

Ontario Grade 11 Visual Arts Curriculum Connections for the Activity: Exploring Line and Pattern with Monoprint Gelli Plates

A1: The Creative Process

- *A1.1: Use a variety of strategies (e.g., research, experimentation, brainstorming) to generate creative ideas in response to artistic challenges.*
Connection: Students experiment with mark-making, layering techniques, and contrasting paper backgrounds (black and white) to generate unique monoprints.
 - *A1.2: Explore and experiment with a range of media, techniques, and styles in the production of art works.*
Connection: Students use Gelli plates, chalk pastels, and brayers, experimenting with transferring designs and manipulating patterns and textures through layering.
 - *A1.3: Document their use of the creative process and reflect on the choices made throughout.*
Connection: Students reflect on their exploration of colour, line, and pattern and document how these elements contributed to the outcomes of their monoprints.
-

A2: Elements and Principles of Design

- *A2.1: Apply elements and principles of design to create art works that convey meaning and/or function effectively.*
Connection: Students use line, contrast, repetition, and balance to create dynamic compositions that explore the relationship between colour, texture, and emotion.
 - *A2.2: Analyze how the elements and principles of design are used in their own and others' art works to create impact and communicate meaning.*
Connection: Students evaluate how different patterns, lines, and layers evoke visual interest or emotions in their monoprints and those of their peers.
-

A3: Production and Presentation

- *A3.1: Demonstrate technical skill and creative use of materials in producing art works.*
Connection: Students develop proficiency with Gelli plates, chalk pastels, and brayers to produce high-quality prints that demonstrate experimentation and control of materials.
 - *A3.2: Demonstrate appropriate use of tools, materials, and techniques in creating and presenting art works.*
Connection: Students explore the technical process of monoprinting, including the importance of thin paint layers, even brayer application, and precise paper placement.
-

B1: The Critical Analysis Process

- *B1.1: Use the critical analysis process to interpret and assess the effectiveness of art works.*
Connection: Students analyze their prints, discussing how the layering of patterns and colours effectively communicates their artistic intentions.
 - *B1.2: Analyze how meaning is created in art works through the use of elements, principles, media, and techniques.*
Connection: Students reflect on how their use of line, pattern, and colour combinations communicates movement, mood, or contrast.
 - *B1.3: Evaluate the effectiveness of art works, including their own, using a variety of criteria.*
Connection: Students critique their prints, focusing on technical execution, creative use of media, and overall visual impact.
-

B2: Art, Society, and Values

- *B2.1: Analyze the function and social impact of different types of art works.*
Connection: Students discuss how printmaking historically functioned as a tool for artistic experimentation and dissemination of ideas, linking their work to broader artistic traditions.
 - *B2.2: Assess ways in which creating and analyzing art works has affected their personal identity and values.*
Connection: Students reflect on how experimenting with monoprint techniques has enhanced their understanding of personal expression and the emotional impact of design choices.
-

C1: Terminology

- *C1.1: Demonstrate an understanding of terminology related to the elements and principles of design in analyzing and producing art works.*

Connection: Students use terms such as "line weight," "contrast," "rhythm," and "texture" to describe and analyze their creative choices.

- C1.2: *Demonstrate an understanding of terminology related to techniques, materials, and tools used in producing and presenting art works.*

Connection: Students use printmaking-specific vocabulary, such as "Gelli plate," "brayer," "transfer," and "layering," during discussions and critiques.