

Art Exploration: Creating to Learn

WHAT SKILLS ARE BEING LEARNED?

► English Language Arts

- draws, records or tells about ideas and experiences
- experiments with sounds, colours, print and pictures to express ideas and feelings
- expects print and pictures to have meaning and to be related to each other in texts

► Mathematics

- extends and creates a pattern
- builds 3D objects
- sorts objects using a single attribute
- covers a surface with a variety of objects
- describes and discusses, orally, objects using such words as: big, little, like a box, like a can

► Community and Environmental Awareness

- begins to participate in problem solving
- recognizes the need to care for materials and uses materials without wasting them
- selects and works with a variety of materials to build structures
- becomes aware of colours, shapes, patterns and textures in the environment
- explores and responds to the design and properties of a variety of natural and manufactured materials and objects

► Personal and Social Responsibility

- participates actively in learning tasks
- shows willingness to explore and expand learning and to try new things
- takes some responsibility for selecting and completing learning activities
- works cooperatively with a partner or in a group
- seeks help as needed

► Physical Skills and Well-Being

- develops fine motor skills
- develops perceptual motor skills
- demonstrates body and space awareness in relation to self and others

► Creative and Cultural Expression

- explores and expresses ideas, perceptions, feelings and thoughts
- responds to and interprets visual images
- experiments with a variety of art materials to create 2D and 3D forms
- experiments with line, colour, shape, texture and pattern in diverse media
- begins to discern many objects in daily life are designed or created by artists

"I am learning...to experiment with line, color, shape, texture and pattern."

"I am learning...to respond to and interpret visual images."

"I am learning...to select and work with a variety of materials to build structures."

Guiding Principles for Primary Programs

- Principle 1: Childhoods differ depending on social and cultural circumstances
- Principle 2: Children's development is influenced but not determined by their early experiences
- Principle 3: Children interact and learn in a variety of contexts
- Principle 4: Children are co-constructors of knowledge and partners in learning
- Principle 5: Children are unique and active contributors to their learning
- Principle 6: Children construct and represent knowledge in a variety of ways
- Principle 7: Children are citizens and active participants in school and society
- Principle 8: Children are active collaborators in and users of assessment