

# The Arts

<b>Grade 7: Visual Arts</b>
<b>Overall Expectations</b>
<ul style="list-style-type: none"><li>•produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms;</li></ul>
<ul style="list-style-type: none"><li>•identify the principles of design (emphasis, rhythm, balance, unity, variety, proportion), and use them in ways appropriate for this grade when producing and responding to works of art;</li></ul>
<ul style="list-style-type: none"><li>•explain how artistic choices affect the viewer, and support their conclusions with evidence from the work;</li></ul>
<ul style="list-style-type: none"><li>•use correctly vocabulary and art terminology associated with the specific expectations for this grade.</li></ul>
<b>Specific Expectations</b>
<b>Knowledge of Elements</b>
<ul style="list-style-type: none"><li>•describe how the repetition of elements is used to create rhythm (e.g., the use of red both in the flowers and in the tablecloth causes the eye to move from one location in the picture to the other);</li></ul>
<ul style="list-style-type: none"><li>•identify the area of emphasis (or focal point) in a work of art;</li></ul>
<ul style="list-style-type: none"><li>•describe how two-point perspective is used to create the illusion of depth (e.g., in a drawing of a building that appears to have three dimensions);</li></ul>
<ul style="list-style-type: none"><li>•distinguish between formal (symmetrical) and informal (asymmetrical) balance in compositions;</li></ul>
<ul style="list-style-type: none"><li>•explain how the intent, character, and size of a work determine which tools, materials, and techniques the artist will use (e.g., fine detail may best be produced with pen and ink);</li></ul>
<ul style="list-style-type: none"><li>•use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect (e.g., use splatter painting or dry brush technique to represent the rhythms, melody, and dynamics in a piece of music).</li></ul>
<b>Creative Work</b>
<ul style="list-style-type: none"><li>•organize their art works to communicate ideas, using at least one of the principles of design specified for this grade (e.g., use informal balance in an art work to aid in the depiction of two sides of an issue);</li></ul>
<ul style="list-style-type: none"><li>•produce two- and three-dimensional works of art (i.e., works involving media and techniques used in drawing, painting, sculpting, printmaking) that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (e.g., create a mask from "found" materials to celebrate the coming of spring);</li></ul>
<ul style="list-style-type: none"><li>•describe, in their plan for a work of art, how they will research their subject matter, select the appropriate form and media, and use the elements and principles of design to solve the artistic problems in the work (e.g., before making a sculpture of an animal, they might examine the work of Robert Bateman and Henry Moore, make sketches of the animal in different poses, and experiment with a variety of tools on clay samples to create the desired textures);</li></ul>
<ul style="list-style-type: none"><li>•identify strengths and areas for improvement in their own work and that of others (e.g., by analysing the decisions they made, the methods they used, and the ways in which they dealt with unexpected problems).</li></ul>
<b>Critical Thinking</b>
<ul style="list-style-type: none"><li>•describe how artists representing a variety of historical periods, styles, and cultures have used the elements and principles of design to create a specific effect (e.g., colour, line, or texture for emphasis in works by people of various cultural backgrounds in Canada, such as <i>Lyra</i> by Aiko Suzuki, <i>Royal Crown</i> by Xenobia Bailey, and <i>Sleigh Race Across the Ice</i> by Cornelius Krieghoff);</li></ul>

•explain how the principles of design are used to organize a work, communicate feelings, and convey ideas, using appropriate vocabulary and terminology (e.g., the repetition of small squares arranged in vertical and horizontal lines in a work by Mondrian creates pathways through the work and, therefore, a feeling of movement);

•explain their preference for specific art works, with reference to the artist's intentional use of the elements and principles of design (e.g., the smooth texture and balanced forms of Inuit soapstone carvings effectively communicate the artists' harmonious relationship with the natural world);

•identify ways in which the visual arts affect various aspects of society and the economy.

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