



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Abbotsford School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD34
<b>Developed by:</b> Alexandria Klassen	<b>Date Developed:</b> October 16, 2018
<b>School Name:</b> Robert Bateman Secondary School	<b>Principal's Name:</b> Lance Mcdonald
<b>Superintendent Approval Date (for School Districts only):</b> Dec. 5, 2018	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b> Nov. 6, 2018	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> BAA Art Activism 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120
<b>Course Code:</b> YFVPA-- 1C	

**Board/Authority Prerequisite(s):**

Recommended Art 9, Art 10, Art 11

**Special Training, Facilities or Equipment Required:**

- Stable wireless
- Learning Management System(LMS)
- Video/still/audio capture devices
- Digital Portfolio tool

- Online digital tools – a variety
- Learning Commons space and technologies
- Couches, Tables/chairs, Workstations
- Canvas and studio art materials

**Course Synopsis:**

Art activists do more than create art that is visually appealing, rather they strive to change the world around them for the better through their artwork, promoting awareness and making a difference. In this course, students will take a stand for a social issue that is relevant to our community and work to facilitate change through art. Each year, we will investigate a local and/or global issue and create large scale artworks to auction with the goal of fundraising for the chosen cause, where appropriate to context.

The large scale artworks and any other associated materials, such as interviews and documented stages of the creation process will be used to create a local impact such as: participating in local events, fundraising, or showcases.

This course is designed to develop and hone artistic skills while learning about key local issues. Like a Fitness and Conditioning course, if a student takes Art Activism at the different grade levels, they will work on refining their skill set (Curricular Competencies) while learning about different issues. In this respect, the topics change yearly and the depth of skills and techniques grow with the students but the essential art content does not change.

**Goals and Rationale:**

1. For students to participate as changemakers in their community.
2. To participate meaningfully in one's community by leveraging individual skillsets.
3. To understand and implement the power of art as a communication tool.
4. To learn about and empathize with local issues and promote community awareness of those issues.

The BC curriculum focuses on the Core Competencies such as: Communication, Thinking, and Personal/Social Responsibility. This course requires students to think critically about local issues and encourages them to use their skills to develop solutions to these problems, thereby instilling students with a sense of personal and social responsibility as they work to better their community. The course also allows students to communicate through both imagery and language, and enables them to make a real local impact through their voice.

This course is an interdisciplinary course that authentically combines Social Studies, and Arts Education while exploring a social justice issue.

## Aboriginal Worldviews and Perspectives:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Art Activism looks at the history of the issue and how it impacts the community. Students learn the relationship between the self and the community as they delve into local issues.
  - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Art Activism is a hands-on course. Students create art pieces after interacting with primary sources (people with first hand accounts/experiences) and reflecting on those experiences.
  - Learning involves recognizing the consequences of one's actions. Students see the consequences of society's past choices and actions. Likewise, students learn that they can have a positive impact through their own choices and actions. In this way, students become changemakers.
  - Learning involves generational roles and responsibilities. Students recognize that they have a role and a responsibility to play in the community and art is one tool that can be used to enact changes and awareness to local issues.
  - Learning is embedded in memory, history, and story. Students, as they learn about the stories of individuals, develop an understanding of the history and story. Students develop empathy for the individuals and they learn harness the symbolic power of an individual's story.
  - Learning patience and time. Large scale artworks take upto 3 months to create. Students need to learn patience and mental endurance as they work the process to create a professional quality work.
  - Learning requires exploration of one's identity. "We learn about ourselves as we learn about the world around us." Students grow as individuals as they explore issues and interact with others.
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**BIG IDEAS**

Visual arts reflect the interconnectedness of the individual, community, history, and society

Growth as an artist is dependent on perseverance, resilience, refinement, and reflection.

Artistic expression is an artist’s physical and cognitive articulation of our humanity.

The causes of social injustice are complex and have lasting impacts on society.

Social justice initiatives can transform individuals and systems.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Research and inquiry</p> <ul style="list-style-type: none"> <li>● <b>Ask questions</b>, corroborate inferences, and draw conclusions about the content and <b>validity</b> of a variety of sources, including primary sources (evidence)</li> <li>● Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)</li> <li>● Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)</li> </ul> <p>Explore and create</p> <ul style="list-style-type: none"> <li>● Create artistic works using sensory inspiration, imagination, and inquiry</li> <li>● Intentionally select and combine materials, processes, and technologies to convey ideas</li> <li>● Take creative risks to express thoughts and emotions through artistic works</li> <li>● Refine personal artistic skills and style</li> <li>● Demonstrate active engagement in creating artistic works and resolving creative challenges</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>● <b>elements of visual art</b></li> <li>● <b>principles of design</b></li> <li>● <b>image development strategies</b></li> <li>● materials, techniques, and <b>technologies</b></li> <li>● <b>creative processes</b></li> <li>● symbols and metaphors</li> <li>● roles of and relationships between artist and audience in a variety of contexts</li> <li>● influences of <b>visual culture</b> in social and other media</li> <li>● <b>moral rights</b> and the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>● social injustices in Canada and the world affecting individuals, groups, and society</li> <li>● governmental and non-governmental organizations in issues of social justice and injustice</li> </ul>

<p>Reason and reflect</p> <ul style="list-style-type: none"> <li>● Understand the purpose of a critique and choose when to apply suggestions</li> <li>● Describe and analyze, using discipline-specific language, how artists use materials, technologies, processes, and environments in art making</li> <li>● Analyze design choices in artistic works</li> <li>● Develop personal answers to aesthetic questions</li> <li>● Reflect on the influences of a variety of contexts on artistic works</li> </ul> <p>Communicate and document</p> <ul style="list-style-type: none"> <li>● Document, share, and appreciate artistic works in a variety of contexts</li> <li>● Anticipate audience impact of design choices and artistic works</li> <li>● Demonstrate awareness of self, others, and place through art making</li> <li>● Communicate ideas, and express emotions through art making</li> <li>● Communicate about and respond to social issues through visual art</li> </ul> <p>Connect and expand</p> <ul style="list-style-type: none"> <li>● Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through artistic works</li> <li>● Examine the reciprocal relationships between visual arts, culture, and society</li> <li>● Connect with others on a local, national, or global scale through visual arts</li> <li>● Demonstrate safe and responsible use of materials, tools, and work space</li> </ul>	
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**Big Ideas – Elaborations**

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**Curricular Competencies – Elaborations**

<ul style="list-style-type: none"> <li>● <b>Ask questions</b> - because of the sensitive nature of the topics, students must have specific training and/or practice in asking appropriate questions; recommend outreach to community groups for support in this training.</li> <li>● <b>Validity</b> - determine and apply criteria for evaluating information sources for credibility and reliability (e.g., context, authentic voice, source, objectivity, evidence, authorship)</li> </ul>
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## Content – Elaborations

- **elements of visual art:** colour, form, line, shape, space, texture, tone, value
- **principles of design:** balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity • **image development strategies:** processes that transform ideas and experiences into visual images (e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, figure, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch)
- **technologies:** in visual arts, any visual image-making technology, such as paint brush, scissors, pencil, stamp; includes the improvisational use of miscellaneous items
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **visual culture:** aspects of culture that rely on visual representation
- **moral rights:** the rights of an artist to control what happens to his or her creations (e.g., preventing them from being revised, altered, or distorted); students should understand when they can and cannot modify an image created by someone else
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

### Recommended Instructional Components:

#### Direct Instruction:

- Introduction to Google Classroom and other collaborative learning tools
- Introduction to Smartlearning graphic organizers
- Lesson on effective research strategies and authenticity of online sources
- Interview question development
- Writing strategies workshop
- Photography basics (including the exposure triangle and compositional strategies)
- Design concepts lesson & critical analysis lesson
- Photoshop tutorial for design editing
- Contour drawing demonstration
- Colour theory lesson
- Sketching/painting facial features lesson/ demonstration
- Implied lines lesson/demonstration especially in portrait drawing and painting
- Painting textures techniques demonstration
- Exhibition theory (including design strategies in curation, and storytelling through exhibition)

### Individual Work:

Students will...

- History/ research - conduct inquiry to develop and understand context of the issue
- Lessons in how to ask appropriate interview questions. Leading to the development of interview questions that students will use
- Practical application- students will interview key people who offer first-hand accounts relevant to the issue (primary sources - for example, a recent refugee as opposed to only a government immigration agent speaking to the issue)
- Students will take original photographs as references for their artworks
- Write first draft of the narrative interview write-up
- Edit based on teacher feedback and resubmit
- Students will use Adobe Photoshop to edit their photograph(s) for hue, saturation, and contrast.
- Students will create a contour drawing based on their original photograph of their subject that demonstrates thoughtful composition and accurate proportion.
- Transfer their image to the canvas using the projector and a photocopied transparency of their original design composition.
- Cover the canvas with base layers, mapping out the general areas of tone in their image.
- Create monochromatic practice sketches of their subject to gain a better understanding of the range of value in the image before working in colour.
- Paint the main features (ex. facial features) and other textures in the painting, including things like hair, clothing, and background textures.
- Assembling the Art Anthology book or website portfolio, which will include images of student paintings and coordinating narrative interviews
- Marketing the Art Exhibit and Art Anthology
- Planning, coordination, and setup of community exhibition

### Group work:

Students will...

- Initial inquiry- develop a vision statement based on rigorous sources for the entire project (ex. review Truth and Reconciliation Commission Findings report, interview with Senator Murray Sinclair, and a video on history of residential schools in North American- students record learning on graphic organizers, then synthesize into a comprehensive vision statement).
- Post on the Google Classroom Discussion Board a multi-paragraph response explaining causes and effects of the issue based on their viewing/readings.
- Comment on posts of 2-3 of their peers with thoughtful comments or questions grounded in their learning.
- Develop questions that will shed light on their subject's personal identity and human experience. Students will post 10 final, open-ended, interview questions to the discussion board.
- Comment on posts of 2-3 of their peers with thoughtful comments and constructive feedback grounded in their learning.
- Synthesis activity-Students research relevant government policies and apply learning to the first-hand account from our primary source. Students will respond both through writing and a visual response
- Students will evaluate the effectiveness of multiple relevant artist's work in representing a subject's identity and human experience. Students will post their reflection to the Google Discussion Board and comment on 2-3 posts written by their peers.
- Post detail photographs of their painting process, zooming in on specific details areas of their artwork, and comment with critical feedback on 2-3 posts shared by their peers.

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

Summative Assessment (curricular competencies)	Formative Curricular Competencies	Content Connections	Evidence or artifacts	Success Criteria-What Proficient looks like
<ul style="list-style-type: none"> <li>• Ask questions, corroborate inferences, and draw conclusions about the content and validity of a variety of sources, including primary sources (evidence)</li> <li>• Explain different perspectives on past and present people, places, issues, and events, and distinguish between worldviews of the past or present (perspective)</li> <li>• Make reasoned ethical judgments about controversial actions in the past or present after considering the context and standards of right and wrong (ethical judgment)</li> </ul>	<ul style="list-style-type: none"> <li>• Create artistic works using sensory inspiration, imagination, and inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• social injustices in Canada and the world affecting individuals, groups, and society</li> <li>• governmental and non-governmental organizations in issues of social justice and injustice</li> </ul>	<p>Vision Statement, Written and Visual Responses</p>	<ul style="list-style-type: none"> <li>• Student can ask relevant questions about the content</li> <li>• Student can effectively draw conclusions about the content and its source</li> <li>• Student can accurately describe different perspectives related to a topic and connect it to relevant examples and details</li> <li>• Student can make reasoned ethical judgments about controversial issues and support judgements with relevant details and examples</li> </ul>
<ul style="list-style-type: none"> <li>• Ask questions, corroborate inferences,</li> </ul>	<ul style="list-style-type: none"> <li>• because of the sensitive nature of the topics, students must have specific</li> </ul>	<ul style="list-style-type: none"> <li>• social injustices in Canada and the world affecting</li> </ul>	<p>Interview Write-Up</p>	<ul style="list-style-type: none"> <li>• Student can ask relevant questions about a topic or issue to seek deeper</li> </ul>



	<p>training and/or practice in asking appropriate questions; recommend outreach to community groups for support in this training</p>	<p>individuals, groups, and society</p> <ul style="list-style-type: none"> <li>● governmental and non-governmental organizations in issues of social justice and injustice</li> </ul>		<p>meaning</p> <ul style="list-style-type: none"> <li>● Student can pose respectful questions to an interviewee taking into account perspectives, beliefs and experiences</li> <li>● Student can make reasoned inference about the answers from an interviewee and provide relevant details to support those inferences</li> </ul>
<ul style="list-style-type: none"> <li>● Take creative risks to express thoughts and emotions through artistic works</li> <li>● Demonstrate active engagement in creating artistic works and resolving creative challenges</li> </ul>	<ul style="list-style-type: none"> <li>● Refine personal artistic skills and style</li> <li>● Understand the purpose of a critique and choose when to apply suggestions</li> </ul>	<ul style="list-style-type: none"> <li>● elements of visual art</li> <li>● principles of design</li> <li>● image development strategies</li> <li>● symbols and metaphors</li> <li>● moral rights and the ethics of cultural appropriation and plagiarism</li> <li>● social injustices in Canada and the world affecting individuals, groups, and society</li> <li>● governmental and non-governmental</li> </ul>	Contour Drawing	<ul style="list-style-type: none"> <li>● Student can effectively identify and apply a variety of artistic skills and style in the creation of an artistic work</li> <li>● Student is able to reflect on and resolve creative challenges while creating artistic works</li> <li>● Student can provide insights and reflections on their ability to take creative risks</li> </ul>
<ul style="list-style-type: none"> <li>● Create artistic works using sensory inspiration,</li> </ul>	<ul style="list-style-type: none"> <li>● Intentionally select and combine materials, processes,</li> </ul>	<ul style="list-style-type: none"> <li>● elements of visual art</li> <li>● principles of design</li> </ul>	Final Painting	<ul style="list-style-type: none"> <li>● Student can explore and utilize a variety of materials and processes while</li> </ul>

<p>imagination, and inquiry</p> <ul style="list-style-type: none"> <li>● Intentionally select and combine materials, processes, and technologies to convey ideas</li> <li>● Analyze design choices in artistic works</li> <li>● Develop personal answers to aesthetic questions</li> <li>● Reflect on the influences of a variety of contexts on artistic works</li> <li>● Demonstrate awareness of self, others, and place through art making</li> <li>● Communicate ideas, emotions, and values through art making</li> </ul>	<p>and technologies to convey ideas</p> <ul style="list-style-type: none"> <li>● Understand the purpose of a critique and choose when to apply suggestions</li> <li>● Explore First Peoples perspectives, knowledge, and protocols; other ways of knowing, and local cultural knowledge through artistic works</li> <li>● Communicate about and respond to social issues through visual art</li> <li>● Demonstrate safe and responsible use of materials, tools, and work space</li> </ul>	<ul style="list-style-type: none"> <li>● image development strategies</li> <li>● materials, techniques, and technologies</li> <li>● creative processes</li> <li>● influences of visual culture in social and other media</li> <li>● social injustices in Canada and the world affecting individuals, groups, and society</li> <li>● governmental and non-governmental organizations in issues of social justice and injustice</li> </ul>		<p>creating a major artistic piece.</p> <ul style="list-style-type: none"> <li>● Student can evaluate and critique their design choices and provide sound reasons for the choices made</li> <li>● Student can reflect their personal answers to aesthetic questions and provide relevant details and examples of their thinking</li> <li>● Student can effectively demonstrate respect for the individuals and topics addressed in their creative works</li> <li>● Student can effectively communicate and connect the ideas, emotions and values showcased through their artwork</li> </ul>
<ul style="list-style-type: none"> <li>● Document, share, and appreciate artistic works in a variety of contexts</li> <li>● Connect with others on a local, national, or global scale through visual arts</li> </ul>	<ul style="list-style-type: none"> <li>● Anticipate audience impact of design choices and artistic works</li> <li>● Examine the reciprocal relationships</li> </ul>	<ul style="list-style-type: none"> <li>● roles of and relationships between artist and audience in a variety of contexts</li> <li>● social injustices in Canada and the world affecting</li> </ul>	<p>Community Exhibition and Website or Anthology Portfolio</p>	<ul style="list-style-type: none"> <li>● Student can make a variety of connections to others through their exploration and creation of artistic works</li> <li>● Student can</li> </ul>

	between visual arts, culture, and society	individuals, groups, and society <ul style="list-style-type: none"> <li>● governmental and non-governmental</li> </ul>		accurately document and share their work with others in a variety of contexts.
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**Learning Resources: (this list is not exhaustive)**

- <https://vimeo.com/blog/post/shooting-an-interview>
- [http://www.huffingtonpost.com/2014/04/07/margo-stevens\\_n\\_5079048.html](http://www.huffingtonpost.com/2014/04/07/margo-stevens_n_5079048.html)
- [http://www.huffingtonpost.com/2013/07/11/lee-jeffries-photos-of-homeless-population\\_n\\_3579416.html](http://www.huffingtonpost.com/2013/07/11/lee-jeffries-photos-of-homeless-population_n_3579416.html)
- <http://niemanstoryboard.org/stories/tom-huang-narrative-tips-from-mayborn-conference/>
- Cultural Politics. Social Movements and Culture [http://culturalpolitics.net/social\\_movements/art](http://culturalpolitics.net/social_movements/art)
- <http://www.tolerance.org/lesson/lesson-3-how-art-can-be-activism>
- <https://www.pinterest.com/oneart/art-and-social-activism/>
- <http://hardingmeyer.tumblr.com/>
- The Curator's Eyes. New York Times [http://learning.blogs.nytimes.com/2008/12/11/the-curators-eye/?\\_r=0](http://learning.blogs.nytimes.com/2008/12/11/the-curators-eye/?_r=0)

**Student Learning Resources:**

- [AdBusters](#). Culturejammers extraordinaire; among key forces of the anti-consumption, critical media movement.
- [African American Music and Culture Archive](#). Excellent resource on jazz, blues and other AfAm cultural/political forms.
- [Agit-Pop](#). Media production, subvertising, and consulting for progressive communicators.
- [Archive of Women Artists](#). Fine resource from National Museum of Women in the Arts.
- [Art in the Public Interest](#). Fine resource on community art movement(s).
- [Black Cultural Studies Web Site](#). Compiled by Tim Haslett, Nimmy Abiaka, and Paula Lee. Includes information about Manthia Diawara, Arthur Jafa, bell hooks, Paul Gilroy, and a host of other black cultural critics. Inactive but still useful.
- [Black Film Center](#).
- [Beautiful Trouble: Toolkit for Revolution](#). Website complementing the excellent book of the same name.
- Bread and Puppet Theatre. One of the great, long-standing political theatre groups and the one responsible for introducing giant puppets into the US social movement demo repertoire.
- [Brown Pride](#). Multifaceted site on Chicano/Latina cultural activism in various media.
- [Bullfrog Films](#). Major resource for documentary films, especially environmental ones.
- [Center for Artistic Activism](#). Promoting art as activism.
- [Culture Jammer's Encyclopedia](#). 101 ways to subvert mainstream culture.
- [Chicana/Latino Murals](#) Historical and contemporary community murals.
- [Cyber Vato: CyberSpace Conquered CyberBarrio](#). A performance space from Chicano/Mexicano political artist Guillermo Gomez-Pena and friends.

- [Day With\(out\) Art project \(Visual AIDS\)](#). Art world response to AIDS death toll.
- [EnviroArts page](#). Visual, verbal, and dramatic environmental arts.
- [Feminist Science Fiction, Fantasy and Utopia](#). An excellent, extensive resource.
- [Frameline](#). National organization supporting gay and lesbian filmmaking.
- [Graphic Witness](#). Fine resources on graphic arts a social commentary; includes bibliography and links to exhibits.
- [Guerilla Girls](#). Feminist conscience of the art world.
- [High Performance](#). Online art and social action magazine.
- [Labor movement cartoons](#). Carol Simpson Design Works
- [Movies, Race and Ethnicity](#). Fine resource from University of California, Berkeley library.
- [Names Project AIDS Quilt](#).
- [The Praxis Group](#). Radical performance art.
- [Protest Art](#). Overview wikipedia article.
- [Radical Puppetry](#). Some puppets have been radical for hundreds of years, but Puppetistas been increasingly important to new social movements.
- [Radical Puppetry, History of](#). More on puppet power.
- [Rebel Art](#). Dual language English and German site.
- [Shake Girl](#). Graphic novel highlighting issues of violence against women.
- [Social and Public Art Resource Center \(SPARC\)](#). Vital public art resource, particularly on murals in Southern California.
- [Social Realist Art Around the World](#). Follow the column on the right to an extensive number of artists arranged by country.
- [Surveillance Camera Players](#). Radical demo troupe of anarchist "completely distrustful of all government.
- [El Teatro Campesino](#). Site of the troupe that started in the fields during the UFW campaign and evolved into a major producer of transformative drama.
- [Third World Newsreel](#). Major source of critical documentaries.
- [Union Songs](#). Large archive of historical and contemporary songs.
- [World's Women On-Line](#). International women's art site.
- [Yellow Rage](#). Asian American spoken word resistance.
- The Reach Gallery, Abbotsford, British Columbia
- Canadian Art magazine
- National Film Board of Canada

**Additional Information:**