

---

# Fine Arts 11

(Two Credits)

## Draft Learning Outcomes



Province of British Columbia  
Ministry of Education

---

---

# Table of Contents

Introduction	1
• Graduation Requirements	
Nature of Fine Arts	2
• Rationale	
Curriculum Organizers	3
Learning Outcomes of Fine Arts 11	5

---

---

# Introduction

**F**ine Arts 11 is a two-credit provincial course curriculum. It has been designed in partnership with the provincial specialist associations in each of the four disciplines.

This course is intended as an alternative to the currently available four-credit fine arts courses for students wishing to fulfill the Foundation Studies requirement for two credits of fine arts at the grade 11-12 level. This course can be delivered by focusing on any one or a combination of the fine arts disciplines: dance, drama (theatre), music and/or visual arts. Any reference to "discipline(s)" in this document refers to one or all of these.

The course is also intended to allow a broad range of possible focuses within any of the fine arts or combination of the fine arts. Examples of these might include a focus on the fine arts in mass media, computers and their use in the fine arts, commercial design, fashion design, or the role of the fine arts in present and past societies. (Some of these possibilities will be further elaborated in an Integrated Resource package (IRP) to be available in May 1995.)

## Graduation Requirements

**Refer to Policy Circular No: 95-01 – Graduation Requirements**

To satisfy the requirement for two credits of Fine Arts 11, students must select one of the following options:

1. An existing four-credit provincial course listed under Fine Arts 11. Upon successful completion of the course, two credits are used by students to satisfy the Foundation Studies requirement and two credits are used to satisfy the Selected Studies requirement.
2. This new Fine Arts 11 course (two credits).
3. One of the approved four-credit provincial applied skills courses that satisfies the requirement for Fine Arts 11 and Applied Skills 11 by being restructured to ensure that it addresses the outcomes of this Fine Arts 11 course.

*Note: The Learning Outcomes listed in this document must be addressed if either option 2 or 3 is selected or if Fine Arts 11 is structured from existing provincial fine arts four-credit courses.*

---

# Nature of Fine Arts

Central to our humanity is the capacity to feel, to think, and to express. The fine arts cultivate the student's potential to feel more intensely, think more profoundly, and express more originally. Through education in dance,

drama, music, and the visual arts, students may become more complete as individuals. Through their own experiences in the fine arts, students may learn ways to celebrate our collective human experience.

## Rationale

In order to ensure that they receive a well-rounded and complete education, all students are required to earn two credits in the area of fine arts at the grade 11-12 level. The fine arts (dance, drama, visual arts, and music) provide students with unique ways of understanding their world and communicating that understanding.

In order to understand and appreciate artistic expression, students should study:

- the basic principles of the artistic discipline;
- how the context in which the arts are created affects and is affected by them; and
- how the arts are used to express and communicate.

Students should also take part in both:

- artistic creation or performance activities; and
- experiencing and responding to the arts and art works.

These important aspects of the fine arts experience form the basis of the curriculum organizers for Fine Arts 11 (two credit) course.

---

# Curriculum Organizers

Curriculum organizers are used to categorize the Learning Outcomes for Fine Arts 11, and to give teachers a conceptual framework for organizing course content. The curriculum organizers for Fine Arts 11 are:

- Elements and Principles;
- Personal, Social, Cultural, and Historical Contexts; and
- Expressing our Humanity.

Within each of these curriculum organizers the following will be addressed:

- Creating, Performing, and Communicating; and
- Perceiving, Responding, and Reflecting.

A description of each follows:

## **Elements and Principles**

Each of the fine arts disciplines has a set of elements and principles with which it is associated. The following is a list of elements and principles which should be addressed in this course depending on which discipline or combination of disciplines is chosen:

### *Elements and Principles of Dance*

Elements of movement: body, space, time, dynamics, and relationship

Principles: pattern, repetition, contrast, transformation, and narrative

### *Elements and Principles of Drama*

Elements: focus, tension, contrast, and symbol

Principles: time, place, and action (the three unities)

### *Elements and Principles of Music*

Elements: rhythm, tempo, melody, harmony/texture, dynamics, timbre, and articulation

Principles of form: repetition, contrast, and pattern

### *Elements and Principles of Visual Art*

Elements: line, shape, colour, texture, value and tone, form and space

Principles: pattern/repetition, rhythm, contrast, balance, emphasis, movement, and unity/harmony

*Where possible, connections among all the arts disciplines should be made.*

---

## **Personal, Social, Cultural and Historical Contexts**

All works of art are created and experienced in unique social, cultural, and historical contexts. These contexts both affect and are affected by artists, their work, and their audiences. Understanding these relationships is essential to appreciating both works of art and the societies or cultures in which they are created. The study of these relationships is an essential part of this course.

## **Expressing our Humanity**

The fine arts reflect a human need to understand the world. The fine arts are used to express and communicate experiences, thoughts, and feelings, and to design objects and events which meet personal and social needs. In this course students will reflect on and respond to these aspects of the function of the fine arts.

For each of the above curriculum organizers "Creating, Performing and Communicating," and "Perceiving, Responding, and Reflecting" are represented as categories under which the Learning Outcomes are listed. "Creating, Performing, and Communicating," and "Perceiving, Responding, and Reflecting" describe ways in which we experience and learn about the fine arts. These ways of experiencing the fine arts are considered to be of equal importance and essential to this course curriculum.

## ***Creating, Performing, and Communicating***

Fine arts involve creating, performing, and communicating through images, sound, movement, and/or language. Creating is a

personally or culturally meaningful act involving images, sounds, movement, and language. Communication through the fine arts disciplines is a powerful means of expressing ideas and emotions to satisfy a range of personal and social needs. Presenting and sharing the student's own art work is also important to communication.

## ***Perceiving, Responding, and Reflecting***

Learning in the fine arts involves perceiving, reflecting on and responding to images, sound, movement, and/or language. Perceiving requires exploring the world through the senses. Reflecting on and responding to the arts involves the student observing, listening, describing, analyzing, interpreting, and evaluating works of art. Perceiving, responding to, and reflecting on the arts are personal and social activities that develop sensory awareness and aesthetic appreciation. An informed and sensitive response takes into account the contexts of the artist, student as artist, and audience, and includes student self-evaluation.

"Creating, Performing, and Communicating," and "Perceiving, Responding, and Reflecting" are interrelated processes for experiencing the fine arts. By engaging in both, students become more aware of the artistic process and experience their own creative potential.



## Learning Outcomes

## Elements and Principles

Creating, Performing, and Communicating	Perceiving, Responding, and Reflecting
<p>It is expected that students will:</p> <ul style="list-style-type: none"><li>• create and/or perform a work of art demonstrating an awareness and experience of the basic elements and principles of the discipline used</li><li>• create and/or perform a work of art demonstrating the use of the basic elements and principles of the discipline to communicate specific ideas, moods, or feelings</li></ul>	<p>It is expected that students will:</p> <ul style="list-style-type: none"><li>• develop vocabulary for the discipline studied</li><li>• identify, describe, analyze, interpret, and make judgments about the basic elements and principles (see the description of this curriculum organizer) as used in a variety of artworks</li></ul>

## Learning Outcomes

## Personal, Social, Cultural and Historical Contexts

Creating, Performing, and Communicating	Perceiving, Responding, and Reflecting
<p>It is expected that students will:</p> <ul style="list-style-type: none"><li>• create and/or perform a work of art that reflects an understanding of the impact of social, cultural, and historical contexts</li><li>• create and/or perform a work of art that communicates specific beliefs or traditions in response to historical and/or contemporary issues</li></ul>	<p>It is expected that students will:</p> <ul style="list-style-type: none"><li>• identify, describe, and analyze cultural or historical styles as represented in a variety of artworks</li><li>• critique a work of art relating its content to the context in which it was created</li><li>• describe or demonstrate how a specific work of art supports or challenges specific beliefs or traditions, or responds to historical and/or contemporary issues</li></ul>

**Creating, Performing, and Communicating**

It is expected that students will:

- create and/or perform a work of art expressing the students' own ideas, thoughts, or feelings
- create and/or perform a work of art for a specific public need (e.g., advertising, public ceremony, or social cause)

**Perceiving, Responding, and Reflecting**

It is expected that students will:

- identify, describe, analyze, interpret, and make judgments about how ideas, thoughts, feelings, or messages are communicated in a variety of others' artworks
- examine the tensions between public acceptance and personal expression in the art discipline being studied



---

Queen's Printer for British Columbia ©  
Victoria, 1995

