

**Year 1**

**Theme:** *Animals*

**Studio focus:**

Exploring the Elements of Art through painting, drawing and mixed media

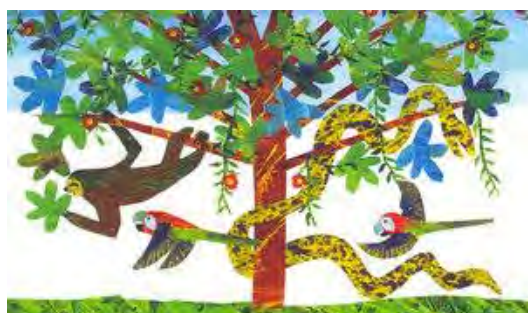
**Artists and Styles in Focus:**

- Paul Klee
- Henri Rousseau
- Eric Carl
- Chris Nixon
- Sal Maz
- Graham Base



This term year 1's will be exploring the world of Animals in Art while developing skills working both 2 and 3 dimensionally using a variety of different materials, techniques and mediums.

<b>Making</b>		
<b>Year 1</b>	Exploring ideas and improvising with ways to represent ideas	<ul style="list-style-type: none"> <li>· Exploration of, and experimentation with, the visual elements of shape, colour, line, space and texture</li> <li>· Exploration of, and experimentation with, a variety of materials, techniques and technologies when creating artworks</li> </ul>
	Developing skills and processes	<ul style="list-style-type: none"> <li>· Development of artistic skills through experimentation with:               <ul style="list-style-type: none"> <li>§ shape (familiar shapes; simple 2D shapes)</li> <li>§ colour (primary colours, secondary colours)</li> <li>§ line (curved, straight, wavy, zigzag)</li> <li>§ texture (familiar objects) to create artworks</li> </ul> </li> <li>· Investigation of a variety of tactile techniques, such as painting, drawing and mixed media</li> </ul>
	Sharing the arts Through performance, presentation or display for an audience	<ul style="list-style-type: none"> <li>· Creation of original 2D and 3D artworks inspired by personal experiences to display, using a variety of techniques</li> <li>· Use of a variety of techniques when creating artworks</li> <li>· Sharing artworks with others</li> </ul>
<b>Responding</b>		
	Responding to and interpreting the Arts	<ul style="list-style-type: none"> <li>· Where art is displayed in the local community</li> <li>· Personal responses and feelings about artworks they view and make</li> </ul>



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**Year 2**

**Theme:** *Artful Architecture*

**Studio focus:**

- Painting
- Drawing
- 3D studies

**Artists and Styles in Focus:**

- Antoni Gaudi
- Fredrick Hunderwasser
- Peit Mondrian



This term, year 2's are taking inspiration from a book that they are studying in class and which lends itself well to the work of many famous Artists ;“Iggy Peck Architect”. Students will be carefully investigating elements of Art to see how they are applied to create vibrant and inspiring works in 2 & 3D.

**Curriculum Links:**

**Book:** Iggy Peck Architect

<b>Year 2</b>	Exploring ideas and improvising with ways to represent ideas	<ul style="list-style-type: none"> <li>· Exploration of, and experimentation with, the visual elements of shape, line, colour, space and texture and how these are used in the environment</li> <li>· Use of appropriate materials, techniques and technologies</li> </ul>
	Developing skills and processes	<ul style="list-style-type: none"> <li>· Development of artistic skills through experimentation with:               <ul style="list-style-type: none"> <li>§ shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes)</li> <li>§ colour ( primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours)</li> <li>§ line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral; lines that show motion)</li> <li>§ space (background, foreground; overlapping to show depth; horizon line)</li> <li>§ texture (familiar objects; changes in texture; transfer of texture; different man-made and natural materials) to create artworks</li> </ul> </li> <li>· Use of appropriate techniques when planning artworks</li> </ul>
	Sharing the arts Through performance, presentation or display for an audience	<ul style="list-style-type: none"> <li>· Presentation and display of original artworks, using artistic elements and techniques to communicate ideas and messages to an audience</li> </ul>
	Responding to and interpreting the Arts	<ul style="list-style-type: none"> <li>· Reasons why people make art</li> <li>· Personal responses, identifying how the elements of shape, line, colour, space and texture are used in artworks they view and make</li> </ul>





## *St Luke's 30<sup>th</sup> Birthday - Collaborative Artwork & Indigenous Art*

**Year 4, 5 & 6**

**Studio Focus:**

Painting & Drawing and 3D Studies

**Artists and Styles in Focus:**

Helen Ansell

Amok Island

Margaret Preston

Sandra Hill

Sally Morgan



This year marks the special occasion of St Luke's 30th year as a school in Woodvale. Over the years we have cultivated a wonderful school community and developed a vibrant and spirited place for learning. To celebrate this we are creating a collaborative artwork to commemorate our milestone, by taking in the beauty of our natural surroundings to use as inspiration for the work, which will be gifted to the school. Referencing the work of local Western Australian Artists who specialise in botanical art, we will study the design process and sharpen our art skills to develop a fitting memento. We will also research the link to our local area's Indigenous Culture and discover how life is captured through stories and images in relation to our local history.



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**Curriculum links:**

<b>Year 4</b>	Exploring ideas and improvising with ways to represent ideas	<ul style="list-style-type: none"> <li>· Exploration of artworks from varying times and cultures that represent different styles, such as realistic, narrative and abstract</li> <li>· Selection of materials based on their properties and qualities to create specific artworks</li> </ul>
	Developing skills and processes	<p>Development of artistic processes and techniques to explore visual conventions when making artworks:</p> <ul style="list-style-type: none"> <li>§ shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative)</li> <li>§ colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity</li> <li>§ line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights)</li> <li>§ space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective)</li> <li>§ texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring)</li> <li>§ value (mixing of shades)</li> </ul> <ul style="list-style-type: none"> <li>· Use a variety of techniques and forms such as sculpture, mixed media, printing, drawing and painting</li> </ul>
	Sharing the arts Through performance, presentation or display for an audience	<ul style="list-style-type: none"> <li>· Reflection on the elements, materials and techniques used in artworks to communicate specific messages to different audiences</li> <li>· Presentation and display of artworks to enhance meaning</li> </ul>
	Responding to and interpreting the Arts	<ul style="list-style-type: none"> <li>· Considered responses to, and respect for, a range of artworks from different social, cultural and historical contexts</li> <li>· Responses to their own and others' artworks reflecting on purpose and meaning, using visual arts terminology</li> </ul>

<b>Year 5</b>	Exploring ideas and improvising with ways to represent ideas	<ul style="list-style-type: none"> <li>· Exploration of artworks from different artists considering different ways they communicate ideas, beliefs and opinions</li> <li>· Exploration of the influences of artists on their artworks</li> <li>· Selection of a range of elements, materials and techniques to enhance their artworks</li> </ul>
	Developing skills and processes	<ul style="list-style-type: none"> <li>· Development and application of artistic techniques and processes when making artworks:</li> <li>§ shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave)</li> <li>§ colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity</li> <li>§ line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth)</li> <li>§ space (overlapping to show depth; horizon line; simple mid-ground, background); geometric, organic; diminishing perspective; shading (create illusion of depth))</li> <li>§ texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)</li> <li>§ value (mixing of shades; gradations of value)</li> </ul> <ul style="list-style-type: none"> <li>· Use of a variety of techniques and forms, such as digital imaging, sculpture, mixed media, printing, drawing and painting</li> </ul>
	Sharing the arts Through performance, presentation or display for an audience	<ul style="list-style-type: none"> <li>· Reflection on how ideas, feelings and opinions have been communicated to an audience, including giving and receiving feedback</li> <li>· Consideration of how to display artworks to enhance meaning and audience engagement</li> </ul>
	Responding to and interpreting the Arts	<ul style="list-style-type: none"> <li>· The role of art in different times and cultures, considering how the artist's perspective is reflected in the artworks</li> <li>· Responses that identify and describe how the visual arts elements and techniques are used to communicate meaning in artworks, using visual arts terminology</li> </ul>

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<b>Year 6</b>	Exploring ideas and improvising with ways to represent ideas	<ul style="list-style-type: none"> <li>· Exploration of artworks inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint</li> <li>· Application of arts elements by selecting techniques and materials to communicate an idea, belief, opinion or viewpoint</li> </ul>
	Developing skills and processes	<ul style="list-style-type: none"> <li>· Development and application of techniques and processes when making artworks:               <ul style="list-style-type: none"> <li>§ shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave; exaggerated proportions; motifs; fonts)</li> <li>§ colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity; colour wheel; tertiary colour; expressive colours; natural colours</li> <li>§ line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth; lines that create an illusion)</li> <li>§ space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective; shading (create illusion of depth); focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry)</li> <li>§ texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)</li> <li>§ value (mixing of shades; gradations of value)</li> </ul> </li> <li>· Use of two or more techniques and forms, such as digital imaging, wrapping, sculpture, mixed media</li> </ul>
	Sharing the arts Through performance, presentation or display for an audience	<ul style="list-style-type: none"> <li>· Reflection on how ideas, feelings, beliefs and viewpoints have been expressed to an audience, including considering feedback</li> <li>· Consideration of effective display of artworks to enhance meaning and audience interpretation</li> </ul>
	Responding to and interpreting the Arts	<ul style="list-style-type: none"> <li>· Consideration of how artworks can be interpreted differently by audiences</li> <li>· Factors that influence artworks from different social, cultural and historical times</li> <li>· Responses that involve explaining the effective use of the artistic elements and techniques, considering how the artist uses symbolic meaning to communicate ideas and messages, using visual arts terminology</li> </ul>

