



**Varley Art Gallery**  
**EDUCATIONAL PROGRAMS 2017**

**CURRICULUM LINKS**

**Grades 1-3**

**Visual Art**

- D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
  - D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
  - D1.4 Use a variety of materials, tools, and techniques to respond to design challenges  
e.g. drawing, mixed media, painting, printmaking, sculpture
  - D2.1 Express their feelings and ideas about art works and art experiences
  - D2.2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
  - D3.2 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places
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**Language Arts**

Oral Communication

- 1.1 Identify purposes for listening in a few different situations, formal and informal
- 1.2 Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations
- 2.4 Choose appropriate words to communicate their meaning accurately and engage the interest of their audience

Writing

- 1.4 Sort ideas and information for their writing in a variety of ways, with support and direction (*e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers*)
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**Environmental Education - Science & Technology**

- 1.1 Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans
  - 1.1 Assess the impact of human activities on air and water in the environment, taking different points of view into consideration and plan a course of action to help keep the air and water in the local community clean
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**Social Studies**

- B1.1 Describe some of the ways in which people make use of natural and built features of, and human services in, the local community to meet their needs, and what might happen if these features/ services did not exist.
- B3.4 Identify the location of selected countries, cities, and /or towns around the world, and describe how their location and climate are related. (*e.g., Canada has four seasons because it is far from the equator; Winnipeg is usually colder than Toronto in the winter because it is farther North*)

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**CURRICULUM LINKS**

**Grades 4-6**

**Visual Art**

- D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
- D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
- D1.4 Use a variety of materials, tools, and techniques to respond to design challenges  
e.g. drawing, mixed media, painting, printmaking, sculpture
- D2.1 Express their feelings and ideas about art works and art experiences
- D2.2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
- D3.2 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places

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**Language Arts**

Oral Communication

- 1.1 Identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- 2.4 Choose appropriate words to communicate their meaning accurately and engage their audience

Writing

- 1.4 Sort and classify ideas and information in a variety of ways (e.g. *graphic organizers*)

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**Environmental Education - Science & Technology**

- 1 Analyse the effects of human activities on habitats and communities
  - 1.1 Analyse the positive and negative impacts of human interactions with natural habitats and communities (e.g., *human dependence on natural materials*), taking different perspectives into account, and evaluate ways of minimizing the negative impacts
  - 1.2 Identify reasons for the depletion or extinction of a plant or animal species
- 3.10 Describe ways in which humans are dependent on natural habitats and communities

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**Social Studies**

- A2.1 Formulate questions to guide investigations into ways of life and relationships with the environment in two or more early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies. (e.g., *connections between the local environment and settlement, art, types of work*)
- B2.2 Gather and organize information on global issues of Political, social, economies and/or environmental importance, including their impact and responses to them

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**CURRICULUM LINKS**

**Grades 7-8**

**Visual Art**

- D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences
  - D1.2 Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
  - D1.4 Use a variety of materials, tools, and techniques to respond to design challenges  
e.g. drawing, mixed media, painting, printmaking, sculpture
  - D2.1 Express their feelings and ideas about art works and art experiences
  - D2.2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' art work
  - D3.2 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places
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**Language Arts**

Oral Communication

- 1.2 Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- 1.6 Extend understanding of oral texts, by connecting, comparing, and contrasting ideas and information in them to their own knowledge, experience, and the world around them

Writing

- 1.4 Sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data
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**Environmental Education - Science & Technology**

- 1 Assess and evaluate the impacts of human activities and technologies on the environment
  - 2 investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem
  - 3.8 describe ways in which human activities and technologies alter balances and interactions in the environment (*e.g., clear-cutting a forest*)
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**Social Studies**

- B3.3 Identify key social and economic changes that occurred in and/ or affected Canada during this period (*e.g., growing markets for lumber and wheat, the construction of canals and railways lines*), and explain the impact of some of these changes
- A2.5 Evaluate evidence and draw conclusions about the impact of natural events and/or human activities that changed the physical environment

**CURRICULUM LINKS**

**Grades 9-12**

**Visual Art**

- A2.1 Explore elements and principles of design, and apply them to create art works that:  
Express personal feelings and/or communicate emotions to an audience
  - A2.2 Communicate ideas and information
  - A3.1 Explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works
  - B1.1 Identify and describe their initial reactions to a variety of art works
  - B1.2 Identify, on the basis of examination, elements and principles of design used in various art works, and describe their effects
  - B1.3 Interpret a variety of historical and/or contemporary art works to identify their subject matter and purpose and the meanings they convey
  - B2.3 Identify ways in which creating and/or analysing art works has affected their personal identity and values
  - C1.1 Use appropriate terminology when:  
Identifying and describing the use of elements and principles of design in their own art works and the works of others
  - C1.2 Describing techniques, materials, and tools when creating and presenting visual art works
  - C2.2 Demonstrate an understanding of some techniques that artists use to achieve specific effects
  - C3.2 Demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts
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**Geography**

- B1.1 Analyse environmental, economic, social, and/ or political implications of different ideas and beliefs about the value of Canada's natural environment, and explain how these ideas/ beliefs affect the use and protection of Canada's natural assets
- B1.3 Assess environmental, economic, social, and/ or political consequences for Canada of changes in some of the Earth's physical processes
- B1.4 Explain how human activities can alter physical process and contribute to occurrences of natural events and phenomena
- C1.4 Analyse the roles and responsibilities of individuals in promoting the sustainable use of resources
- C2.2 Analyse, from a geographic perspective, issues relating to the development, extraction and management of various natural resources found in Canada