MANITOBA CURRICULUM CORRELATION GUIDE

for TEACHING ART: A COMPLETE GUIDE FOR THE CLASSROOM

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• Key concepts in the Manitoba Visual Arts Curriculum are cross-referenced with Teaching Art: A Complete Guide for the Classroom

• Manitoba K–8 Visual Arts Curriculum is available online at <www.edu.gov.mb.ca/k12/cur/arts/framework/k8visualarts>.

Curriculum Outcome (A-L1):
Art Language and Tools

Students demonstrate understanding of the elements and principles of artistic design in a variety of contexts.

Applying the elements of design in drawing: about, 65–85; combining in a composition, 78–79; form and space, 79–85; line, 70–73, 91; pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96.


Colour theory: 159–161, 169–177; analogous colours, 172, 183, 185, 200; colour spectrum, 170; colour wheel, 170–171; complementary colours, 80, 130, 172–173; cool colours, 173; intense colours, 168; meaning of colour, 176; mixing colours, 170–171, 222, 223; reduced colour, 80, 173, 176, 185; skin tones, 176; tertiary colours, 171, 223; warm colours, 173.

Composition: 42–45, 125–133; as element of design, 42–43; as principle of design, 43–45; definition, 303; graphic design, 158; illustration, 142–147.

Contrast: 94–95, 125, 126; as principle of design, 130–131; definition, 303; illustration, 143, 145; modelling clay, 222.

Elements of design: about, 65–85; collage, 203–204; combining in a composition, 78–79; definition, 304; form and space, 79–85; line, 70–73, 91; pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96; visual literacy, 42–43.


Engaging students in artistic process: encouraging student expression, 270–271; principles of possibility, 164–165; storyboards, 139–147; student sketchbooks, 12–14.


Focal point: 129–139.


Line: as element of design, 70–73, 91; challenging subjects, 101, 102, 104–107, 113, 116; horizon, 81, 83, 199, 205; horizontal, 61, 81, 82, 83; illustration, 145; printing, 210, 216; vertical, 82–83.

Media: definition, 306; exploration of variety of media, 45–47; media literacy, 7, 161–162, 287; mixed media, 203–208.


Principles of design: about, 123–133; balance, 126–127; contrast and variety, 126, 130–131; definition, 307; emphasis, dominance, subordination, and focal point, 126, 129–130; movement and expression, 126, 128–129; overview, 125–126; proportion, 126, 127–128; repetition, 126, 132–133; unity and harmony, 126, 131–132.

Proportion: 67, 78; as principle of design, 127–128.


Space: 79–85; negative space, 68–69.


Three-dimensional: definition, 309; photography of three-dimensional models, 281; three-dimensional artworks, 60, 258; three-dimensional forms, 71, 76, 79–84, 100, 245, 247; also see Sculpture.

Two-dimensional: definition, 309; low-relief, 221; two-dimensional representations, 71, 73, 79–83; also see Drawing, Painting, Printing (printmaking), Photography.

Unity and harmony: 126, 131–132, 175, 204.


Variety: as principle of design, 126, 130–131; definition, 310.


Working in colour: 167–224; colour wheel, 170–171; mixing colour, 170–171, 222, 223; also see Colour theory.

Curriculum Outcome (A-L2):

Art Language and Tools

Students demonstrate understanding of and facility with visual art media, tools, and processes.

Art tools & materials: appendix A, 296–301.


Chalk pastels: 92–96.


Collage: 96–100; mixed media, 203–208; painting, 182, 186, 194–196.

Crayon and paint resist: 46, 47, 193.

Crayons: crayon rubbings, 193; wax crayons, 193, 198, 199.
Creative processes: art education, 6–17; encouraging student expression, 270–271; principles of possibility, 164–165.

Drawing: 65–118; challenging subjects (portraits, hands, figures, composite creatures), 101–118; contour, 72; drawing and elements of design, 65–85; drawing media, 89–100; drawing with very young students, 86, 87.


Graphics software: 313.

Linear perspective: see Perspective.

Markers: felt pens, 69, 116, 185, 196, 200, 212, 214, 297.

Mixed media: 203–208; definition, 306.

Monoprints: 209–212.


Oil pastels: 75, 92–96, 106.

Paint: 170–171; acrylic paints, 175, 182; for beginners, 189–196; gouache, 175, 181, 201; management of paint in the classroom, 311–312; paintbrushes, 184, 186; painting techniques, tools, and materials, 170–171, 175, 181–187, 296–301, 311–312; palettes, 170, 174, 183, 184, 198, 208, 228; tempera paint, 93, 168, 175, 182–183, 185, 196, 239, 266; types of paint, 175, 182; watercolour painting, 175, 192, 196, 197–202; washes, 198, 200.


Pencils: 68; drawing, 65–85.

Perspective: 80–84, 99.


Practicing skills: composition, 140–147; examples, 104–105; sketchbooks, 12–14.


Research: research a theme, 293; visual references, 71, 142, 146, 154, 210, 254.

Safety: art-friendly classroom, 10–12; cordless drill, 267; fire-retardant sprays, 262; food allergies, 75; food containers, 232, 239; hand tools, 218, 266; hot-glue dispensers, 205, 230, 247, 253, 255, 259, 265; kilns, 239; paints, 182; plaster, 252; plastic wrap, 263; recycled electronic parts, 265; safety glasses, 265, 267; special-needs students, 34; wet cement, 264; wire cutting, 265.


Texture rubbing: 193.

Wash drawings: 93; washes, 198, 200.

Watercolour: glazing (watercolour), 201; transparency and opacity, 175, 177, 182; watercolour painting, 175, 192, 196, 197–202; watercolour paper, 100, 170, 196, 197–202; wet-in-wet technique, 197–199, 20.
Curriculum Outcome (A-L3):
Art Language and Tools

Students develop skills in observation and depiction.

Abstraction: composition, 42–45; definition, 302; exaggeration, 128; invention and transformation, 64; nonrepresentational art, 29.

Accurate representation (realism in drawing): drawing challenging subjects, 101, 102, 104–107, 113, 116; observational drawings, 28, 67, 141, 185, 214, 237; representation and realism, 63, 65; students’ concern for accuracy, 29; using elements of design, 70–73, 91.

Background: colour and background, 173; definition, 302; painting and background, 183, 185, 193–195, 198, 200–201.

Blind contour drawing: 71–72, 104, 111.


Caricature: 30, 107, 111, 139.

Charcoal drawing: 93–96; charcoal paper, 90, 93.


Colour mixing: analogous colours, 172, 183, 185, 200; colour, 159–161, 169–177; colour spectrum, 170; colour wheel, 170–171; complementary colours, 80, 130, 172–173; cool colours, 173; intense colours, 168; meaning of colour mixing, 176; mixing colours, 170–171, 222, 223; reduced colour, 80, 173, 176, 185; skin tones, 176; tertiary colours, 171, 223; warm colours, 173.

Composition (planning a composition): 42–45, 125–133; as element of design, 42–43; as principle of design, 43–45; developing composition, 142–147.

Creativity and originality: composition, 42–45, 125–133; encouraging student expression, 270–271; principles of possibility, 164–165.

Cubism: Pablo Picasso, 38, 42, 44.

Depth (illusion of depth): 79–80, 85, 99; colour and depth, 80, 173; perspective, 80–84, 99.

Drawing a variety of subjects: drawing challenging subjects, 101, 102, 104–107, 113, 116; drawing with very young students, 86, 87.


Drawing surface: drawing media, 89–100; ground, definition, 305.


Exaggeration: in drawing, 128.

Expressionism: 186.

Facial expression: in portraits, 103–105.

Field of vision: 81–82.

Foreground: 222, 223, 224, definition, 304.


Framing a subject (composition): as element of design, 42–43; as principle of design, 43–45; composition, 42–45, 125–133.


Illusion of depth: colour and depth, 80, 173; depth, 79–80, 85, 99; perspective, 80–84, 99.
Impressionism: 185.

Interpretation: 47–49.

Landscape drawing: landscape, 96, 198–201.


Learning to paint: exploring paint with beginners, 189–196; working in colour, 167–208.

Line (contour line): as element of design, 70–73, 91; challenging subjects, 101, 102, 104–107, 113, 116; horizontal, 61, 81, 82, 83; illustration, 145; printing, 210, 216; vertical, 82–83.

Linear perspective: 80–84, 99, 144–145, 146.

Magnifying glass (for close observation): observation, overview, 63; supplementary activities, 63–64; with very young students, 86–87.

Middle ground: definition, 306.

Modified representation (exaggeration, abstraction, additions): composite creatures, 114–118; composition, 42–45, 125–133; encouraging student expression, 270–271; exaggeration, 128; expression, 188–189; invention and transformation, 64; nonrepresentational art, 29, 63–64; principles of possibility, 164–165.


Observational drawing (looking at the subject while drawing): see Observation skills.

Observation skills: as principle of design, 127–128, 185, 214, 237; observational drawings, 28, 67, 141; overview, 63; pupils (eyes), 104; supplementary activities, 63–64; with very young students, 86–87.


Perspective: 80–84, 99; illustration, 144–145, 146.

Pictorial space: 79–85.

Placement: see Composition.

Point of view (for example, x-ray, close-up, bird’s-eye view, cross-section): 144–145.

Primary colours: 169–170, 201.

Proportion: 67, 78; as principle of design, 127–128; challenging subjects, 102, 105–107, 112–113.

Relative sizes: see Scale.

Representing (drawing or depicting): black and white, 65; drawing media, 89–100; learning to draw, 63–118; line, 70–73, 91; shape, 67–70; subjects that are challenging to draw, 101–118; texture, 73, 74–75, 91–92; value, 76–77, 95–96.

Scale: 127–128, 146.

Secondary colours: 170, 201.


Viewfinder (to frame a composition): 41, 75, 81, 183, 276, 278.

Curriculum Outcome (A-C1):
Creative Expression in Art

Students generate and use ideas from a variety of sources for creating art.

Art elements: about, 65–85; collage, 203–204; combining in a composition, 78–79; elements of design: definition, 304; form and space, 79–85; line, 70–73, 91;
pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96; visual literacy, 42–43.

Art principles: about, 123–133; balance, 126–127; contrast and variety, 126, 130–131; emphasis, dominance, movement, and expression, 126, 128–129; overview, 125–126; principles of design: definition, 307; proportion, 126, 127–128; repetition, 126, 132–133; subordination and focal point, 126, 129–130; unity and harmony, 126, 131–132.

Creative process: developing ideas, storyboards, 139–149; encouraging student expression, 270–271; principles of possibility, 164–165; teaching art lessons, 14–17.

Culture: community themes, encountering differences, and deconstructing culture, 164–165; media culture, 157–162; visual culture, 37–38.

Experimentation: developing ideas, storyboards, 139–149; encouraging student expression, 270–271; principles of possibility, 164–165; student sketchbooks, 12–15, 35, 45, 63–65, 270; teaching art lessons, 14–17.

Imaginative drawing: 63–64.

Media: definition, 306; exploration of variety of media, 45–47; media literacy, 7, 161–162, 287; mixed media, 203–208.


Social and environmental issues: community themes, encountering differences, and deconstructing culture, 164–165; principles of possibility, 164–165.


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**Curriculum Outcome (A-C2): Creative Expression in Art**

*Students develop original artworks, creatively integrating ideas and art elements, principles, and media.*

Art elements: about, 65–85; collage, 203–204; combining in a composition, 78–79; elements of design: definition, 304; form and space, 79–85; line, 70–73, 91; pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96; visual literacy, 42–43.

Art principles: about, 123–133; balance, 126–127; contrast and variety, 126, 130–131; emphasis, dominance, subordination, and focal point, 126, 129–130; movement and expression, 126, 128–129; overview, 125–126; principles of design: definition, 307; proportion, 126, 127–128; repetition, 126, 132–133; unity and harmony, 126, 131–132.


Creative process: developing ideas, storyboards, 139–149; encouraging student expression, 270–271; principles of possibility, 164–165; teaching art lessons, 14–17.

Digital images: 275–279.

Discovery: assessment and innovation, 58; developing ideas, storyboards, 139–149; encouraging student expression, 270–271; in art education, 6–8; teaching art lessons, 14–17; principles of possibility, 164–165; student sketchbooks, 12–15, 35, 45, 63–65, 270.

Elements of design: about, 65–85; collage, 203–204; combining in a composition, 78–79; definition, 304; form and space, 79–85; line, 70–73, 91; pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96; visual literacy, 42–43.
Expression: encouraging student expression, 270–271.

Media: exploration of variety, 45–47; definition, 306; media literacy, 7, 161–162; mixed media, 203–208.

Preparatory drawings: composition, 42–45, 125–133; sketchbooks, 12–15, 35, 45, 63–65, 270; storyboards, 139–147.

Principles of design: about, 123–133; balance, 126–127; contrast and variety, 126, 130–131; definition, 307; emphasis, dominance, subordination, and focal point, 126, 129–130; movement and expression, 126, 128–129; overview, 125–126; proportion, 126, 127–128; repetition, 126, 132–133; unity and harmony, 126, 131–132.


Subject matter: composite creatures, 101, 114–118; figures, 109–114; landscape (watercolour) 198–201; portraits, 102–109; still life, 14, 185; subjects that are challenging to draw, 101–118.


Thumbnail sketch: 141.

Curriculum Outcome (A-C3):
Creative Expression in Art

Students finalize and share their original artworks.

Artist statement: 61, 277, 279.

Audience: 51, 135, 142, 144, 158–160, 293.


Criteria: 53–57; student innovation, 58.

Curator: 61, 294, 295.

Displaying student artwork: 60–61.

Exhibition: artist statement, 61, 277, 279; curators, 61, 294, 295; displaying student artwork, 60–61.


Curriculum Outcome (A-U1):
Understanding Art in Context

Students experience and develop awareness of artworks from various times, places, social groups, and cultures.


Art reproductions (artists by country):
Armenia: Gorky, Arshile, 95; Canada: adams, kc, 294; Baardman, Sam, 279; Brynjolson, Rhian, 3, 63, 123, 167, 225, 273; Dunford, Patrick, 197; Haverluck, Bob, 128; Kiarshuk, 71; Ladobruk, Lyndsay, 291; Odjig, Daphne, 50–51; Reid, Barbara, 223; Riverbank Loan & Savings Company, 292; Tascona, Tony, 43; France: Bonnard, Pierre, 175; Breton, André, 96; Daumier, Honoré, 233; Valadon, Suzanne, 109; Indonesia: unknown, Indonesian shadow puppet, 154; Japan: Toyo, Sesshō, 90; unknown, Japanese Noh masks, 245; Mexico: Kahlo, Frida, 107; Netherlands: van Gogh, Vincent, 102; Switzerland: Oppenheim, Meret, 45, 46; U.S.A.: Cortez, Carlos, 216; Lewis, Edmonia, 241; Paik, Nam June, 287; Schapiro, Miriam, 203; Warhol, Andy, 44; Whistler, James McNeill, 76.
Art reproductions (title by country): Armenia: The Artist’s Mother, 95; Canada: And This Is Me, 63; The Beekeepers, 197; Cute Couple, 225; Composition, 71; A Curious Subject, 167; Dear Human, 292; Holding Hands, 273; The Indian in Transition, 50, 51; Inside Out, 123; Mud. River. Dreamer, 279; Peg and the Yeti, 223; Re Tale, 291; Sometimes the Heart Is Tuned to Sadness, 128; War Zone, 3; Yellow Transmission, 43; France: Dining Room in the Country, 175; François-Pierre-Guillaume Guizot (1787–1874), Deputy, Minister and Historian, 233; Landscape, 96; Toilette de deux enfant dans le jardin, 109; Indonesia: Indonesian shadow puppet, 154; Japan: Japanese Noh masks, 245; untitled, 90; Mexico, Self-Portrait with Cropped Hair, 107; Netherlands: Three Hands Two Holding Forks, 102; Switzerland: Object, 45, 46; U.S.A.: Arrangement in Grey and Black: No. 1, or the Artist’s Mother, 76; Eagle Eye, 287; Forever Free, 241; Provide, 203; Sixteen Jackies, 44; Welcome Home!, 216.

Canadian artists: Barbara Reid, 223; Bob Haverluck, 128; Daphne Odjig, 50–51; Group of Seven, 185; kc adams, 294; Kiakshuk, 71; Lyndsay Ladobruk, 291; Manasie Akpaliapik, 115; Michael Snow, 100; Patrick Dunford, 197; Rhian Brynjolson, 3, 63, 123, 167, 225, 273; Riverbank Loan & Savings Company, 292; Sam Baardman, 279; Tony Tasona, 43.


Context: 47–52.

First Nations artists: 38, 49, 121; Daphne Odjig, 50–51; Henry Hunt, 251.

Inuit artists: Kiakshuk, 71; Manasie Akpaliapik, 115.


Curriculum Outcome (A-U2): Understanding Art in Context

Students experience and develop awareness of a variety of art forms, styles, and traditions.

Applied arts (architecture, graphic design): definitions, 302–310; graphic design, 157–162.

Categorizing artworks: 42–52.


Installation art: 291–295; definition, 305.

Landscape: 198–201; definition, 305.


Still life: 14, 185; definition, 309.


Curriculum Outcome (A-U3): Understanding Art in Context

Students demonstrate understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.

Art careers: 23–24; architecture, 80, 82, 84; graphic design, 157–162; illustration, 135–156.

 Interpretation: 47–49.

Curriculum Outcome (A-V1): Valuing Artistic Experience

Students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.

Abstraction: definition, 302.

Analyze artwork: 42–47.

Art elements (elements of design): about, 65–85; collage, 203–204; combining in a composition, 78–79; definition, 304; form and space, 79–85; line, 70–73, 91; pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96; visual literacy, 42–43.

Art principles (principles of design): about, 123–133; balance, 126–127; contrast and variety, 126, 130–131; definition, 307; emphasis, dominance, subordination, and focal point, 126, 129–130; movement and expression, 126, 128–129; overview, 125–126; proportion, 126, 127–128; repetition, 126, 132–133; unity and harmony, 126, 131–132.

Expressive: encouraging student expression, 270–271.

Media: definition, 306; exploration of variety of media, 45–47; media literacy, 7, 161–162, 287; mixed media, 203–208.

Nonrepresentational: abstraction, 302; drawing, 63–64.

Observation: 40–41; observational drawings, 28, 67, 141, 185, 214, 237; visual literacy, 37–52.

Organization (composition): as element of design, 42–43; as principle of design, 43–45; composition, 42–45, 125–133.

Realism (representation): definition, 308.

Subject matter: subjects that are challenging to draw, 101–118.


Curriculum Outcome (A-V2): Valuing Artistic Experience

Students analyze their own and others’ artistic compositions.

Analyzing artwork: 42–47.

Composition: 42–45, 125–133; as element of design, 42–43; as principle of design, 43–45; developing composition, 142–147.

Describing artwork: 41.

Evaluating artwork: 50–52.

Interpreting artwork: 47–49.

Media: definition, 306; exploration of variety of media, 45–47; media literacy, 7, 161–162, 287; mixed media, 203–208.

Observation: 40.


Curriculum Outcome (A-V3): Valuing Artistic Experience

Students construct personal interpretations of their own and others’ artworks.

Analyzing artwork: 42–47.

Art elements (elements of design): about, 65–85; collage, 203–204; combining in a composition, 78–79; definition, 304; form and space, 79–85; line, 70–73, 91; pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96; visual literacy, 42–43.

Art principles (principles of design): about, 123–133; balance, 126–127; contrast and variety, 126, 130–131; definition, 307; emphasis, dominance, subordination, and focal point, 126, 129–130; movement and expression, 126, 128–129; overview, 125–126; proportion, 126, 127–128; repetition, 126, 132–133; unity and harmony, 126, 131–132.
Evaluating artwork: 50–52.
Interpreting artwork: 47–49.

Rubrics: 55–57.

Curriculum Outcome (A-V4):
Valuing Artistic Experience
Students assess their learning in creating and experiencing art.

Art elements (elements of design): about, 65–85; collage, 203–204; combining in a composition, 78–79; definition, 304; form and space, 79–85; line, 70–73, 91; pattern, 74–75; shape, 67–70; teaching tips, 66–67, 86–87; texture, 73, 74–75, 91–92; value, 76–77, 95–96; visual literacy, 42–43.

Art principles (principles of design): about, 123–133; balance, 126–127; contrast and variety, 126, 130–131; definition, 307; emphasis, dominance, subordination, and focal point, 126, 129–130; movement and expression, 126, 128–129; overview, 125–126; proportion, 126, 127–128; repetition, 126, 132–133; unity and harmony, 126, 131–132.

Artistic process: composition, 42–45, 125–133; encouraging student expression, 270–271; principles of possibility, 164–165.

Criteria: 53–57; student innovation, 58.
Media: definition, 306; exploration of variety of media, 45–47; media literacy, 7, 161–162, 287; mixed media, 203–208.