

Years 3-4: 7-9s		
	Responding	Creating
<b>Strands</b>	<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. 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>
<b>Overall Expectations</b>	<p>Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world</p>	<p>Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.</p>
<b>Conceptual understandings</b>	<ul style="list-style-type: none"> <li>• When experiencing arts, we make connections between different cultures, places and times.</li> <li>• People explore issues, beliefs and values through arts.</li> <li>• There are different kinds of audiences responding to different arts.</li> <li>• We use what we know to interpret arts and deepen our understanding of ours.</li> </ul>	<ul style="list-style-type: none"> <li>• Arts have the power to influence thinking and behaviour.</li> <li>• We make connections between our artwork and that of others to extend our thinking.</li> <li>• We can explore our personal interests, beliefs and values through arts.</li> </ul>
<b>Related concepts</b>	<p><b>Balance:</b> symmetry; <b>Pattern:</b> use&amp; diversity; <b>Medium:</b> use and diversity; <b>Proportion</b> near/far/high/low/foreground/background; <b>Color:</b> blending/warm/cool/wheel; <b>Value:</b> hue/neutral; <b>Space:</b> near to/over/under/empty/full/placement/proportion/location(of objects); <b>Shape&amp; form:</b> shapes as symbols, combining shapes to form objects, open/solid,3D, sphere/pyramid/cone/cylinder; <b>Line:</b> line as symbol/line as movement/line as mood, horizontal/vertical/diagonal; <b>Texture:</b> on 3D</p>	
<b>Learner Outcomes</b> [observable behaviours which are indicators of	<p>Learners:</p> <ul style="list-style-type: none"> <li>• compare, contrast and categorize artworks from a range of cultures, places and times</li> </ul>	<p>Learners:</p> <ul style="list-style-type: none"> <li>• show awareness of the affective power of visual arts</li> <li>• make connections between the ideas they are exploring in their artwork</li> </ul>

<p>how learners are constructing meaning -possibilities for learning]</p> <p>*=PYP attitudes</p>	<ul style="list-style-type: none"> <li>• identify and consider the contexts in which artworks were made</li> <li>• use their knowledge and experiences to make informed interpretations of artworks</li> <li>• reflect on their own and others' creative processes to inform their thinking</li> <li>• use relevant and insightful questions to extend their understanding</li> <li>• recognize that different audiences respond in different ways to artworks</li> <li>• provide constructive criticism when responding to artwork.</li> </ul>	<p>and those explored by other artists through time, place and cultures</p> <ul style="list-style-type: none"> <li>• create artwork for a specific audience</li> <li>• use a personal interest, belief or value as the starting point to create a piece of artwork</li> <li>• use a range of strategies to solve problems during the creative process.</li> </ul>
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### Year 3

<p>Major teaching emphasis: Art concepts/skills and techniques by year level</p>	<p><b>UoI 1</b> R : Show curiosity and ask questions about artworks .  Describe what they notice about an artwork . C : Use a personal interest, belief or value as a starting point to create a piece of artwork .  R : Reflect on their own and others' creative processes to inform their thinking . R : Ex press opinions about an artwork .  Describe similarities and differences between artworks .  C : Identify , plan and make specific choices of materials, tools and</p>	<p><b>UoI 2</b> R : use their knowledge and experiences to make informed interpretations of artworks .  Become an engaged and responsive audience for a variety of art forms.  Show curiosity and ask questions about artworks .  Identify the formal elements of an artwork .  Identify the stages of their own and others' creative processes .  C : Combine a variety of formal art elements</p>	<p><b>UoI 3</b> R : use their knowledge and experiences to make informed interpretations of artworks .  Identify and consider the contexts in which artworks were made .  C : Combine a variety of formal elements to communicate ideas ,feelings and /or experiences .  Identify the stages of their own and others' creative processes.</p>	<p><b>UoI 4</b> R :Become an engaged and responsive audience for a variety of art forms .  Identify the stages of their own and others' creative processes .  C : Demonstrate control of tools , materials and processes .  Make predictions ,experiment and anticipate possible outcomes .  Identify , plan and make specific choices of materials , tools and processes .</p>	<p><b>UoI 5</b> R : Use their knowledge and experiences to make informed interpretations of artworks .  Become an engaged and responsive audience for a variety of art forms .  Identify the stages of their own and others' creative processes .  C : Identify , plan and make specific choices of materials , tools and processes .  Demonstrate control of tools , materials and processes .</p>	<p><b>UoI 6</b> R : Use appropriate terminology to discuss artwork .  Become an engaged and responsive audience for a variety of art forms .  C : Create artwork for a specific audience .  Use their imagination and experiences to inform their art making .  Make connections between the ideas they are exploring in their artwork and those explored by other artists through time , place and cultures .  Sharpen their powers of observation .  Demonstrate control of tools</p>
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	<p>processes . R : Identify the stages of their own and others' creative processes .</p> <p>C : Demonstrate control of tools , materials and processes .</p> <p>R : use their knowledge and experiences to make informed interpretations of artworks .</p>	<p>to communicate ideas , feelings and / or experiences.</p> <p>Make connections between the ideas they are exploring in their artwork and those explored by other artists ,through time ,place and cultures .</p>				,materials and processes .	
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#### Year 4

Major teaching emphasis: Art concepts/skills and techniques by year level	<p><b>UoI 1</b></p> <p>R : Investigate the purposes of artwork from different times ,places and a range of cultures including their own . Describe similarities and differences between artworks .</p> <p>R : Identify and consider the contexts in which</p>	<p><b>UoI 2</b></p> <p>R : Investigate the purposes of artwork from different times ,places and a range of cultures including their own.</p> <p>C : Make connections between the ideas they are exploring in their artwork and</p>	<p><b>UoI 3</b></p> <p>R : Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>Use relevant and insightful questions to extend their understanding .</p>	<p><b>UoI 4</b></p> <p>R : Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>Recognize that different audiences respond in different ways to</p>	<p><b>UoI 5</b></p> <p>R : Identify and consider the contexts in which artworks were made.</p> <p>Become an engaged and responsive audience for a variety of art forms .</p> <p>Reflect on their own and others' creative</p>	<p><b>UoI 6</b></p> <p>R : Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>Use relevant and insightful questions to extend their understanding .</p> <p>Provide constructive criticism when responding to artwork .</p>	
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	<p>artworks were made .</p> <p>C : Use a personal interest, belief or value as a starting point to create a piece of artwork .</p> <p>C : Make connections between the ideas they are exploring in their artwork and those explored by other artists through time , place and cultures .</p> <p>C : Use a range of strategies to solve problems during the creative process</p> <p>R : Sharpen their power of observation .</p> <p>R : Use relevant and insightful questions to extend their</p> <p>R : Reflect on their own and others' creative processes to inform their thinking</p>	<p>those explored by other artists through time , place and cultures .</p> <p>C : Use a personal interest, belief or value as a starting point to create a piece of artwork .</p> <p>R : Reflect on their own and others' creative processes to inform their think</p>	<p>C : Demonstrate control of tools , materials and processes .</p> <p>Use a personal interest, belief or value as a starting point to create a piece of artwork .</p> <p>Use a range of strategies to solve problems during the creative process</p>	<p>artworks .</p> <p>Reflect on their own and others' creative processes .</p> <p>C : Make connections between the ideas they are exploring in their artwork and those explored by other artists through time , place and cultures .</p> <p>Use a range of strategies to solve problems during the creative process .</p>	<p>processes to inform their thinking .</p> <p>C : Create artwork for a specific audience .</p> <p>Use a range of strategies to solve problems during the creative processes .</p>	<p>Identify and consider the contexts in which artworks were made .</p> <p>Reflect on their own and others' creative processes to inform their thinking .</p> <p>C : Show awareness of the affective power of visual arts .</p> <p>Use a personal interest , belief or value as the starting point to create a piece of artwork .</p>
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Code each UoI teaching emphasis under Supporting creating [C] Supporting responding [R]