

Ontario Grade 10 Visual Arts Curriculum Connections for the Activity: Exploring Pastel Perspectives: Still Life Drawing with Soft Pastels

A1: The Creative Process

- *A1.1: Use a variety of strategies to generate ideas for art works that reflect individual, social, cultural, or other themes.*
Connection: Students generate ideas by observing the still life and interpreting it from their chosen perspective, applying their own style or thematic focus to their work.
 - *A1.2: Explore and experiment with elements, principles, and techniques to plan and create art works.*
Connection: The activity emphasizes experimentation with chalk pastels for blending, layering, and mark-making to explore textures, patterns, and colour theory.
 - *A1.3: Produce a final artwork that communicates their intended message or idea.*
Connection: Students use their pastel drawings to communicate their interpretation of the still life, focusing on the emotional or visual impact of perspective, light, and texture.
 - *A1.4: Reflect on and evaluate their own work and the works of others.*
Connection: Through group reflection, students discuss their artistic decisions, challenges, and the effectiveness of their techniques in capturing the still life.
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A2: Elements and Principles of Design

- *A2.1: Apply elements of design (e.g., line, shape, value, texture) to create art works.*
Connection: Students use line and shape to build their compositions, texture for realism, and value to create depth and contrast.
 - *A2.2: Apply principles of design (e.g., contrast, balance, rhythm) to achieve desired effects in their art works.*
Connection: Students achieve balance in their compositions by considering object placement and use contrast to emphasize light and shadow.
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A3: Production and Presentation

- *A3.1: Demonstrate technical skill in using materials, tools, and technologies.*
Connection: Students refine their skills with chalk pastels, using techniques like stippling, blending, and layering to create nuanced textures and colours.
 - *A3.2: Use appropriate visual art terminology when discussing their work.*
Connection: Students use terms like "value," "contrast," "perspective," "highlight," and "texture" during the reflection and discussion portions of the activity.
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B1: The Critical Analysis Process

- *B1.1: Use the critical analysis process to analyze art works and interpret their meaning.*
Connection: In reflecting on their work, students assess how their use of pastels, perspective, and textures conveys their interpretation of the still life.
 - *B1.3: Explain how they applied their understanding of elements and principles of design in their own work.*
Connection: Students describe how they incorporated light, shadow, and contrast to create depth and realism in their compositions.
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B2: Art, Society, and Values

- *B2.2: Explain how knowledge of cultural and historical contexts of art enhances understanding and production.*
Connection: The activity can include a discussion of historical still life traditions, such as Dutch Golden Age still lifes or Impressionist pastel works, to contextualize their own artistic choices.
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C1: Terminology

- *C1.1: Use appropriate terminology related to techniques, materials, and processes.*
Connection: Students discuss their application of terms like "layering," "perspective," and "mark-making" in their pastel work.
- *C1.2: Demonstrate understanding of vocabulary related to elements and principles of design.*
Connection: Students use vocabulary like "balance," "value," "shape," and "rhythm" when analyzing and presenting their artwork.