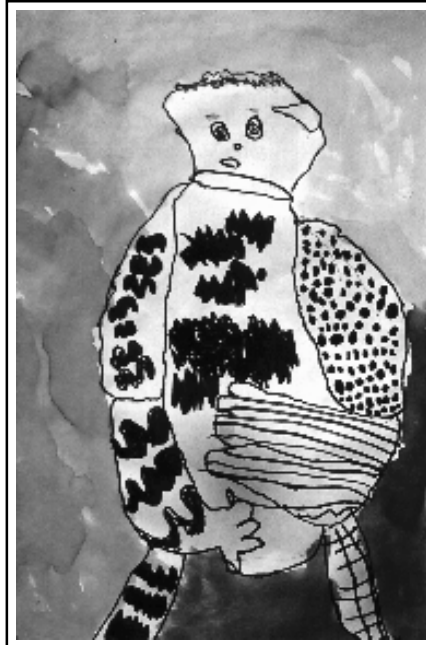


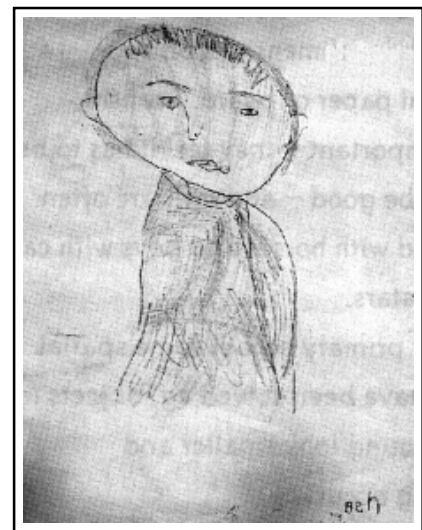
Visual arts: enjoy it!

Explicit teaching is as relevant for the arts as it is for literacy or any other area of the curriculum. Children will learn to draw images of things they see around them without the intervention of a teacher, just as they will learn from their peers and other mentors to speak or to compute. But it is acknowledged that if we want to give children opportunities to fully develop their literacy skills and understandings at appropriate stages of their development, then a teacher must intervene to model practice and chart a path for this to happen. The same is true for learning in the visual arts.



syllabus. Good teaching practice is what is required. The support section provides lots of suggestions for creating learning experiences for students.

The drawings and paintings here are by students at Birchgrove Primary School. They demonstrate a progression of



In deciding what methods to employ, you will need to find the middle ground between over-direction and acting simply as a facilitator, providing materials and little else. There are no rules for when and how to intervene, but a general principle might be to provide appropriate and relevant subject matter and, at the least, to question students on their intentions, particularly in relation to their observations: “Why did you do it like this? What else do you see (on the object)? What if you were to look at it from over there?”



skills and understanding in representing the human figure as a result of explicit and deliberate teaching.

Reg Newitt
CEO, Creative Arts

The Visual Arts K-6 syllabus offers teachers structures for designing programs which have connections and sequence through linking various elements. Teachers do not have to be experts in visual arts to understand the requirements of the

