

Grade 11 Visual Arts

FRENCH IMMERSION Program

Course Code		Course Credit	Course Code		Course Credit
0274	Visual Arts 1A	0.5, 1.0	0287	Visual Arts 5A	0.5, 1.0
0275	Visual Arts 1B	0.5	0288	Visual Arts 5B	0.5
0276	Visual Arts 2A	0.5, 1.0	0289	Visual Arts 6A	0.5, 1.0
0277	Visual Arts 2B	0.5	0292	Visual Arts 6B	0.5
0283	Visual Arts 3A	0.5, 1.0	0293	Visual Arts 7A	0.5, 1.0
0284	Visual Arts 3B	0.5	0294	Visual Arts 7B	0.5
0285	Visual Arts 4A	0.5, 1.0	0295	Visual Arts 8A	0.5, 1.0
0286	Visual Arts 4B	0.5	0296	Visual Arts 8B	0.5

Discipline Overview

Arts education in Manitoba includes the disciplines of drama, music, dance, and visual arts. These disciplines represent expressive art forms and unique literacies that have the power to communicate and embody ideas and feelings by mobilizing the body, senses, mind, intellect, emotions, imagination, and intuition.

Arts education provides learners with the opportunity to get to know themselves better, to express themselves in a variety of ways, and to develop their perception, interpretation, and understanding of the world around them. It illuminates, deepens, and broadens the human experience. Drama, visual arts, dance, and music foster the development of global competencies and sustainable learning, diversify literacy choices, and contribute to learners' growth, well-being, and sense of identity.

Each of the arts education disciplines gathers four recursive learning areas highlighting important practices, skills, and abilities. These areas are *Making*, *Creating*, *Connecting*, and *Responding*. Arts language and practices (*Making*) are connected to how they may be used to create (*Creating*), to what understandings and significance the language and practices can communicate through diverse contexts (*Connecting*), and to how critical reflection about the visual arts transforms learning and develops identity and agency (*Responding*). Learning in these areas is not designed to be taught in isolation, but interdependently so that the learner can engage and mobilize these learning areas to stimulate and support artistic development. The butterfly images in [drama](#), [visual arts](#), [music](#), and [dance](#) illustrate recursive learnings in arts education.

Learning in arts education takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Students in arts education are exposed at the same time to artistic, cultural and language models. Learning in arts education thus contributes to the creation and vitality of a Francophone space where students can take action, define themselves and flourish.

Course Overview

In Grade 11, the learner

- develops language and practices for making visual art (*Making*)
- generates, develops, and communicates ideas for creating visual art (*Creating*)
- develops understandings about the significance of the visual arts by making connections to various contexts of times, places, social groups, and cultures (*Connecting*)
- uses critical reflection to inform visual arts learning and to develop agency and identity (*Responding*)

Although these areas are distinct, their recursive learnings are designed to be achieved in an authentic and interdependent way. They are developed, recombined, and transformed across novel and varied contexts to deepen and broaden learning, which becomes more refined, sophisticated, and complex with time and new experiences.

Global Competencies in the Visual Arts



Critical Thinking

Critical thinking in the visual arts consists of analyzing, synthesizing, interpreting, and evaluating the visual arts experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the visual artwork or experience to facilitate interpretation, evaluation, and assessment.
- Learners determine how the visual arts elements are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the work or experience in the visual arts while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.

- Learners give and justify their interpretations, preferences, and evaluations of work or experiences in the visual arts in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate visual arts experiences or work.



Creativity

Creativity in the visual arts is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create artwork.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.
- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for creating visual art.
- Learners build on the ideas of others to create visual art.
- Learners experiment and develop ideas iteratively using visual arts language (e.g., elements and principles of composition, processes, materials, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share artwork in response to self-reflection or peer feedback.



Citizenship

Citizenship in the visual arts is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of the visual arts.
- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in the visual arts.
- Learners examine how the visual arts influence, comment on, and challenge identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through visual arts experiences.
- Learners realize their potential through their artistic contributions.

- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of artworks.



Connection to Self

Connection to self in the visual arts includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising the visual arts helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through visual arts experiences.
- Learners self-regulate, self-evaluate, and reflect on the visual arts experience to improve themselves.
- Learners set and pursue artistic goals for their learning in the visual arts, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which the visual arts shape personal, cultural, and artistic identities and enhance life, learning, leisure, and work.



Collaboration

Collaboration in the visual arts is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to the visual arts.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about visual arts experiences.
- Learners understand that drawing on others' ideas can enrich their visual arts learning and deepen their thinking.
- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., exhibition, installation, etc.) by practising active listening.
- Learners give and accept feedback on their ideas and those of others.

- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in the visual arts.
- Learners engage in the collective purpose or common goal while co-constructing visual artwork and experiences with peers.



Communication

Communication in the visual arts is based on interaction with others or with artworks, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic language and processes.

- Learners use visual arts language (e.g., elements and principles of composition, processes, materials, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to the visual arts on the development of their identity and relationships.
- Learners determine the artistic intent of a piece, taking into account the context and target audience.
- Learners seek to understand the messages in their visual arts experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which visual arts can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through visual arts language.
- Learners make connections and build relationships through visual arts experiences.
- Learners recognize the communicative power of visual arts in building community.



Enduring Understandings

Making in the Visual Arts

The learner develops language and practices for making visual art using the elements and principles of artistic design, visual arts media, tools, techniques, and processes. The visual arts embody and communicate ideas, feelings, and meaning through cognitive, physical, affective, and intuitive modes. The development of language and practices for making visual art illuminates, deepens, and broadens human experience through interactions, relationships, and individual and collective contributions.

Connecting in the Visual Arts

The learner develops understandings about the significance, influence, impact, and role of the visual arts by making connections to the contexts of various times, places, social groups, and cultures. Engaging with visual arts practices, forms, styles, traditions, and artists enables learners to understand the world around them and the perspectives of others. “Connecting” in the visual arts invites the learner to question the past, to challenge the present, and to shape the future.

Creating in the Visual Arts

The learner engages in the creative process by generating, developing, and communicating ideas in the creation of visual art. The creative process in the visual arts provides opportunities for the learner to imagine possibilities, communicate complex ideas and emotions in unique and powerful ways, express the intangible, and explore identities. Through the creative process, learners explore multiple and sometimes unexpected ways to solve problems and find solutions. The divergent, open-ended creative thinking needed for the creative process is essential for all learning in today’s world.

Responding in the Visual Arts

The learner uses critical reflection to inform visual arts learning by responding, observing, describing, analyzing, and interpreting visual arts experiences. The process of critical reflection in the visual arts enables learners to recognize different perspectives, challenge and construct ideas, beliefs, and values, and apply new understandings to their learning. This process informs the learner’s identity and agency and is necessary for transformative learning.



Learning Outcomes


Making (VA-M): The learner develops language and practices for making visual art.

11-VA-M1 The learner develops competencies for using elements and principles of artistic design in a variety of contexts by doing the following:

- Use visual arts vocabulary to identify and describe art elements and principles, and their relationships for artistic design.
- Experiment with art elements and principles, and their relationships in natural and constructed environments.
- Select, combine, and manipulate art elements and principles to solve artistic problems and challenges.
- Explore contemporary approaches to designing, composing, or structuring works of art and visual culture.

11-VA-M2 The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts by doing the following:

- Identify properties and potentialities of two- and three-dimensional art media, tools, techniques, and processes for artmaking (e.g., through research, experimentation, practice).
- Experiment with a variety of art media, tools, techniques, and processes to develop intentions and preferences.
- Select and use diverse art media, tools, techniques, and processes in varied ways to develop technical and creative facility and to represent artistic intentions.
- Extend, integrate, and refine artmaking competencies using
 - a variety of personally selected media (e.g., two- and three-dimensional media, including mixed media, multimedia, and digital media images and objects)
 - a range of techniques and processes
 - various tools and digital and virtual technologies



11-VA-M3 The learner develops skills in observation and depiction by doing the following:

- Select and use a variety of techniques for observing and depicting various subjects.
- Extract, isolate, and combine selected art elements to depict observed and imagined subjects.
- Apply and transfer techniques of observational depiction to represent a range of imagined or fictitious subjects.
- Apply and differentiate between realistic, expressive, and abstract approaches (e.g., expressionistic, abstract, exaggerated, cubist, new forms) to the depiction of various subjects.

Creating (VA-CR): The learner generates, develops, and communicates ideas for creating visual art.


11-VA-CR1 The learner generates and uses ideas from a variety of sources for creating visual art by doing the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings, memories, imagination, observations, associations, cultural traditions, responses to current events, social, political, historical, and environmental issues, curriculum studies, experiences with works of art).
- Explore a wide range of resources and stimuli (e.g., art elements, principles, and media, movement, images, sound, music, stories, poetry, artifacts, technology, multimedia) to ignite ideas and questions.
- Consider other arts disciplines (dance, dramatic arts, media arts, music) and subject areas to inspire ideas.
- Experiment with diverse art elements, principles, media, techniques, language, and practices.
- Engage in collaborative idea generation (plus-ing)* as inspiration and fuel for moving ideas forward.

*Plus-ing: In collaborative idea generation, the act of accepting any idea or adding to it.

11-VA-CR2 The learner develops original artworks, integrating ideas and art elements, principles, and media by doing the following:

- Remain open to emerging, serendipitous ideas and inspiration.
- Respond flexibly and creatively to challenges and opportunities that emerge in the artmaking process.
- Engage in cycles of experimentation and idea generation to consider possibilities and test out and elaborate ideas.

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- Analyze and adapt creatively to evolving relationships between form (media and design) and idea, intent, and/or purpose.
 - Define and solve creative challenges that emerge in the artmaking process.
 - Select, synthesize, and organize promising ideas, elements, and media to develop original artwork and to support intention.


11-VA-CR3 The learner revises, refines, and shares ideas and original artworks by doing the following:

- Select and share artworks in progress for ongoing feedback.
- Analyze, revise, and refine in response to critical self-reflection and feedback from others.
- Reconsider and/or confirm choices.
- Finalize and share artwork with communicative intent and audience in mind.
- Contribute creatively and constructively to the curatorial process.
- Document own artmaking processes and products for the purposes of creating, maintaining, and sharing an art portfolio.
- Apply legal and ethical art practices (e.g., related to copyright, intellectual property) when creating, consuming, and/or sharing art.

Connecting (VA-C): The learner develops understandings about the significance of the visual arts by making connections to various contexts of times, places, social groups, and cultures.

11-VA-C1 The learner develops understandings about people and practices in the visual arts by doing the following:

- Explore a range of visual arts works, forms, styles, traditions, innovations, and visual culture from various times, places, social groups, and cultures (including First Nations, Métis, and Inuit).
- Investigate contributors to visual arts from a range of contexts (e.g., artist, designer, graphic artist, website designer, illustrator, cartoonist, artisan, curator, conservation and restoration technician, advocate, educator, historian, critic).
- Engage with local, Manitoba, and Canadian contributors and contributions to visual arts (e.g., artists, art groups, events, community and cultural resources, innovations) to expand learning opportunities.



11-VA-C2 The learner develops understandings about the influence and impact of the visual arts by doing the following:

- Examine ways that visual arts and artists influence personal growth, identity, and relationships with others.
- Examine the impact of context (e.g., personal, social, artistic, cultural, political, economic, geographical, environmental, historical, technological) on visual arts and artists.
- Examine how visual arts and artists influence, comment on, question, and challenge social, political, and cultural discourse and identity.
- Explore how visual arts and artists influence and are influenced by other arts disciplines and subject areas.
- Explore how new technologies and ideas can propel change and innovation in art and visual culture (e.g., shifting definitions of art, of “high” versus “low” culture; changing status of women in society and art; impacts of digital or social media in art practices).

11-VA-C3 The learner develops understandings about the roles, purposes, and meanings of the visual arts by doing the following:

- Explore how art and artists make and communicate meaning and create unique and new ways to know self and to perceive the world.
- Examine how visual arts can be a means of sharing diverse viewpoints and of understanding the perspectives of others.
- Examine ways that visual arts reflect, interpret, and record traditions, values, beliefs, issues, and events in society and culture.
- Analyze the multiple roles and purposes of art for individuals and society (e.g., celebration, persuasion, education, commemoration, commentary, recreation, therapy, religious/artistic/cultural expression).
- Investigate leisure and/or career and other lifelong possibilities in art (e.g., artist, media designer, designer, graphic artist, computer graphics artist, website designer, illustrator, cartoonist, artisan, museum curator, conservation and restoration technician, museum educator, teacher, critic, historian, anthropologist, therapist, volunteer, viewer).



Responding (VA-R): The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

11-VA-R1 The learner generates initial reactions to visual art experiences by doing the following:


- Suspend judgment and take time to deeply perceive artworks and art experiences before forming opinions, interpretations, and evaluations.
- Make personal connections to previous experiences with visual arts and other art forms.
- Express first impressions (e.g., thoughts, feelings, intuitions, associations, questions, experiences, memories, stories, connections to other disciplines) evoked by artworks and art experiences as a starting point for critical analysis and reflection.

11-VA-R2 The learner critically observes and describes art experiences by doing the following:

- Discern details about art elements, principles, techniques, and media to inform analysis, interpretation, judgment, and evaluation.
- Use visual arts terminology to create rich, detailed observations (e.g., art elements, principles, techniques, processes, media, tools).
- Build common understandings and consider different noticings about artworks and art experiences.

11-VA-R3 The learner analyzes and interprets visual arts experiences by doing the following:

- Analyze how art elements and principles function, relate, and are manipulated, organized, and used for artistic and creative purposes.
- Connect analysis evidence to initial reactions and personal associations to form interpretations about meaning and intent.
- Examine a range of interpretations to understand that unique perspectives and lenses (e.g., social, cultural, historical, political, disciplinary) affect interpretation and appreciation.
- Refine ideas and ignite new thinking through listening to others, critical dialogue, questioning, and research.
- Probe, explain, and challenge interpretations, preferences, and assumptions about meaning and quality.
- Generate and co-construct criteria to critically evaluate artistic quality and effectiveness.



11-VA-R4 The learner applies new understandings about visual arts to construct identity and to act in transformative ways by doing the following:

- Justify own interpretations, decisions, preferences, evaluations, and possible changes in previous thinking.
- Recognize and respect that individuals and groups may have different opinions, interpretations, preferences, and evaluations regarding art experiences.
- Make informed judgments and choices for independent decision-making, evaluation, and action.
- Formulate ideas, beliefs, and values about visual arts, and demonstrate an understanding of how they inform a sense of being and agency in the world.
- Apply beliefs and understandings about visual arts in purposeful, autonomous ways to inform a sense of being and agency in the world.
- Identify ways that visual arts contribute to personal, social, cultural, and artistic identity.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/arts/visual/resources/grade_11.html.