

CIPS Visual Arts Scope and Sequence

Pre-Reception & Reception: 3-5s		
	Responding	Creating
Strands	<p>The process of <i>responding</i> provides students with opportunities to respond to their own and other artists' works and processes, and in so doing develop the skills of critical analysis, interpretation, evaluation, reflection and communication. Students will demonstrate knowledge and understanding of the concepts, methods and elements of dance, drama, music and visual arts, including using specialized language. Students consider their own and other artists' works in context and from different perspectives in order to construct meaning and inform their own future works and processes.</p>	<p>The process of <i>creating</i> provides students with opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualize consequences. Students are encouraged to draw on their imagination, experiences and knowledge of materials and processes as starting points for creative exploration. They can make connections between their work and that of other artists to inform their thinking and to provide inspiration. Both independently and collaboratively, students participate in creative processes through which they can communicate ideas and express feelings. The <i>creating</i> strand provides opportunities for students to explore their personal interests, beliefs and values and to engage in a personal artistic journey.</p>
Overall Expectations	<p>Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others.</p> <p>They are able to interpret and respond to different art forms, including their own work and that of others.</p>	<p>Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others.</p> <p>They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.</p>
Concepts	<ul style="list-style-type: none"> • We enjoy and experience different forms of arts. • The art is a means of communication and expression. • People make meaning through the use of symbols. • People share art with others. • We express our responses to artwork in a variety of ways. • We reflect on our artwork and the work of others. 	<ul style="list-style-type: none"> • We can enjoy and learn from creating art. • The creative process involves joining in, exploring and taking risks. • In creating art, people make choices to construct meaning about the world around them. • We can express ourselves through arts. • Our experiences and imagination can inspire us to create.
Related concepts	<p>Pattern, line; color; large,/medium,/small; light/dark; Space: top/bottom, left/right; Shape/form: circle/rectangle/triangle</p>	

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<p>Learner Outcomes</p> <p>[observable behaviors which are indicators of how learners are constructing meaning or -possibilities for learning]</p> <p>*PYP attitudes</p>	<p>Learners:</p> <ul style="list-style-type: none"> • enjoy* experiencing artworks • show curiosity* and ask questions about artworks • describe what they notice about an artwork • identify the materials and processes used in the creation of an artwork • analyse the relationships within an artwork and construct meanings • communicate their initial responses to an artwork in visual, oral or physical mode • make personal connections to artworks • express opinions about an artwork • create artwork in response to a variety of stimuli. 	<p>Learners:</p> <ul style="list-style-type: none"> • engage with, and enjoy* a variety of visual arts experiences • select tools, materials and processes for specific purposes • combine different formal elements to create a specific effect • realize that their artwork has meaning • use their imagination* and experiences to inform their art making • create* artwork in response to a range of stimuli • take responsibility for the care of tools and materials • take responsibility for their own and others' safety in the working environment • participate in individual and collaborative creative experiences.
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Pre-Reception

Major teaching emphasis: Art concepts/skills and techniques by year level	UoI 1	UoI 2	UoI 3	UoI 4
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Reception

Major teaching emphasis: Art concepts/skills and techniques by year level	UoI 1	UoI 2	UoI 3	UoI 4
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Code the learning emphasis in each unit as supporting creating [C] and/or responding [R]