# Arts_Visual arts overview

## Year 2 (Grade 7)

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<th>Unit title and teaching hours</th>
<th>Key concept Related concepts</th>
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</table>
| 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 | Communication: Give and receive meaningful feedback from teacher and peers  
Social: - Give and receive meaningful feedback – peer teaching  
Self-Management – Organization: Bring necessary equipment and supplies to class and * Plan strategies and take action to achieve personal and academic goals  
Self-Management – Affective: Demonstrate persistence and perseverance  
Self-Management: Reflection: What will I work on next? (self-assessment)  
Thinking: Critically: Identify obstacles and challenges and * Propose and evaluate a variety of solutions  
Thinking – Creative: Design new machines, media and technologies | 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. Develop a fictional character, reflect and assess the process and completed piece. Experimenting with the moving form through model sketching and sewing Construct and communicate an illustrative story through motion; successfully through a sock puppet. |
| 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 | Communication: Give and receive meaningful feedback from teacher and peers  
Social: - Give and receive meaningful feedback – peer teaching  
Self-Management – Organization: Bring necessary equipment and supplies to class and * Plan strategies and take action to achieve personal and academic goals  
Self-Management – Affective: Demonstrate persistence and perseverance  
Self-Management: Reflection: What will I work on next? (self-assessment)  
Thinking: Critically: Identify obstacles and challenges and * Propose and evaluate a variety of solutions  
Thinking – Creative: Design new machines, media and technologies | Use different media, techniques, and processes to communicate ideas, experiences, and stories. Know the differences among visual characteristics and purposes of art in order to convey ideas. Select and use subject matter, symbols, and ideas to |
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| Aesthetics Narrative and Presentation | Scientific and Technical Innovation | A story can be told (narrated) through a mechanism via motion and expression. | A, B, C, D | Communication: Give and receive meaningful feedback from teacher and peers  
Social: Help others to succeed – peer teaching  
Self-Management – Organization: Bring necessary equipment and supplies to class  
Self-Management – Affective: Practise focus and concentration in the studio  
Self-Management: Reflection: Identify strengths and weaknesses of personal learning strategies (self-assessment)  
Thinking: Critically: Identify obstacles and challenges  
Thinking – Creative: Apply existing knowledge to generate new ideas, products or processes  
Thinking: Transfer: Inquire in different contexts to gain a different perspective | To understand and apply media, techniques, and processes.  
To use knowledge of structures and functions.  
To be able to choose and evaluate a range of subject matter, symbols, and ideas. |

| Silence and Motion – the Muppet:  
Stage 3  
6 weeks | | | | |

- Thinking: Critically: Identify obstacles and challenges and  
  Propose and evaluate a variety of solutions  
- Thinking – Creative: Design new machines, media and technologies  
- Reflecting upon and assessing the characteristics and merits of their work and the work of others  
- Know that the visual arts have both a history and specific relationships to various cultures.
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## Year 3 (Grade 8)

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</table>
| My Oh My, Tragedy Cultural Masks: Stage 1 | 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 | Communication: - Take effective notes in class  
Social: Give and receive meaningful feedback – peer teaching  
Self-Management – Organization: Bring necessary equipment and supplies to class  
Self-Management – Affective: Practise focus and concentration in the studio  
Self-Management- Reflection: - Focus on the process of creating by imitating the work of others  
Research - Information: Collect, record and verify data  
Research – Creative: Make informed choices about personal viewing experiences  
Thinking- 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 | Use the workbook as a creative tool for investigation and experimentation.  
Observe the self-portrait and communicate form, shades, texture and line through a variety of media (pencil).  
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)  
Develop a fictional character, reflect and assess the process and completed piece.  
Experimenting with new media. Construct a mask and communicate its story |
| My Oh My, Tragedy the Stage: Stage 2 | 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 | Communication: - Negotiate ideas and knowledge with peers and teachers  
Social: Manage and resolve conflict, and work collaboratively in teams – peer teaching  
Self-Management – Organization: Bring necessary equipment and supplies to class and plan strategies and take action to achieve personal and academic goals | Select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices  
Integrate visual, spatial, and |
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| Self-Management – Affective: Demonstrate persistence and perseverance  
| Self-Management- Reflection: Keep a journal to record reflections  
| Research - Information: Collect, record and verify data  
| Research – Creative: - Locate, organize, analyse, evaluate, synthesize and ethnically use information from a variety of sources and media (including digital social media and online networks)  
| Thinking- Critically: Consider ideas from multiple perspectives  
| Thinking – Creative: Design improvements to existing machines, media and technologies  
| Thinking- Transfer: Apply skills and knowledge in unfamiliar situations  
| temporals concepts with content to communicate intended meaning in their artworks  
| Know and compare the characteristics of artworks in various eras and cultures  
| Compare multiple purposes for creating works of art |

### Year 4 (Grade 9)

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</table>
| 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 | Communication: - Give and receive meaningful feedback  
Social: Take responsibility for one’s own actions  
Self-Management – Organization: Bring necessary equipment and supplies to class  
Self-Management – Affective: Practise strategies to overcome distractions  
Self-Management- Reflection: - Identify strengths and weaknesses of personal learning strategies (self-assessment) | Observation of still objects in a variety of perspective points and media use.  
Methods of altering a composition. Research into artists’ styles and genres in dealing with the concrete form in an imagined space.  
Achieving for technical competency in a given media. |
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<th>Discovery through Design: the Circle – Stage 2</th>
<th>Aesthetics Composition and Genre</th>
<th>Personal and Cultural Expression</th>
<th>The simple design can be further defined on its new compositional plane.</th>
<th>A, B, C, D</th>
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<tbody>
<tr>
<td>15 weeks</td>
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<td>- Use and interpret a range of discipline-specific terms and symbols</td>
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<td>- Listen actively to other perspectives and ideas</td>
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<td>- Use appropriate strategies for organizing complex information</td>
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<td>- Practise focus and concentration</td>
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<td>- Focus on the process of creating by imitating the work of others</td>
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<td>- Collect, record and verify data</td>
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<td>- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)</td>
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<td>- Identify obstacles and challenges</td>
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<td>- Practise visible thinking strategies and techniques</td>
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<td>- Combine knowledge, understanding and skills to create products or solutions</td>
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**Research** - Information: Collect, record and verify data
Research – Creative: Make informed choices about personal viewing experiences
Thinking - 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
### Year 5 (Grade 10)

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| Art in My Life: Emotion       | 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 | **Communication:** - Give and receive meaningful feedback  
**Social:** Take responsibility for one's own actions  
**Self-Management – Organization:** Bring necessary equipment and supplies to class  
**Self-Management – Affective:** Practise strategies to overcome distractions  
**Self-Management – Reflection:** - Identify strengths and weaknesses of personal learning strategies (self-assessment)  
**Research - Information:** Collect, record and verify data  
**Research – Creative:** Make informed choices about personal viewing experiences  
**Thinking - 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 | Brainstorm the guiding question while developing his/her own personal opinion.  
Creating a visual collage which assists in direction and purpose in the set-guided theme.  
Researching artists, media and art movements which will give substance and support for further creative development.  
Documentation of process, experimentation and resolving problems in the workbook.  
Producing a compositional piece which is for a given audience and the message is communicated thoroughly. |

| Art History for Communication : Emotion | 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 | **Communication:** Organize and depict information logically - Give and receive meaningful feedback  
**Social:** Give and receive meaningful feedback  
**Self-Management – Organization:** Bring necessary equipment and supplies to class - Set goals that are challenging and realistic | |
| audience effectively. | Self-Management – Affective:  | Practise dealing with change  
Self-Management- Reflection:  | What can I already do?  
Research - Information: Collect and analyse data to identify solutions and make informed decisions  
Research – Creative: Understand the impact of media representations and modes of presentation  
Thinking - Critically: Revise understanding based on new information and evidence - Make unexpected or unusual connections between objects and/or ideas  
Thinking – Creative: Apply existing knowledge to generate new ideas, products or processes  
Thinking- Transfer: Combine knowledge, understanding and skills to create products or solutions |