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| **YEAR LEVEL** | **VISUAL ARTS OVERVIEW****TERM ONE**  |
| **ECH 1** | **Colour is important in the world around us, and artists create using colours they see and colours they imagine. We can name colours and mix colours.**-Introduction to a variety of art materials in a variety of colours-Students will begin to identify, mix, and match colours-Students will create cooperatively and individually -Students will respond to books, music, and images to better understand colour in the world around us. |
| **ECH 2** | **We use our five senses to explore and enjoy art.**-This art inquiry will tie in with the current classroom-based inquiry.-Students will use a variety of art materials that allow for indulging of the senses, for example:-Warm and Cold -Scented art materials-Textures such as sticky, fluffy, smooth, squishy, fuzzy |
| **Reception** | **We can experience textures by making, touching, and looking at art.**-TEXTURE is known as one of the Elements of Art. It can be real or implied. -Using a variety of media, students will explore and understand the role of texture in creating art. |
| **Year One** | **Art of the South Pacific is an expression of the people and cultures of the South Pacific both in our time, and in times past.**-How do cultures express their unique perspectives through art?-What traditions do we see in the materials and motifs of Pacific art?-Students will inquire into art in our local setting, and respond to both traditional and contemporary works.-Students will draw upon Pacific art for inspiration in a variety of art works in traditional and innovative materials. |
| **Year Two** | **Sculpture is a diverse form of three dimensional visual art, through which artists express themselves and make meaning.** -Students will learn vocabulary associated with three-dimensional art forms-Students will view contemporary and historical works, using some as inspiration for their own art. -Sculptures will be done in relief and in the round. |
| **Year Three** | **Artists of the twentieth century took creative risks while interacting with a** **rapidly changing world.** -Students will explore the art of several fascinating and influential 20th century artists.-They will use Art thinking routines and the PYP key concepts to inquire into the lives and artwork of these.-Students will create art pieces inspired by the artists they ‘meet. |
| **Year Four** | **Printmaking is a centuries-old artistic tradition, through which we can enjoy innovative and spontaneous artistic processes.**-Students will begin by observing monoprints, focusing on their spontaneous and process-revealing appearance. A simple line drawing of themselves will be a springboard for experimentation with monoprint techniques.-Students will respond to the work of printmakers, and create art using their choice of a range of printmaking techniques. |
| **Year Five** | **Art enriches our lives and** **our learning.**-Students will begin by making a multimedia self portrait, and begin to discuss the function of art and connections to other areas. They will be encouraged to inquire along these lines:*-What role does art have in our lives?**-How can experiencing and creating art enrich our lives and our learning?*-Students will research an artist with the intention of discovering the causal relationships between the four ‘agents’ of the Visual Arts Conceptual Framework: artist, artwork, world, and audience  |
| **UNIT OF INQUIRY****INTENSIVE****YEAR 3/4 B****(WEEK 1 – 6)** | **Transdisciplinary Theme :** Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.**Central Idea:** Over time, living things need to adapt to survive.**Lines of Inquiry:**  * concept of adaptation
* circumstances leading to adaptation
* how living things adapt or respond to environmental conditions

**Key concepts:** Change, Connection, Responsibility**Visual Arts Intensive** |
| **UNIT OF INQUIRY****INTENSIVE****YEAR 4****(TERM 1:WEEK 7 –** **Term 2: Week 2)** | **Transdisciplinary Theme:** Who we are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. **Central Idea:**  Body systems are interrelated and work together for good health.**Lines of Inquiry:** * Types, roles and functions of major body systems
* Interrelatedness of body systems
* Illnesses associated with various body systems
* Keeping healthy

**Key Concepts:** Function, Connection, Responsibility**Visual Arts Intensive*** To assess prior knowledge: In groups, students draw a life size representation of a human body with its systems. They select from a wide range of art media and materials to attempt to capture the textures and colours accurately.
* Students will study how artists have traditionally represented the human form, and how our understanding of anatomy affects the way we represent the human body in art.
* Students will also experiment with contemporary artistic trends for representing the human figure, and create original drawings.
* During the summative assessment, students will draw upon knowledge of the art elements, specifically colour, form, and texture, to design a working three dimensional model of two interrelated body systems.
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