various media and mechanical devices (pulleys and gears, robotics, sound). -Cut out various technological devices used to enhance our modern lives to create a fantasy world based on Surrealist art imagery.

Curriculum Frameworks

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

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

Curriculum Support for Catholic Schools

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

Catholic Theme: Hope http://www.eoccc.org/csfc/themes/hope.html Anchor Concept: Transformation/Conversion http://www.eoccc.org/csfc/concepts/atransformation.html Anchor Concept: Creativity/Design http://www.eoccc.org/csfc/concepts/acreativity.html	Anchor Concept: Community http://www.eoccc.org/csfc/concepts/acommunity.html Anchor Concept: Lifestyle http://www.eoccc.org/csfc/concepts/alifestyle.html Anchor Concept: Interdependence http://www.eoccc.org/csfc/concepts/ainterdependence.html
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