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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. |