# Cross-Curricular SLOs

| **ICT Div IV** | **ELA 20-2** | **Art 20** | **COM1005: VISUAL COMPOSITION** |
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| **C1 4.4** communicate in a persuasive and engaging manner, throughappropriate forms … applying information technologies for context, audience and purpose that extend and communicateunderstanding of complex issues | **2.2.1 20-2a** identify a variety of text forms, including communications forms and literary forms; and describe the relationship of form to purpose**2.2.1 20-2d** analyze the effect of medium on message **4.1.2 20-2d**understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate  |  |  |
|  | **4.2.1 20-2b** review the accuracy, specificity and precision of details, events, images,facts or other data intended to support a controlling idea or to develop aunifying effect; and add to details, events, images, facts or other data asneeded to provide sufficient support or development [for example, use arevision strategy such as the Five R’s to read, react, rework, reflect andrefine work] |  |  |
| **C6 4.2** investigate and solve problemsof organization and manipulation of information | **3.2.1 20-2d**organize information logically  |  |  |
| **C6 4.5** evaluate the appropriateness ofthe technology used to investigate or solve a problem | **3.2.4 20-2a**reflect on and assess the effectiveness of strategies used to guide inquiry or research [such as the effective use of time and the division of labour when involved in group research]**20-2b** identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies |  |  |
| **C7 4.1** use appropriate strategies tolocate information to meetpersonal needs | **3.1.2 20-2e**identify and select potential strategies and technologies for gathering, generating and recording information  |  |  |
| **F3 4.2** record relevant data for acknowledging sources ofinformation, and cite sourcescorrectly**F3 4.3** respect ownership and integrity of information | **3.2.1 20-2c**record information accurately andcompletely; and document and reference sources, as appropriate to avoid plagiarism |  | **4.** identify copyright restrictions and permissions and put them into practice |
|  | **4.2.4 Edit text for matters of correctness** |  |  |
|  | **4.2.3 Consider and address matters of choice** |  |  |
| **P3 4.1** select and use, independently,multimedia capabilities forpresentations in various subjectareas | **4.1.4 20-2c**develop and deliver oral, visual andmultimedia presentations, using … visual production factors [such as colour and contrast] appropriate to purpose, audience and situation  | **Compositions****Components** Use non-traditional approaches to create compositions in both 2D and 3D. | **3.** produce visual compositions using a variety of media … where a number of elements and principles of design are used and have an identifiable impact on the intent of the message |
| **P3 4.3** apply general principles ofgraphic layout and design to adocument in process**P4 4.1** integrate a variety of visual and audio information into a document to create a messagetargeted for a specific audience**P4 4.2** apply principles of graphic design to enhance meaning and audience appeal | **4.1.4 20-2a** meet production, publication and display requirements for print texts as appropriate to purpose, audience and situation [for example, consider layout, font and visuals, costs and timelines when publishing a brochure] **20-2c**develop and deliver oral, visual andmultimedia presentations, using … visual production factors [such as colour and contrast] appropriate to purpose, audience and situation | **Compositions****Organization**Demonstrate control over various components of compositions. (e.g., by using several approaches to a single problem) | **1. identify and discuss the elements and principles of design** 1.1 define the elements of design 1.2 identify the elements of design using examples 1.3 describe the impact of each element on the visual message; e.g., line, shape (2D) or form (3D), colour, texture, depth (perspective), light, direction (motion), mass (visual weight), tone (black and white) or value (colour), space (positive and negative) 1.4 define the principles of design 1.5 identify the principles of design using examples 1.6 describe the impact of each principle on the visual message; e.g., balance, emphasis, proportion (scale), repetition (rhythm/pattern), unity, contrast, harmony, proximity, variety**2. discuss typography as it relates to the use of text in visual messages** 2.1 explore the meanings of common terms used in typography; e.g., capline, topline, midline, baseline, beardline, serif, san serif, ascender, descender, bowl, counter 2.2 discuss the use of the elements and principles of design in purposeful text creation; e.g., attention-getting text versus readable text 2.3 discuss the role of whitespace in the use of text |
|  | **4.1.1 20-2b**describe the purpose and target audience, and select from a repertoire of strategies to accomplish the purpose and engage the audience **5.1.1 20-2e**accept, offer and appreciate the value of constructive criticism**5.1.2 20-2b**explain how selected works of literature and other print and nonprinttexts convey, shape and, at times, challenge individual and group valuesand behaviours | **Composition****Relationships 2**Use the vocabulary and techniques of art criticism to interpret and evaluate both their own works and the works of others. | **5. present a selection of work completed in this course to an audience** 5.1 discuss work regarding: 5.1.1 how the elements and principles of design help facilitate good composition in his or her work 5.1.2 the technical and creative aspects of the work; e.g., quality, uniqueness 5.1.3 areas of concern/difficulty (if applicable) 5.1.4 meeting school and community standards; e.g., appropriate language **6. participate in a critique or an assessment of compositions created by others; e.g., classmates, professionals** 6.1 identify elements and principles used in the images 6.2 comment on the impact of the elements and principles in the construction of the message |
|  | **5.2.1 Cooperate with others, and contribute to group processes** |  |  |
|  | **5.2.2 Understand and evaluate group processes** |  |  |