

Content	Dates	Big ideas/Competencies	Teaching Skills/ strategies	Materials & resources	Assessment plan
<p><b>Unite Title: Aboriginal Art</b></p> <ol style="list-style-type: none"> <li>1. Manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to <b>elements of design:</b> line, shape, space, texture, colour, form, value; <b>principles of design:</b> pattern, repetition, balance, contrast, emphasis, rhythm, movement, variety, proportion, unity, harmony.</li> <li>2. processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</li> <li>3. personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment</li> </ol>	1 <sup>st</sup> Trimester	<p><b>Big Idea:</b> Creative growth requires patience, readiness to take risks, and willingness to try new approaches.</p> <p><b>Competencies:</b></p> <p><b>Exploring and creating</b></p> <ol style="list-style-type: none"> <li>1. Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making.</li> <li>2. Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ol> <p><b>Reasoning and reflecting</b></p> <ol style="list-style-type: none"> <li>1. Interpret works of art using knowledge and skills from various areas of learning</li> <li>2. Respond to works of art using one's knowledge of the world</li> </ol> <p><b>Communicating and documenting</b></p> <ol style="list-style-type: none"> <li>1. Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</li> <li>2. Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> </ol> <p><b>Unit Plan</b></p> <ul style="list-style-type: none"> <li>• <b>Identify Other Cultures</b></li> <li>• <b>Introduction to Aboriginal Art:</b> What are characteristics of Aboriginal Art?</li> <li>• <b>Identify the elements of art (line, shape, texture, colours) within Aboriginal work.</b></li> <li>• <b>Identify Principle of design: repetition (pattern), emphasis, movement.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand and create Original art.</li> <li>• Shows line, shape, color, and texture in multiple ways.</li> <li>• Art production with A variety of art media.</li> </ul>	<p>Include but not limited to:</p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- Worksheets</li> <li>- Art Prints</li> <li>- Handouts</li> <li>- Various Art materials</li> <li>- PPT</li> <li>- Student Examples</li> <li>- Teacher Examples</li> <li>- Parent Letters</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Ongoing Feedback</li> <li>• Class discussion</li> <li>• Participation</li> <li>• Final Product</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul>

		<ul style="list-style-type: none"> <li>• Use of tools and Exploration or mediums.</li> <li>• Vocabulary/Terminology</li> <li>• Processes: drawing, printing and painting.</li> <li>• Art History: Artist (Norval Morrisseau) styles, movements, master works, and/or cultures (Local Community)</li> </ul>			
<b>Unit Title: Ancient Egyptian Art</b> <ol style="list-style-type: none"> <li>1. processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</li> <li>2. personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment.</li> <li>3. ethical considerations and cultural appropriation related to the arts</li> </ol>	<b>2<sup>nd</sup> Trimester</b>	<p><b>Big Idea:</b> Artists often challenge the status quo and open us to new perspectives and experiences.</p> <p><b>Competencies:</b></p> <p><b>Exploring and creating</b></p> <ol style="list-style-type: none"> <li>1. Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.</li> <li>2. Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences</li> </ol> <p><b>Reasoning and reflecting</b></p> <ol style="list-style-type: none"> <li>1. Describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate idea.</li> <li>2. Reflect on works of art and creative processes to understand artists motivations and meanings</li> </ol> <p><b>Communicating and documenting</b></p> <ol style="list-style-type: none"> <li>1. Use the arts to communicate, respond to and understand environmental and global issues.</li> <li>2. Take creative risks to express feelings, ideas, and experiences</li> </ol> <p><b>Unit Plan</b></p> <ul style="list-style-type: none"> <li>• Use local, natural, or recycled resources.</li> <li>• Elements of Art: form and space, value.</li> <li>• Principle of design: balance and proportion.</li> <li>• Vocabulary/Terminology.</li> <li>• Use of tools and Exploration or mediums.</li> <li>• Continue processes and include collage, mixed media.</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Individual Work</li> <li>• Create art based on realism/ realistic sources.</li> <li>• Use local, natural or recycled resources to create art.</li> <li>• Art production With a variety of art media.</li> </ul>	<p>Include but not limited to:</p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- Worksheets</li> <li>- Art Prints</li> <li>- Handouts</li> <li>- Various Art materials</li> <li>- Recycling materials</li> <li>- PPT</li> <li>- Peer Collaboration</li> <li>- Student Examples</li> <li>- Teacher Examples</li> <li>- Parent Letters</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Ongoing Feedback</li> <li>• Class discussion</li> <li>• Participation</li> <li>• Final Product</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• written test</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Art History: Artist (Reda Abdel Rahman), styles, movements, master works, and/or cultures</b></li> </ul>			
<p><b>Unit Title: Islamic Art</b></p> <ol style="list-style-type: none"> <li>1. processes, materials, movements, technologies, tools, strategies, and techniques to support creative works.</li> <li>2. ethical considerations and cultural appropriation related to the arts</li> <li>3. manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts</li> </ol>	<p><b>3<sup>rd</sup></b></p> <p><b>Trimester</b></p>	<p><b>Big Idea:</b> Individual and collective expression can be achieved through the arts.</p> <p><b>Competencies:</b></p> <p><b>Exploring and creating</b></p> <ol style="list-style-type: none"> <li>1. Explore relationships between identity, place, culture, society, and belonging through arts activities and experience.</li> <li>2. Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts</li> </ol> <p><b>Reasoning and reflecting</b></p> <ol style="list-style-type: none"> <li>1. Reflect on works of art and creative processes to understand artists motivations and meanings</li> <li>2. Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations</li> </ol> <p><b>Communicating and documenting</b></p> <ol style="list-style-type: none"> <li>1. Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> <li>2. Take creative risks to express feelings, ideas, and experiences</li> <li>3. Interpret and communicate ideas using symbols and elements to express meaning through the arts</li> <li>4. Describe, interpret and respond to works of art</li> </ol> <p><b>Unit Plan</b></p> <ul style="list-style-type: none"> <li>• <b>Islamic Art/Crafts</b></li> </ul> <p>What is Islamic Art?</p> <p>What are some everyday objects created using Islamic art?</p> <p>How does another culture differ from your own?</p>	<p><b>Student will be able to</b></p> <ul style="list-style-type: none"> <li>• Produce textile art/crafts.</li> <li>• Understand how art fits into society/culture.</li> <li>• Demonstrate safety</li> <li>• When using tools</li> <li>• Art production with a variety of art media.</li> </ul>	<p>Include but not limited to:</p> <ul style="list-style-type: none"> <li>- Internet</li> <li>- Worksheets</li> <li>- Art Prints</li> <li>- Handouts</li> <li>- Various Art materials/media.</li> <li>- PPT</li> <li>- Peer Collaboration</li> <li>- Student Examples</li> <li>- Teacher Examples</li> <li>- Parent Letters</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Ongoing Feedback</li> <li>• Class discussion</li> <li>• Participation</li> <li>• Final Product</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• written test/Final Product.</li> </ul>

		<ul style="list-style-type: none"> <li>• Exploration of mediums.</li> <li>• Use of tools and Exploration or mediums.</li> <li>• Elements of Art: texture and form</li> <li>• Principles of design: harmony and unity</li> <li>• Vocabulary/Terminology</li> <li>• Continue Processes and include sculpture, ceramics, and current technology.</li> <li>• Art History: Artists, styles, movements, master works, and/or cultures</li> <li>• Cumulative Review and Reflection</li> </ul>			
--	--	--	--	--	--