



# Grade 1 Visual Arts

## **FRENCH IMMERSION** Program

### 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 1, 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

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**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

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**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

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**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

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**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

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**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.

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**1-VA-M1** The learner demonstrates an understanding of the elements and principles of artistic design in a variety of contexts.

#### Elements of Art

- The learner is able to do the following:
  - Use art media, tools, and processes to explore and demonstrate an awareness of the elements of art: line, colour, texture, shape, form, and space.
  - Use the words *line*, *colour*, *texture*, *shape*, and *space* appropriately.
  - Describe lines, colours, textures, and shapes observed in artworks and in own surroundings.

#### Principles of Design

- The learner is able to do the following:
  - Describe various patterns in terms of repeating and varying elements.
  - Use repetition and variety to create and modify patterns using various art media.

**1-VA-M2** The learner demonstrates an understanding of and a facility with visual arts media, tools, and processes.

#### The learner is able to do the following:

- Practise safe and appropriate use of various art media, tools, and processes.
- Describe own use and experience of art media, tools, and processes, using appropriate terminology.

**1-VA-M3** The learner develops skills in observation and depiction.

#### The learner is able to do the following:

- Observe, talk about, and use various art media to depict visual details in a wide range of subjects (e.g., plants, animals, people, objects) found in images and in life (e.g., in natural and constructed environment).
- Draw and paint, demonstrating the understanding that lines can depict the edges of observed, recalled, or imagined shapes and forms.





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

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### **1-VA-CR1** The learner generates ideas for creating art using a variety of sources.

The learner is able to do the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; poems; stories; music; daily, family, or community life) to ignite ideas and questions for art creation.
- Consider other arts disciplines (dance, dramatic arts, media arts, music) and other subject areas to inspire and trigger ideas for art creation.
- Generate multiple ideas for artmaking through exploration and observation of others' (peers' and artists') use of art elements, principles, and media.
- Engage in collaborative idea generation/brainstorming as inspiration for art creation.

### **1-VA-CR2** The learner develops original artworks, integrating ideas and art elements, principles, and media.

The learner is able to do the following:

- Experiment with art elements, principles, and media to test and elaborate ideas.
- Make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems.
- Describe own decisions about the selection and use of art elements while working to solve artmaking problems.
- Incorporate serendipitous discoveries into own creative work, as appropriate.
- Develop and extend artmaking ideas individually and in collaboration with others.

### **1-VA-CR3** The learner revises, refines, and shares ideas and original artworks.

The learner is able to do the following:

- Share artworks in progress to inform revisions.
- Revise and refine own artworks on the basis of established criteria.
- Work collaboratively to create and share group art projects, with teacher guidance.
- Contribute ideas for creating “artist statements” to display with own artworks in a variety of contexts.
- Contribute to group decisions about the display of artworks for various audiences.





## 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.

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**1-VA-C1** The learner experiences and develops an awareness of artists and artworks from various times, places, social groups, and cultures.

The learner is able to do the following:

- Engage thoughtfully with artworks from various times, places, and peoples.
- Recall and describe (verbally or in other ways) own experiences of individual artworks.
- Describe works of art and design experienced first-hand in own community.
- Make basic distinctions between actual artworks and reproductions (e.g., art posters).

**1-VA-C2** The learner experiences and develops an awareness of a variety of art forms, styles, and traditions.

The learner is able to do the following:

- Demonstrate the understanding that the visual arts exist in many different forms (e.g., drawing, painting, sculpture, applied art such as architecture, graphic design).
- Demonstrate the understanding that artworks can be categorized according to common characteristics.
- Recognize that visual art is an art form, along with dance, dramatic arts, literary arts, and music.

**1-VA-C3** The learner demonstrates an understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities.

The learner is able to do the following:

- Demonstrate an understanding of ways in which artists and designers contribute to the quality of everyday life.
- Demonstrate an awareness of the intended meanings and/or purposes of artworks encountered in own viewing and artmaking experiences.
- Demonstrate an appreciation of art as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events, cultures).
- Demonstrate an awareness of ways in which visual arts reflect, influence, and shape issues and events, as well as traditions, values, beliefs, and identities of individuals and groups.
- Engage and/or interact appropriately with artworks in a variety of settings.



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

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**1-VA-R1** The learner generates initial reactions to visual art experiences.

The learner is able to do the following:

- Take time to perceive visual arts experiences before sharing opinions and making judgments.
- Make personal connections to previous experiences with visual art and other art forms.
- Express first impression of own and others' artworks (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines).

**1-VA-R2** The learner observes and describes art experiences.


The learner is able to do the following:

- Discern details about art elements, principles, techniques, and media.
- Use appropriate visual art vocabulary to observe and describe visual arts experiences.
- Recognize different noticings and build common understanding about visual arts.
- Demonstrate the understanding that detailed observation and reflection inform artistic thinking, appreciation, and production (e.g., use detailed observations of others' art to develop and design own creative work).

**1-VA-R3** The learner analyzes and interprets art experiences.

The learner is able to do the following:

- Analyze how art elements communicate meaning.
- Reflect on and share personal responses (e.g., feelings, thoughts, images) evoked by art experiences.
- Examine others' interpretations to understand diverse perspectives and inform new thinking about art.
- Co-construct criteria to critically analyze and evaluate artworks and experiences.



**1-VA-R4** The learner constructs meaning and applies new understandings from art experiences.

The learner is able to do the following:

- Justify own preferences, ideas, and interpretations about art.
- Recognize and respect that individuals and groups may have different preferences, ideas, interpretations, and opinions about art.
- Make informed choices for decision-making about art.

## 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\\_1.html](https://www.edu.gov.mb.ca/k12/framework/immersion/arts/visual/resources/grade_1.html).