

ACKNOWLEDGEMENT



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INTRODUCTION

This publication provides the generalist classroom teacher with guidelines and ideas for developing a range of learning activities for teaching visual arts K-6. Experienced teachers will find value in the way in which the document links the existing Visual Arts K-6 Syllabus and the draft Creative Arts K-6 Syllabus.

The teaching and learning activities in this resource model an approach to planning a whole-school visual arts program. The content overview shows how the units may sequentially develop the students' experience and understanding of specific subject matter, as well as their ability to explore and develop their ideas and skills, using different forms within each stage and across the stages.

The duration of the activities will vary according to the prior knowledge and skills of the students and the way teachers plan their programs.

The framework of this document is structured around objectives, outcome, subject matter (themes), forms, assessment and evaluation.

Additional guidance is provided with the inclusion of teaching notes, art language, appraising strategies, links with other visual arts activities and other key learning areas, a glossary and handy hints.

The broad objectives, common across Stages 1-3, serve to develop the students' ability to make artworks by exploring, developing and resolving their ideas, feelings and experiences, to develop skills, knowledge and understandings in a range of 2D and 3D forms, and to respond confidently to their own works and those of others.

The outcomes for each unit express the knowledge, skills and values which students will achieve from working through the unit. The outcomes are informed by the draft Creative Arts Syllabus and focus on teaching and learning activities.

Subject matter is identified as *people, places and spaces, objects, living things and events*. The content overview demonstrates how these areas are explored across Stages 1 to 3.

The forms identified as *ceramics, drawing, electronic, fibre, painting, photography, printmaking and 3D (sculpture)* give shape to the expression of ideas and feelings. The content overview illustrates how the forms may be explored and developed across Stages 1-3.

The learning outcomes are the basis on which the content and learning strategies were developed for each activity. The outcomes are inextricably linked to the objectives and the assessment criteria, all of which are an integral part of the teaching and learning process.

The content overview illustrates how these areas may be explored across Stages 1-3. The sequenced activities model different approaches to the planning of lessons. The approach may be to sequentially develop the students' experience and understanding of specific subject matter (e.g. people,) or it may be structured to develop their ideas and skills using different forms.

This document aims not only to assist teachers to plan exciting art making and appraising experiences, but also to provide teachers with the knowledge, skills and understandings required to teach the visual arts *confidently*.

WHY TEACH VISUAL ARTS?

The visual arts form part of the Creative and Practical Arts KLA, which is one of the six mandatory learning areas in the primary curriculum.

All schools should have a policy to support teachers in the systematic implementation of visual arts.

- Visual arts encourage an exploratory and investigative approach to learning.
- Visual arts contribute to the growth and development of the whole child.
- Visual arts develop students' ability to use symbols, materials and equipment to express ideas, observations, feelings and imagination.
- Visual arts develop visual literacy
- Visual arts develop the students' ability to be creative thinkers and independent learners, to solve problems and to function in an increasingly visually oriented world.



OBJECTIVES COMMON ACROSS ALL STAGES

PEOPLE

Students will

use observations, experiences and imagination as a source for creating images and objects of people.

PLACES AND SPACES

Students will

demonstrate an understanding of how artworks reflect perceptions and interpretations of real and imagined environments.

LIVING THINGS

Students will

make artworks using their imagination and ideas informed by observations of the natural environment.

OBJECTS

Students will

create artworks by developing materials, skills and techniques and organising the elements of visual arts.

EVENTS

Students will

explore events as a source for creating their artworks.

VISUAL ARTS OUTCOMES

STAGE ONE

To demonstrate achievement students can:

- recognise that artists use a variety of materials and techniques to communicate ideas, feelings and beliefs
- describe the lines, shapes and textures they encounter
- differentiate between two-dimensional and three-dimensional forms
- select materials, techniques and elements to give form to their ideas
- actively participate in discussions about their artwork

STAGE TWO

To demonstrate achievement students can:

- give reasons for artists interpreting subject matter differently
- perceive and evaluate the use of shape, line and space to create a 2D and 3D work
- explore different viewpoints and visual perspectives
- combine experience with imagination to represent ideas
- confidently express their observations and opinions about artworks

STAGE THREE

To demonstrate achievement students can:

- compare the way artists use materials and arrange the formal elements to express subject matter
- discuss the use of perspective in their own work and the work of other artists
- explain the difference between a 2D image and a 3D form
- make independent decisions about the materials, skills and techniques they will use to create 2D images and 3D forms
- critically appraise their own artworks and those of others

