

Progression of Learning

Visual Arts

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Visual Arts

Introduction

In order to produce individual and media works in the visual arts and to appreciate works of art, students must acquire a certain amount of knowledge related to visual arts language as well as to transforming gestures and the tools that serve as extensions of them. Presented schematically in the program as essential knowledges, this learning is addressed here in order to facilitate teachers' planning. It is presented in four tables. The first table covers knowledge that students should have acquired by the end of each cycle. The other three tables illustrate, by means of observable actions, how this knowledge is mobilized in the exercise of each of the three competencies developed in the program. Related to the key features of the competencies, the action verbs used in each statement show the progression of learning from one cycle to the next. Teachers will be better equipped to ensure students' competency development if they include in their planning simple or complex tasks aimed at the acquisition and application of different items of knowledge in a given context.

Since competency development and acquisition of the knowledge underlying the competency are closely related, the particulars contained in this document should enable teachers to help students acquire the tools they need to develop each of the program's competencies and to discover their artistic sensitivity and their creative potential.

Throughout elementary school, students in the Visual Arts program become familiar with the creative process by using various elements of knowledge to produce their own images. They also use this knowledge to produce images for intended viewers which, in some cycles, must include a visual message, adding to students' cultural experience. Lastly, they learn to express themselves using the appropriate subject-specific vocabulary and acquire the skills they need to exercise critical judgment when appreciating a work of art, a traditional artistic object, a media image or a classmate's production.

The elementary-level Arts Education programs were designed to ensure the progression of learning in each subject area from the first to the sixth years. However, since continuity is required only for one of the two arts subjects,¹ the second subject may not be offered continuously throughout elementary school. In such a case, it is important to provide students with as complete an arts education as possible, taking their abilities into account. For example, if the visual arts course is offered in one cycle only, teachers should make an effort to help students acquire not only the knowledge associated with that cycle, but any other knowledge deemed essential. This knowledge appears as statements in bold type.

In short, by progressively acquiring the knowledge outlined in this document, students will develop the competencies presented in the Visual Arts program. The tables will allow teachers to provide students with the conditions necessary for competency development at the elementary level.

1. The *Basic school regulation for preschool, elementary and secondary education* stipulates that two of the four arts subjects (Drama, Visual Arts, Dance and Music) are compulsory at the elementary level. According to these obligations, one of the two subjects taught in Cycles Two and Three must be the same as one of those taught in Cycle One.

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Knowledge

In their planning, teachers should include a variety of simple tasks (diverse exploration and experimentation activities) to help students acquire and apply the knowledge in this table.

<div style="background-color: #d9ead3; padding: 2px;">→</div> Student constructs knowledge with teacher guidance. <div style="background-color: #d9ead3; padding: 2px;">★</div> Student applies knowledge by the end of the school year. <div style="background-color: #d9ead3; padding: 2px;"></div> Student reinvests knowledge.	Elementary					
	Cycle One		Cycle Two		Cycle Three	
The statements in bold type indicate knowledge that should be given priority if the program is not taught in all cycles.	1	2	3	4	5	6
A. Transforming gestures and tools	1	2	3	4	5	6
1. Transforming gestures^{1, 2}						
a. Names the following transforming gestures: gluing, tearing, cutting out, drawing, printing, modelling and painting	→	★				
b. Identifies transforming gestures, including engraving			→	★		
c. Identifies transforming gestures, including assembling and shaping					→	★
d. Differentiates among transforming gestures					→	★
2. Techniques						
a. Names the following techniques: collage, drawing, modelling and painting	→	★				
b. Identifies techniques, including engraving and printing			→	★		
c. Identifies techniques, including assembling and shaping					→	★
d. Differentiates among techniques					→	★
3. Materials						
a. Names the following materials: crayon, felt pen, gouache, paper and cardboard, oil pastel and modelling clay	→	★				
b. Identifies materials, including clay, charcoal and dry pastel			→	★		
c. Identifies materials, including ink					→	★
d. Differentiates among materials					→	★
4. Tools						
a. Names the following tools: brush, scissors, mouse and electronic pen	→	★				
b. Identifies tools, including a sponge			→	★		
c. Identifies tools, including a brush					→	★
d. Differentiates among tools					→	★
B. Language of visual arts	1	2	3	4	5	6
1. Shape						
a. Names rounded or angular shapes	→	★				
b. Identifies rounded or angular shapes			→	★		

c. Differentiates between rounded and angular shapes						→	★		
2. Line									
a. Names thick and thin lines						→	★		
b. Identifies lines, including horizontal, vertical, short and long lines						→	★		
c. Identifies lines, including curved, straight, oblique, broken and circular lines								→	★
d. Differentiates among lines								→	★
3. Colours of pigments									
a. Names the primary colours: cyan, primary yellow and magenta						→	★		
b. Identifies the secondary colours: orange, green and violet								→	★
c. Identifies the warm colours: yellow, orange and magenta, and the cool colours: cyan, green and violet								→	★
d. Differentiates among colours								→	★
4. Value									
a. Names light and dark values						→	★		
b. Identifies light and dark values								→	★
c. Differentiates among values								→	★
5. Texture									
a. Names some textures						→	★		
b. Identifies some textures								→	★
c. Differentiates among textures								→	★
6. Pattern									
a. Names some patterns						→	★		
b. Identifies some patterns								→	★
c. Differentiates patterns								→	★
7. Volume									
a. Names three-dimensional forms						→	★		
b. Identifies three-dimensional forms								→	★
c. Differentiates among three-dimensional forms								→	★
8. Spatial organization									
a. Names ways of organizing elements in space: enumeration, juxtaposition, repetition and alternance						→	★		
b. Identifies ways of organizing elements in space, including superimposition, symmetry and asymmetry								→	★
c. Differentiates among ways of organizing elements in space								→	★
9. Spatial representation									
a. Identifies ways of representing elements in space: perspective with overlapping								→	★

b. Identifies ways of representing elements in space, including perspective with vanishing point					→	★
c. Differentiates among ways of representing elements in space					→	★
C. Visual arts appreciation repertoire	1	2	3	4	5	6
1. Visual arts productions ³						

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1. Since these elements are evident in action, they are included in the *Applications of Knowledge* section.
 2. In Visual Arts, students transform materials with the aid of tools, using gestures that they learn to control during the course of elementary school. The heading *Transforming Gestures and Tools* reflects this reality.
 3. Since these elements are evident in action, they are included in the *Applications of Knowledge* section.

Visual Arts

Applications of Knowledge

Competency 1 – To produce individual works in the visual arts

 Student constructs knowledge with teacher guidance.  Student applies knowledge by the end of the school year.  Student reinvests knowledge.	Elementary					
	Cycle One		Cycle Two		Cycle Three	
The statements in bold type indicate knowledge that should be given priority if the program is not taught in all cycles.						
A. To use personal ideas inspired by the stimulus for creation	1	2	3	4	5	6
a. Looks for an idea related to the stimulus for creation while consulting sources of information	→	★				
b. Looks for a few ideas related to the stimulus for creation while consulting sources of information			→	★		
c. Looks for a variety of ideas related to the stimulus for creation while consulting sources of information					→	★
d. Chooses an idea that represents his/her perception of reality	→	★				
e. Makes a sketch of his/her idea	→	★				
f. Makes a few sketches of his/her idea			→	★		
g. Makes sketches representing variations on his/her idea					→	★
B. To use transforming gestures and elements of visual arts language	1	2	3	4	5	6
1. Gestures and tools¹						
a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material	→	★				
b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing			→	★		
c. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes and additional varied brushstrokes					→	★
d. Uses transforming gestures that represent his/her idea	→	★				
e. Uses transforming gestures that clarify his/her idea			→	★		
f. Handles the following tools: brush, scissors, mouse and electronic pen	→	★				
g. Handles tools, including a sponge			→	★		
h. Handles tools, including a paintbrush					→	★
2. Language of visual arts						
a. Experiments with elements of visual arts language: shape, line, colour, value, texture, pattern, volume	→	★				
b. Uses elements of visual arts language	→	★				
c. Uses a variety of elements of visual arts language			→	★		
d. Uses a combination of elements of visual arts language					→	★
C. To organize the elements he/she has chosen	1	2	3	4	5	6

a. Uses the following ways of organizing space: enumeration, juxtaposition, repetition and alternance	→	★				
b. Uses ways of organizing space, including superimposition, symmetry and asymmetry			→	★		
c. Uses the following way of representing space: perspective with overlapping			→	★		
d. Uses the following ways of representing space: perspective with overlapping and perspective with vanishing point					→	★
D. To finalize his/her production	1	2	3	4	5	6
a. Makes adjustments to certain transforming gestures and to the language of visual arts	→	★				
b. Adjusts his/her production based on the initial stimulus for creation			→	★		
c. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, spatial organization and representation			→	★		
E. To share his/her creative experience	1	2	3	4	5	6
a. Shares significant aspects of his/her experience with transforming gestures and elements of visual arts language	→	★				
b. Describes the important aspects of his/her experience with transforming gestures and elements of visual arts language			→	★		
c. Uses subject-specific vocabulary	→	★				

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1. The complete list of transforming gestures and materials for each cycle can be found in the *Essential Knowledges* table in the Visual Arts program.

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Applications of Knowledge

Competency 2 – To produce media works in the visual arts

<p>→ Student constructs knowledge with teacher guidance.</p> <p>★ Student applies knowledge by the end of the school year.</p> <p>Student reinvests knowledge.</p> <p>The statements in bold type indicate knowledge that should be given priority if the program is not taught in all cycles.</p>	Elementary					
	Cycle One		Cycle Two		Cycle Three	
A. To use creative ideas inspired by a stimulus for creation of media works	1	2	3	4	5	6
a. Looks for an idea related to the stimulus for creation of media works, taking the intended viewers into account and referring to sources of information	→	★				
b. Looks for a few ideas related to the stimulus for creation of media works, taking the message and intended viewers into account			→	★		
c. Looks for a variety of ideas related to the stimulus for creation of media works, taking the message and intended viewers into account					→	★
d. Chooses an idea based on an intended viewer in his/her immediate environment	→	★				
e. Chooses an idea based on the message and intended viewers			→	★		
f. Makes a sketch of his/her idea	→	★				
g. Makes a few sketches of his/her idea			→	★		
h. Makes sketches representing variations on his/her idea					→	★
B. To use transforming gestures and elements of visual arts language according to the message (Cycles Two and Three) and the intended viewer	1	2	3	4	5	6
1. Gestures and tools¹						
a. Experiments with transforming gestures such as: freehand drawing, applying coloured pigments with flat brushstrokes, tearing, notching, cutting out, spreading glue on a surface, joining and pinching a malleable material	→	★				
b. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes, and intaglio printing			→	★		
c. Experiments with transforming gestures such as: applying coloured pigments with flat brushstrokes, varied brushstrokes and additional varied brushstrokes					→	★
d. Uses transforming gestures that convey his/her idea to the intended viewers	→	★				
e. Uses transforming gestures that clarify the visual message intended for viewers			→	★		
f. Handles the following tools: brush, scissors, mouse and electronic pen	→	★				
g. Handles tools, including a sponge			→	★		
h. Handles tools, including a paintbrush					→	★
2. Language of visual arts						
a. Experiments with elements of visual arts language: shape, line, colour, value, texture, pattern, volume	→	★				
b. Chooses elements of visual arts language based on the intended viewers	→	★				
c. Chooses elements of visual arts language based on the visual message and intended viewers			→	★		
d. Uses elements of visual arts language based on the intended viewers	→	★				

e. Uses a variety of elements of visual arts language based on the visual message and intended viewers			→	★		
f. Uses a combination of elements of visual arts language based on the visual message and intended viewers					→	★
C. To organize the elements that he/she has chosen, depending on the message (Cycles Two and Three) and the intended viewer	1	2	3	4	5	6
a. Uses the following ways of organizing space based on the intended viewers: enumeration, juxtaposition, repetition and alternance	→	★				
b. Uses the following ways of organizing space based on the visual message and intended viewers: superimposition, symmetry and asymmetry			→	★		
c. Uses the following way of representing space based on the visual message and intended viewers: perspective with overlapping			→	★		
d. Uses the following ways of representing space based on the visual message and intended viewers: perspective with overlapping and perspective with vanishing point					→	★
D. To finalize his/her media creation	1	2	3	4	5	6
a. Validates a control group's understanding of the visual message			→	★		
b. Validates his/her choices using a control group (e.g. message, cultural references, colours, organization of elements)					→	★
c. Makes adjustments to certain transforming gestures and to the language of visual arts based on the intended viewers	→	★				
d. Adjusts his/her production based on the initial stimulus for creation, visual message and intended viewers			→	★		
e. Enhances certain aspects of his/her production using transforming gestures, elements of visual arts language, and spatial organization and representation based on the visual message and intended viewers			→	★		
E. To share his/her experience of media creation	1	2	3	4	5	6
a. Shares significant aspects of his/her experience with transforming gestures and the elements of visual arts language	→	★				
b. Describes the important aspects of his/her experience with transforming gestures and the elements of visual arts language			→	★		
c. Uses subject-specific vocabulary	→	★				

1. The complete list of transforming gestures and materials for each cycle can be found in the *Essential Knowledges* table in the Visual Arts program.

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Applications of Knowledge

Competency 3 – To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

<p>→ Student constructs knowledge with teacher guidance.</p> <p>★ Student applies knowledge by the end of the school year.</p> <p>Student reinvests knowledge.</p> <p>The statements in bold type indicate knowledge that should be given priority if the program is not taught in all cycles.</p>	Elementary					
	Cycle One		Cycle Two		Cycle Three	
	1	2	3	4	5	6
A. To examine a work of art, traditional artistic object, media images, personal or media visual arts production for elements of content						
a. Observes some subject-specific elements in student productions	→	★				
b. Observes some subject-specific elements in works of art past and present, from here and elsewhere	→	★				
1. Language of visual arts						
a. Observes the elements of visual arts language: shape, line, colour, value, texture, pattern, volume	→	★				
b. Locates the elements of visual arts language related to the proposed appreciation criteria			→	★		
c. Locates the visual effects obtained using elements of visual arts language					→	★
d. Observes the organization of elements in a two- or three-dimensional space: enumeration, juxtaposition, repetition, alternance	→	★				
e. Locates the organization of elements in a two- or three-dimensional space, including superimposition, symmetry and asymmetry			→	★		
f. Locates the representation of elements in a two-dimensional space: perspective with overlapping			→	★		
g. Locates the representation of elements in a two-dimensional space, including perspective with vanishing point					→	★
2. Gestures						
a. Observes evidence of gestures used to produce the image	→	★				
B. To examine a work of art, traditional artistic object or media images for sociocultural references (Cycles Two and Three)						
a. Locates elements representing sociocultural aspects			→	★		
C. To make connections between what he/she has felt and examined						
a. Names an element in the image that elicited an emotion, feeling or impression	→	★				
b. Explains why this element elicited a reaction			→	★		
c. Uses subject-specific vocabulary	→	★				
D. To make a critical or aesthetic judgment						
a. Expresses his/her preferences based on his/her observations	→	★				
b. Explains his/her preferences based on his/her observations			→	★		
c. Justifies his/her point of view based on his/her observations					→	★
d. Compares works of art and productions based on his/her observations and the proposed appreciation criteria					→	★

e. Uses subject-specific vocabulary	→	★				
E. To share his/her appreciation experience	1	2	3	4	5	6
a. Shares significant aspects related to the appreciation of transforming gestures and elements of visual arts language	→	★				
b. Describes important aspects related to the appreciation of transforming gestures and elements of visual arts language			→	★		
c. Uses subject-specific vocabulary	→	★				