

Our Language, Our Story: Curriculum Connections

Division: Primary

Subject: Arts

Strand: Visual Arts

Overall Expectations

Grade 1	Grade 2	Grade 3
<p>D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and 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 social and/or community contexts.</p>	<p>D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and 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 social and/or community contexts.</p>	<p>D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and 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 social and/or community contexts.</p>

Virtues and Themes: Possible Connections

<p>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>Virtue: Prudence The cardinal virtue of <i>Prudence</i> (<i>good sense</i>) has been called "the watchful eye of love." Prudence has three steps: seeking the proper, most loving thing to do; judging what is the best choice; and confidently acting.</p>	<p>A prudent person seeks to understand, then judge what is the best decision in light of what they've found, and finally to act with confidence. Visual art students seek to understand context, principles and techniques in art. They can then move forward to critical analysis and finally, to perhaps create works of art with some degree of confidence. Learning prudence through art can help us better respond to other's works critically, in the light of love. By understanding how we should analyze and understand art, we can approach one another's creative works intelligently and with charity. Lessons learned in this way can carry over into the rest of life.</p>
<p>Catholic Character Theme: Community Community is visible whenever the friendship, love and kindness of Jesus are present in our Catholic schools.</p>	<p>Friendship is an important part of community. True friendship allows people to communicate freely and honestly about their thoughts, feelings and ideas. Giving and receiving constructive feedback can help students become more creative, expressive and productive in the visual arts. As they compliment one another's work, share with and help each other, they find encouragement to grow as potential artists; they experience what it means to live in the bonds of charity that unite us in the Spirit as a community.</p>
<p>Catholic Character Theme: Reverence We look on all human persons with great reverence. We are God's masterpieces, made in the divine image and likeness.</p>	<p>Each of us is uniquely created in God's image, and so we treat each other with reverence. Our differences make the world a special place. They span from person to person and culture to culture, society to society. Our differences embrace things as simple as favourite colours, and have produced great works of visual art down through the ages. Art has a special role in helping us express who we are in all our uniqueness. Understanding visual art can help us grow in reverence for the sacred gift of all persons in all times and places.</p>

Support Resources:

Journey Activities

Grade 1	Grade 2	Grade 3

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	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	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
Students will: - Read the story of Jesus and healing the cripple. Have students illustrate the story. - Create a collage from magazine pictures that show caring for others. -Paint action figures of how they feel on a sunny day. -Cut out and assemble all the figures on a mural of a school playground.	Students will: -Draw a picture of a recent experience (ie. Birthday, family gathering, trip to the local fair). -Share the story behind the artwork with a classmate. -Draw a self-portrait face that shows an expression or reaction to an event. Create a portrait tree with all the faces.	Students will: -Draw and paint a mural that illustrates a family gathering. -Create clay, model dough, or plasticine figures from different occupations in the community. -Examine the colour and shapes of the uniforms they wear. Put together into a street community representing buildings and streets.

Curriculum Frameworks

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

Grade 1 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope	Grade 1-2 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope
Grade 2 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope	Grade 2-3 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Love and Justice Framework 5. Theme: Stewardship for Creation Framework 6. Theme: Hope
Grade 3 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope	Grade 3-4 Framework 1. Theme: Community and the Common Good Framework 2. Theme: Peace Framework 3. Theme: Mystery, Wonder and Awe Framework 4. Theme: Stewardship for Creation Framework 5. Theme: Love and Justice Framework 6. Theme: Hope

Curriculum Support for Catholic Schools

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

Catholic Theme: <i>Community and the Common Good</i> http://www.eoccc.org/csfc/themes/commongood.html Anchor Concept: <i>Community</i> http://www.eoccc.org/csfc/concepts/acommunity.html Anchor Concept: <i>Interdependence</i> http://www.eoccc.org/csfc/concepts/ainterdependence.html	Catholic Theme: <i>Love and Justice</i> http://www.eoccc.org/csfc/themes/lovejustice.html Catholic Theme: <i>Dignity of the Human Person</i> http://www.eoccc.org/csfc/themes/humandignity.html Anchor Concept: <i>Creativity/Design</i> http://www.eoccc.org/csfc/concepts/acreativityhtml
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