

# Arts\_Visual arts overview

## Year 2 (Grade 7)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Silence and Motion – The Prototype: Stage 1  6 weeks	Communication Representation	Personal and cultural expression	A story can be told (narrated) through an inanimate object via motion and expression.	A, B, C, D	<p><b>Communication:</b> Give and receive meaningful feedback from teacher and peers</p> <p><b>Social:</b> - Give and receive meaningful feedback – peer teaching</p> <p><b>Self-Management – Organization:</b> Bring necessary equipment and supplies to class and * Plan strategies and take action to achieve personal and academic goals</p> <p><b>Self-Management – Affective:</b> Demonstrate persistence and perseverance</p> <p><b>Self-Management- Reflection:</b> What will I work on next? (self-assessment)</p> <p><b>Thinking- Critically:</b> Identify obstacles and challenges and * Propose and evaluate a variety of solutions</p> <p><b>Thinking – Creative:</b> Design new machines, media and technologies</p>	<p>Use the workbook as a creative tool for investigation and experimentation. Observe a still-life object and communicate form, shades, texture and line through a variety of media. Research the ‘puppet’ as a means of understanding the visually moving silent process.</p> <p>Develop a fictional character, reflect and assess the process and completed piece.</p> <p>Experimenting with the moving form through model sketching and sewing</p> <p>Construct and communicate an illustrative story through motion; successfully through a sock puppet.</p>
Silence and Motion – the Mechanism: Stage 2  6 weeks	Change Innovation	Scientific and Technical Innovation	A story can be told (narrated) through an inanimate object via motion and expression.	A, B, C, D	<p><b>Communication:</b> Give and receive meaningful feedback from teacher and peers</p> <p><b>Social:</b> - Give and receive meaningful feedback – peer teaching</p> <p><b>Self-Management – Organization:</b> Bring necessary equipment and supplies to class and * Plan strategies and take action to achieve personal and academic goals</p> <p><b>Self-Management – Affective:</b> Demonstrate persistence and perseverance</p> <p><b>Self-Management- Reflection:</b> What will I work on</p>	<p>Use different media, techniques, and processes to communicate ideas, experiences, and stories.</p> <p>Know the differences among visual characteristics and purposes of art in order to convey ideas.</p> <p>Select and use subject matter, symbols, and ideas to</p>

## Arts\_Visual arts overview

					<p>next? (self-assessment)</p> <p><b>Thinking-</b> Critically: Identify obstacles and challenges and * Propose and evaluate a variety of solutions</p> <p>Thinking – Creative: Design new machines, media and technologies</p>	<p>communicate meaning.</p> <p>Know that the visual arts have both a history and specific relationships to various cultures.</p> <p>Reflecting upon and assessing the characteristics and merits of their work and the work of others.</p>
<p>Silence and Motion – the Muppet: Stage 3</p> <p>6 weeks</p>	<p>Aesthetics Narrative and Presentation</p>	<p>Scientific and Technical Innovation</p>	<p>A story can be told (narrated) through a mechanism via motion and expression.</p>	<p>A, B, C, D</p>	<p><b>Communication:</b> Give and receive meaningful feedback from teacher and peers</p> <p><b>Social:</b> Help others to succeed – peer teaching</p> <p><b>Self-Management</b> – Organization: Bring necessary equipment and supplies to class</p> <p>Self-Management – Affective: Practise focus and concentration in the studio</p> <p>Self-Management- Reflection: Identify strengths and weaknesses of personal learning strategies (self-assessment)</p> <p><b>Thinking-</b> Critically: Identify obstacles and challenges</p> <p>Thinking – Creative: Apply existing knowledge to generate new ideas, products or processes</p> <p>Thinking- Transfer: Inquire in different contexts to gain a different perspective</p>	<p>To understand and apply media, techniques, and processes.</p> <p>To use knowledge of structures and functions.</p> <p>To be able to choose and evaluate a range of subject matter, symbols, and ideas.</p>

# Arts\_Visual arts overview

## Year 3 (Grade 8)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
My Oh My, Tragedy Cultural Masks: Stage 1  6 weeks	Identity Representation and Visual Culture	Personal and cultural expression	The individual mask is a form of expression and dictates our personal means of cultural expression within a particular set of genres	A, B, C, D	<p><b>Communication:</b> - Take effective notes in class</p> <p><b>Social:</b> Give and receive meaningful feedback – peer teaching</p> <p><b>Self-Management</b> – Organization: Bring necessary equipment and supplies to class</p> <p>Self-Management – Affective: Practise focus and concentration in the studio</p> <p>Self-Management- Reflection: - Focus on the process of creating by imitating the work of others</p> <p><b>Research</b> - Information: Collect, record and verify data</p> <p>Research – Creative: Make informed choices about personal viewing experiences</p> <p><b>Thinking</b>- Critically: Revise understanding based on new information and evidence</p> <p>Thinking – Creative: Consider multiple alternatives, including those that might be unlikely or impossible</p> <p>Thinking- Transfer: Change the context of an inquiry to gain different perspectives</p>	<p>Use the workbook as a creative tool for investigation and experimentation.</p> <p>Observe the self-portrait and communicate form, shades, texture and line through a variety of media (pencil).</p> <p>Research ceremonial masks from all continents and specific time periods (samples: modern, Chinese, Japanese, Ancient Greek, North American Indian, South American Indian, African, Oceanic, Venetian)</p> <p>Develop a fictional character, reflect and assess the process and completed piece.</p> <p>Experimenting with new media.</p> <p>Construct a mask and communicate its story</p>
My Oh My, Tragedy  the Stage: Stage 2  16 weeks	Creativity Interpretation and Audience	Identities and Relationships	The set or art plane is a canvas for expression and dictates our personal means of cultural expression within a particular set of materials	A, B, C, D	<p><b>Communication:</b> - Negotiate ideas and knowledge with peers and teachers</p> <p><b>Social:</b> Manage and resolve conflict, and work collaboratively in teams – peer teaching</p> <p><b>Self-Management</b> – Organization: Bring necessary equipment and supplies to class and plan strategies and take action to achieve personal and academic goals</p>	<p>Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices</p> <p>Integrate visual, spatial, and</p>

## Arts\_Visual arts overview

					<p>Self-Management – Affective: Demonstrate persistence and perseverance</p> <p>Self-Management- Reflection: Keep a journal to record reflections</p> <p><b>Research</b> - Information: Collect, record and verify data</p> <p>Research – Creative: - Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</p> <p><b>Thinking</b>- Critically: Consider ideas from multiple perspectives</p> <p>Thinking – Creative: Design improvements to existing machines, media and technologies</p> <p>Thinking- Transfer: Apply skills and knowledge in unfamiliar situations</p>	<p>temporal concepts with content to communicate intended meaning in their artworks</p> <p>Know and compare the characteristics of artworks in various eras and cultures</p> <p>Compare multiple purposes for creating works of art</p>
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### Year 4 (Grade 9)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Elements of Design: The Circle  15 weeks	Aesthetics Composition Boundaries	Orientation in space and time	The simple design can be further defined on its new compositional plane.	A, B, C, D	<p><b>Communication:</b> - Give and receive meaningful feedback</p> <p><b>Social:</b> Take responsibility for one’s own actions</p> <p><b>Self-Management</b> – Organization: Bring necessary equipment and supplies to class</p> <p>Self-Management – Affective: Practise strategies to overcome distractions</p> <p>Self-Management- Reflection: - Identify strengths and weaknesses of personal learning strategies (self-assessment)</p>	<p>Observation of still objects in a variety of perspective points and media use.</p> <p>Methods of altering a composition.</p> <p>Research into artists’ styles and genres in dealing with the concrete form in an imagined space.</p> <p>Achieving for technical competency in a given media.</p>

## Arts\_Visual arts overview

					<p><b>Research</b> - Information: Collect, record and verify data          Research – Creative: Make informed choices about personal viewing experiences  <b>Thinking</b>- Critically: Revise understanding based on new information and evidence          Thinking – Creative: Consider multiple alternatives, including those that might be unlikely or impossible          Thinking- Transfer: Change the context of an inquiry to gain different perspectives</p>	
<p>Discovery through Design: the Circle – Stage 2</p> <p>15 weeks</p>	<p>Aesthetics          Composition and Genre</p>	<p>Personal and Cultural Expression</p>	<p>The simple design can be further defined on its new compositional plane.</p>	<p>A, B, C, D</p>	<ul style="list-style-type: none"> <li>- Use and interpret a range of discipline-specific terms and symbols</li> <li>- Listen actively to other perspectives and ideas</li> <li>- Use appropriate strategies for organizing complex information             <ul style="list-style-type: none"> <li>- Practise focus and concentration</li> </ul> </li> <li>- Focus on the process of creating by imitating the work of others</li> <li>- Collect, record and verify data</li> <li>- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</li> <li>- Identify obstacles and challenges</li> <li>- Practise visible thinking strategies and techniques</li> <li>- Combine knowledge, understanding and skills to create products or solutions</li> </ul>	

# Arts\_Visual arts overview

## Year 5 (Grade 10)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
Art in My Life: Emotion 14 weeks	Communication Style and Composition	Identities and relationships	Producing creatively with visual stimuli a composition that can reach across to an audience effectively.	A, B, C, D	<p><b>Communication:</b> - Give and receive meaningful feedback</p> <p><b>Social:</b> Take responsibility for one's own actions</p> <p><b>Self-Management – Organization:</b> Bring necessary equipment and supplies to class</p> <p><b>Self-Management – Affective:</b> Practise strategies to overcome distractions</p> <p><b>Self-Management- Reflection:</b> - Identify strengths and weaknesses of personal learning strategies (self-assessment)</p> <p><b>Research - Information:</b> Collect, record and verify data</p> <p><b>Research – Creative:</b> Make informed choices about personal viewing experiences</p> <p><b>Thinking- Critically:</b> Revise understanding based on new information and evidence</p> <p><b>Thinking – Creative:</b> Consider multiple alternatives, including those that might be unlikely or impossible</p> <p><b>Thinking- Transfer:</b> Change the context of an inquiry to gain different perspectives</p>	<p>Brainstorm the guiding question while developing his/her own personal opinion.</p> <p>Creating a visual collage which assists in direction and purpose in the set-guided theme.</p> <p>Researching artists, media and art movements which will give substance and support for further creative development.</p> <p>Documentation of process, experimentation and resolving problems in the workbook.</p> <p>Producing a compositional piece which is for a given audience and the message is communicated thoroughly.</p>
Art History for Communication : Emotion 15 weeks	Communication Boundaries and Expression	Personal and cultural expression	Producing creatively with visual stimuli a composition that can reach across to a more global and multi-cultural	A, B, C, D	<p><b>Communication:</b> Organize and depict information logically - Give and receive meaningful feedback</p> <p><b>Social:</b> Give and receive meaningful feedback</p> <p><b>Self-Management – Organization:</b> Bring necessary equipment and supplies to class - Set goals that are challenging and realistic</p>	

## Arts\_Visual arts overview

			audience effectively.		<p>Self-Management – Affective: - Practise dealing with change</p> <p>Self-Management- Reflection: - What can I already do?</p> <p><b>Research</b> - Information: Collect and analyse data to identify solutions and make informed decisions</p> <p>Research – Creative: - Understand the impact of media representations and modes of presentation</p> <p><b>Thinking</b>- Critically: Revise understanding based on new information and evidence - Make unexpected or unusual connections between objects and/or ideas</p> <p>Thinking – Creative: Apply existing knowledge to generate new ideas, products or processes</p> <p>Thinking- Transfer: Combine knowledge, understanding and skills to create products or solutions</p>	
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