

Visual Arts Overview
Term 2 2017
St. Luke's Catholic Primary School
Ms Dee Jaeger

The Visual Arts program uses a variety of learning contexts appropriate to students' phase of development and their previous experiences.

Often the same processes and strategies are dealt with in an increasingly complex way as students develop.

During the course of **Term 2** students in Pre-Primary, Years 1, 4 & 6 will engage in the 4 learning areas within the Visual Arts Curriculum:

- Visual Enquiry: developing art ideas
- Arts Skills and Processes
- Responding & reflecting on their own and other's art works
- Exploring the role of Arts in Society

Our Assessment focus this term will be:

- **ARTS SKILLS AND PROCESSES.**

GOVERNMENT OF WESTERN AUSTRALIA. *School Curriculum and Standards Authority (SCSA)*

The Arts

Year Level Description:

In **PRE-PRIMARY**, learning in visual arts builds on the dispositions developed in the early years.

Students explore personal experiences as an inspiration to create original artworks.

They explore natural and man-made materials and are introduced to the visual elements of **shape, colour, line and texture.**

Students investigate different tactile techniques when creating artworks.

Students begin to see themselves as artists as they display and share their artworks with others.

PRE-PRIMARY SKILLS: AN INTRODUCTION TO ART.

As students make and respond to artworks, they explore different places art is displayed in the local community of artistic skills through experimentation with:

- Shape (familiar shapes; simple 2D shapes)
- Colour (primary colours, secondary colours)
- Line (curved, straight, wavy, zigzag)
- Texture (familiar objects)

In **Term 2 Pre-Primary** students will continue to explore The Elements of Art and Design. The emphasis will be on fine and gross motor skill development, experiencing & manipulating a range of known and new media, and learning to trust their own creative problem solving abilities.

Students will be introduced to the ideas and techniques of artists such as Paul Klee and Henri Matisse.

Students will engage in both 2 & 3-dimensional art skills and practices, including collage, sculpture and textiles.

*Drawing is the art of
taking a line for a
walk.*

- Paul Klee



"Drawing is putting a line around an idea" - Henri Matisse

Year Level Description: (SCSA)

In **YEAR 1**, learning in visual arts builds on the dispositions developed in the early years. Students explore specific ideas as an inspiration to create original artworks. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of techniques when creating artworks.

Students present artworks that communicate ideas to specific audiences.

As they make and respond to artworks, students express feelings and ideas about artworks they view and make.

YEAR 1: VISUAL ART SKILLS.

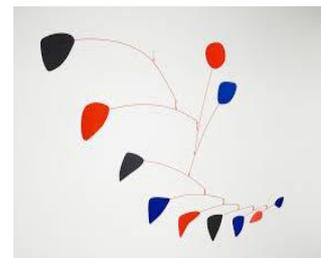
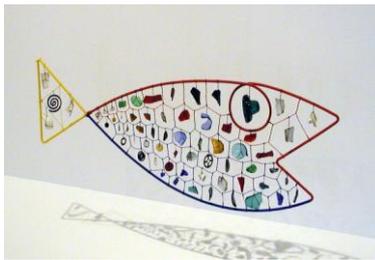
Development of artistic skills through experimentation with:

- Shape (familiar shapes; simple 2D shapes; geometric shapes)
- Colour (primary colours, secondary colours; mixing primary colours to create secondary colours)
- Line (curved, straight, wavy, zigzag, broken, jagged, dashed)
- Space (background, foreground)
- Texture (familiar objects; changes in texture; transfer of texture)

In **Term 2, Year 1** students will be introduced to the bold Kinetic sculptures of artist Alex Calder. Students will use clay and other sculpture medium to express line, shape, colour and form in relationship to movement in space.

They will explore the principles of balance, proportion, emphasis, movement, pattern, repetition, rhythm and variety. Students will increasingly engage in making personal decisions & choices in their art work.

Students will develop their use of art language and visual literacy.



Year Level Description (SCSA)

In **Year 4**, students continue to extend their understanding of the visual elements exploring varying techniques and visual conventions. They experiment with the selection of appropriate materials when creating original artworks.

Students learn to present artworks that communicate specific messages, reflecting on how presentation could enhance meaning for different audiences.

As they make and respond to artworks, students use visual arts terminology to reflect on purpose and meaning. They have the opportunity to explore artworks from different social, cultural and historical contexts.

YEAR 4- VISUAL ART SKILLS.

Students will use a variety of techniques and forms such as sculpture, mixed media, printing, drawing and painting

1. Critical-and-creative-thinking.

Development of artistic processes and techniques to explore visual conventions when making artworks:

- 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)
- colour (warm, cool colours); tints (mixing white); shades (adding black); Monochromatic (all the colours of a single hue); colours of varying intensity
- 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)
- Space (overlapping to show depth; horizon line; simple perspective (foreground, Mid-ground, background); geometric, organic; diminishing perspective)
- Texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring)
- Value (mixing of shades)

In **Term 2, Year 4's** will be inspired by the historical context of animals in 2 & 3-dimensional Art. They will specifically explore the depiction of Australian native animals in drawings, prints & illustrations and create their own caricature of an Aussie bush critter through drawing & clay media. Students will develop their understanding of the elements; line, shape, colour, form & texture and principles; balance, proportion and variety. They will engage in ceramic skills & practices including: slab building, hand modelling, joining techniques, creating surface texture, and firing processes.

Numbats illustration J.Gould1845



Ceramic frilled-neck lizard & Roo by DJ

Year Level Description (SCSA)

In **YEAR 6**, students are inspired by observation and imagination reflecting on various artworks. They learn to apply their knowledge of the visual elements, selecting appropriate materials and technologies to create artworks that communicate ideas, beliefs, opinions or viewpoints.

Students examine the messages expressed in artworks and consider how presentation will enhance meaning and audience interpretation.

As they make and respond to artworks, students continue to use visual arts terminology to explain the effective use of elements and techniques.

Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artworks from different social, cultural and historical times.

YEAR 6 VISUAL ARTS SKILLS

Development and application of techniques and processes when making artworks:

- 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)
- 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

- 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)
- 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)
- 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)
- Value (mixing of shades; gradations of value)

In Term 2, **Year 6** students will generate ideas for a 3-D ceramic project through observation and documentation of architectural forms. Students will be introduced to the style and works of Austrian artist and nature-based architect Hundertwasser. They will draw upon Hundertwasser's unique use of line, colour, pattern and form to inspire their own totemic structures. Students will create their designs from clay and mixed media. They will develop and apply techniques and processes appropriate to the ceramic art medium & acquire an understanding of firing procedure.

