	Responding	Creating				
Strands	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. 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.	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.				
Overall Expectations	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	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.				
Conceptual understandings	 When experiencing arts, we make connections between different cultures, places and times. People explore issues, beliefs and values through arts. There are different kinds of audiences responding to different arts. We use what we know to interpret arts and deepen our understanding of ours. 	 Arts have the power to influence thinking and behaviour. We make connections between our artwork and that of others to extend our thinking. We can explore our personal interests, beliefs and values through arts. 				
Related concepts	Balance: symmetry; Pattern: use& diversity; Medium: use and diversity; Proportion near/far/high/low/foreground/background; Color: blending/warm/cool/wheel; Value: hue/neutral; Space: near to/over/under/empty/full/placement/proportion/location(of objects); Shape& form: shapes as symbols, combining shapes to form objects, open/solid,3D, sphere/pyramid/cone/cylinder; Line: line as symbol/line as movement/line as mood, horizontal/vertical/diagonal; Texture: on 3D					
Learner Outcomes [observable behaviours which are indicators of	Learners: • compare, contrast and categorize artworks from a range of cultures, places and times	Learners: • show awareness of the affective power of visual arts • make connections between the ideas they are exploring in their artwork				

how learners are constructing meaning possibilities for learning

*=PYP attitudes

- identify and consider the contexts in which artworks were made
- use their knowledge and experiences to make informed interpretations of artworks
- reflect on their own and others' creative processes to inform their thinking
- use relevant and insightful questions to extend their understanding
- recognize that different audiences respond in different ways to artworks
- provide constructive criticism when responding to artwork.

and those explored by other artists through time, place and cultures

- create artwork for a specific audience
- use a personal interest, belief or value as the starting point to create a piece of artwork
- use a range of strategies to solve problems during the creative process.

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

processes . R : Identify the stages of their own and others' creative processes .	to communicate ideas , feelings and / or experiences.		,materials and processes .
C: Demonstrate control of tools , materials and processes .	Make connections between the ideas they are exploring in their artwork and those explored by other artists ,through time ,place and cultures .		
R: use their knowledge and experiences to make informed interpretations of artworks.			

Year 4

Major teaching	Uol 1	Uol 2	Uol 3	Uol 4	Uol 5	Uol 6	
emphasis:	R:	R:	R:	R:	R:	R:	
Art concepts/skills	Investigate the purposes	Investigate the	Use their knowledge	Use their	Identify and consider	Use their knowledge and	
and techniques by	of artwork from different	purposes of artwork	and experiences to	knowledge and	the contexts in which	experiences to make informed	
year level	times ,places and a range	from different times	make informed	experiences to	artworks were made.	interpretations of artworks .	
	of cultures including their	,places and a range	interpretations of	make informed			
	own.	of cultures including	artworks.	interpretations of	Become an engaged	Use relevant and insightful	
	Describe similarities and	their own.		•	and responsive	questions to extend their	
	differences between			artworks .	audience for a variety	understanding .	
	artworks .	C:	Use relevant and		of art forms .		
		Make connections	insightful questions to	Recognize that			
	R:	between the ideas	extend their	different audiences		Provide constructive criticism	
	Identify and consider the	they are exploring in	understanding .	respond in	Reflect on their own	when responding to artwork .	
	contexts in which	their artwork and		different ways to	and others' creative		

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	artworks were made .	those explored by	C:	artworks .	processes to inform	Identify and consider the
		other artists through	Demonstrate control		their thinking .	contexts in which artworks were
	C:	time , place and	of tools , materials	Reflect on their		made .
	Use a personal interest,	cultures .	and processes .	own and others'		
	belief or value as a			creative processes	C:	Reflect on their own and others'
	starting point to create a	C:	Use a personal	creative processes	Create artwork for a	creative processes to inform
	piece of artwork .	Use a personal	interest, belief or	•	specific audience.	their thinking .
		interest, belief or	value as a starting			
	C:	value as a starting	point to create a piece	C:	Use a range of	
	Make connections	point to create a	of artwork .	Make connections	strategies to solve	C:
	between the ideas they	piece of artwork .		between the ideas	problems during the	Show awareness of the affective
	are exploring in their		Use a range of	they are exploring in	creative processes.	power of visual arts .
	artwork and those	R:	strategies to solve	their artwork and	, i	
	explored by other artists	Reflect on their own	problems during the	those explored by		
	through time , place and	and others' creative	creative process	other artists through		Use a personal interest , belief
	cultures .	processes to inform	'	time , place and		or value as the starting point to
		their think		cultures .		create a piece of artwork .
	C:					
	Use a range of strategies					
	to solve problems during			Use a range of		
	the creative process			strategies to solve		
	·			problems during the		
	R:			creative process.		
	Sharpen their power of					
	observation .					
	R:					
	Use relevant and					
	insightful questions to					
	extend their					
	R:					
	Reflect on their own and					
	others' creative					
	processes to inform their					
	thinking					

Code each UoI teaching emphasis under Supporting creating [C] Supporting responding [R]