

Years 1-2: 5-7s		
	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 <i>responding</i> strand is not simply about reflecting; responding may include creative acts and encompasses presenting, sharing and communicating one's own understanding. By responding to their own artwork and that of others, students become more mindful of their own artistic development and the role that arts play in the world around them.</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.</p> <p>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	Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.	.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. 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
Conceptual understandings	<ul style="list-style-type: none"> We are receptive to art practices and artworks from different cultures, places and times (including our own). People communicate ideas, feelings and experiences through the arts. We can reflect on and learn from the different stages of creating. There is a relationship between the artist and the audience. 	<ul style="list-style-type: none"> We can communicate our ideas, feelings and experiences through our artwork. We solve problems during the creative process by thinking critically and imaginatively. Applying a range of strategies helps us to express ourselves. We are receptive to the value of working individually and collaboratively to create art.
Related concepts	<p>Pattern; Proportion:small/medium/large; Color: mixing/ light/dark; Space: overlapping/near to/over/under/top/bottom;</p> <p>Shape& form: overlapping shapes/cube/diamond/small/medium/large; Line: diversity; Texture: tactile/visual</p>	
Learner Outcomes [observable behaviors which are indicators of how learners are	<p>Learners:</p> <ul style="list-style-type: none"> investigate the purposes of artwork from different times, places and a range of cultures including their own sharpen their powers of observation 	<p>Learners:</p> <ul style="list-style-type: none"> identify, plan and make specific choices of materials, tools and processes sharpen their powers of observation

<p>constructing meaning or -possibilities for learning]</p> <p>*=PYP attitudes</p>	<ul style="list-style-type: none"> • identify the formal elements of an artwork • use appropriate terminology to discuss artwork • describe similarities and differences between artworks • identify the stages of their own and others' creative processes • become an <i>engaged</i>* and responsive audience for a variety of art forms. 	<ul style="list-style-type: none"> • demonstrate control of tools, materials and processes • make predictions, experiment, and anticipate possible outcomes • combine a variety of formal elements to communicate ideas, feelings and/or experiences • identify the stages of their own and others' creative processes • consider their audience when creating artwork.
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Year 1

<p>Major teaching emphasis: Art concepts/skills and techniques by year level</p>	<p>UoI 1 R : Show curiosity and ask questions about artworks . Describe what they notice about an artwork . Make personal connections to artworks . Enjoy experiencing artworks . C : Create artwork in response to a range of stimuli . Realize that their artwork has meaning . Select tools , materials and processes for specific purposes .</p>	<p>UoI 2 R : Express opinions about an artwork . Describe what they notice about an artwork . Sharpen their powers of observation . Make personal connections to artworks . Show curiosity and ask questions about artworks . R : Describe similarities and</p>	<p>UoI 3 R : Describe what they notice about an artwork Make personal connections to artworks . Identify the materials and processes used in the creation of an artwork . Create artwork in response to a variety of stimuli . C : Select tools , materials and processes for specific purposes . Use their imagination and experiences to inform their art making .</p>	<p>UoI 4 R : Enjoy experiencing artworks . Show curiosity and ask questions about artworks . Express opinions about an artwork . C : Engage with and enjoy a variety of visual arts experiences . Combine different formal elements to create a specific effect . Participate in</p>	<p>UoI 5. R : Describe what they notice about an artwork . Show curiosity and ask questions about artworks . Express opinions about an artwork . Identify the materials and processes used in the creation of an artwork . C: Create an artwork in response to a variety of stimuli . Sharpen their</p>	<p>UoI 6 R : Describe what they notice about an artwork . Use appropriate terminology to discuss artwork . C : Create artwork in response to a range of stimuli . Combine a variety of formal elements to communicate ideas , feelings and/or</p>
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		<p>differences between artworks .</p> <p>C : Use their imagination and experiences to inform their art making .</p> <p>Demonstrate control of tools, materials and processes .</p>		<p>individual and collaborative creative experiences .</p>	<p>powers of observation .</p> <p>Combine different formal elements to create a specific effect .</p>	<p>experiences .</p> <p>Identify , plan and make specific choices of materials , tools and processes .</p>	
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Year 2

<p>Major teaching emphasis: Art concepts/skills and techniques by year level</p>	<p>UoI 1</p> <p>R :</p> <p>Show curiosity and ask question about artwork .</p> <p>R :</p> <ul style="list-style-type: none"> Describe what they notice about an artwork . <p>Make personal connections to artworks .</p> <p>R :</p>	<p>UoI 2</p> <p>R : Become an <i>engaged*</i> and responsive audience for a variety of art forms.</p> <p>Show curiosity and ask questions about artworks .</p> <p>R :</p> <p>Create an artwork in response to a variety of</p>	<p>UoI 3</p> <p>R :</p> <p>Sharpen their powers of observation .</p> <p>Describe similarities and differences between artworks .</p> <p>C : Identify ,plan and make specific choices of materials ,tools and processes .</p> <p>Demonstrate control of</p>	<p>UoI 4</p> <p>R :</p> <p>Show curiosity and ask questions about artworks .</p> <p>Create an artwork in response to a variety of stimuli .</p> <p>Identify the materials and processes used in the creation of an artwork .</p> <p>C : Identify , plan and make</p>	<p>UoI 5</p> <p>R :</p> <p>Describe similarities and differences between artworks .</p> <p>Become an engaged and responsive audience for a variety of art forms .</p> <p>Use appropriate terminology to discuss artwork .</p> <p>C : Engage with and enjoy a</p>	<p>UoI 6</p> <p>R :</p> <p>Identify the stages of their own and others' creative processes .</p> <p>C : Use their imagination and experiences to inform their art making .</p> <p>Create artwork in response to</p>
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	<p>sharpen their powers of observation.</p> <p>R : use appropriate terminology to discuss artwork .</p> <p>C :demonstrate control of tools, materials and processes</p>	<p>stimuli .</p> <p>Identify materials and processes used in the creation of an artwork.</p> <p>Identify the formal elements of an artwork .</p> <p>Identify the stages of their own and others' creative processes</p> <p>C : identify, plan and make specific choices of materials, tools and processes .</p> <p>Participate in individual and collaborative experiences .</p>	<p>tools , materials and processes .</p> <p>Identify the stages of their own and others' creative processes .</p>	<p>specific choices of materials , tools and processes .</p> <p>Demonstrate control of tools ,materials and processes .</p>	<p>variety of visual arts experiences .</p> <p>Select tools , materials and processes for specific purposes .</p> <p>Use a range of strategies to solve problems during the creative process .</p>	<p>a range of stimuli .</p> <p>Participate in individual and collaborative experiences .</p> <p>Demonstrate control of tools , materials and processes .</p>	
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Code each UoI teaching emphasis under Supporting creating [C] Supporting responding [R]