	Responding	Creating					
Strands	The process of responding 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 responding 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 form 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	Learners show an understanding that throughout different cultures, places and	.Learners show an understanding that their own creative work in visual arts					
Expectations	times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others	can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world					
Conceptual	Through exploring arts across cultures, places and times we can	We act on the responses to our artwork to inform and challenge					
understandings	appreciate that people innovate.	our artistic development.					
	 People communicate across cultures, places and times through arts. 	We explore a range of possibilities and perspectives to					
	The arts provide us with multiple perspectives.	communicate in broader ways through our creative work.					
	We reflect and act on the responses to our creative work.	Arts provide opportunities to explore our creative potential and					
	·	engage in a personal artistic journey.					
Related concepts	Balance: asymmetry/lines of symmetry; Pattern: ordered pattern; Rhythm&	Movement:line/pattern/shape; Proportion:					
	guidelines/measurements/perspective; Color: mood/tints/shades; Value: color gradation/shading/shadows; Space:positive &						
	negative/symmetry/foreground/middleground/background/illusion/perspective; Shape& form :shapes alteration/perspective; Line : as texture,						
	illusion/contour; Textur e:variation/pattern						
Learner	Learners:	Learners:					
Outcomes [observable	explain the cultural and historical perspectives of an artwork	become increasingly independent in the realization of the creative					
behaviours which are indicators of	understand the role and relevance of visual arts in society	• process					

*=PYP attitudes

- reflect on the factors that influence personal reactions to artwork
- reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
- critique and make informed judgments about artworks.

- adjust and refine their creative process in response to constructive criticism
- identify factors to be considered when displaying an artwork
- utilize a broad range of ways to make meaning
- select, research and develop an idea or theme for an artwork
- develop an awareness of their personal preferences.

Year 5

Major teaching	Uol 1	Uol 2	Uol 3	Uol 4	Uol 5	Uol 6
emphasis:	R:	R:	R:	R:	R:	R:
Art concepts/skills	Understand the role	Describe similarities	Recognize that	Use relevant and	Use their knowledge	Use their knowledge
and techniques by	and relevance of	and differences	different audiences	insightful questions	and experiences to	and experiences to
year level	visual arts in society .	between artworks .	respond in different	to extend their	make informed	make informed
			ways to artworks .	understanding .	interpretations of	interpretations of
	Reflect on the	Reflect on their own			artworks .	artworks .
	factors that	and others' creative	Use their knowledge	Identify and consider		
	influence personal	processes to inform	and experiences to	the contexts in	Provide constructive	Provide constructive
	reactions to artwork	their thinking .	make informed	which artworks were	criticism when	criticism when
			interpretations of	made .	responding to	responding to
		Provide constructive	artworks .		artwork .	artworks .
	Critique and make	criticism when				
	informed judgments	responding to		Recognize that	C:	
	about artworks .	artwork .	C:	different audiences	Make connections	C:
	_	_	Use a personal	respond in different	between the ideas	Make connections
	C:	C:	interest ,belief or	ways to artworks .	they are exploring in	between the ideas
	Become increasingly	Use a range of	value as the starting		their artwork and	they are exploring in
	independent in the	strategies to solve	point to create a		those explored by	their artwork and
	realization of the	problems during the	piece of artwork .	C:	other artists through	those explored by
	creative process.	creative process.		Create artwork for a	time , place and	other artists through
			Show awareness of	specific audience .	cultures .	time , place and
	Select, research and	Make connections	the affective power	l ,	l	cultures .
	develop an idea or	between the ideas	of visual arts .	Use a range of	Use a range of	
	theme for an	they are exploring in		strategies to solve	strategies to solve	Use a range of
	artwork .	their artwork and		problems during the	problems during the	strategies to solve
			I	I	I	

Create artwork specific audienc		creative process.	creative process .	problems during the creative process .
	Develop an awareness of their personal preferences			

Year6

Year6						
Major teaching	Uol 1	Uol 2	Uol 3	Uol 4	Uol 5	Uol 6
emphasis:	R:	R:	R:	R;	R:	R:
Art concepts/skills	Understand the role	Understand the role	Explain the cultural	Critique and make	Use their knowledge	Reflect on the
and techniques by	and relevance of	and relevance of	and historical	informed	and experiences to	factors that
year level	visual arts in society.	visual arts in society .	perspectives of an	judgments about	make informed	influence personal
			artwork .	artworks .	interpretations of	reactions to artwork
	Reflect on the			areworks.	artworks .	
	factors that	Critique and make		Reflect on the		
	influence personal	informed judgments	Use their knowledge	factors that	Understand the role	
	reactions to	about artworks .	and experiences to		and relevance of	Critique and make
	artworks .	C .	make informed	influence personal reactions to	visual arts in society .	informed judgments
	Use relevant and	C:	interpretations of artworks .			about artworks .
	insightful questions	Select, research and	artworks.	artworks .	Use relevant and	
	to extend their	develop an idea or theme for an		C .	insightful questions	Reflect throughout
	understanding.	artwork .	Use relevant and	C:	to extend their	the creative process
	anderstanding.	altwork.	insightful questions	Develop an awareness of their	understanding.	to challenge their
	Reflect on their own		to extend their	personal preferences		thinking and enact
	and others' creative	Develop an	understanding.	personal preferences	C:	new and unusual
	processes to inform	awareness of their		•	Select, research and	possibilities .
	their thinking .	personal preferences	C:	Identify factors to be	develop an idea or	
			Make connections	considered when	theme for an	
	Critique and make		between the ideas	displaying an	artwork .	C:
	informed judgments		they are exploring in	artwork .		Make connections
	about artworks .	Become increasingly	their artwork and			between the ideas
		independent in the	those explored by		Adjust and refine	they are exploring in
	_	realization of the	other artists through		their creative	their artwork and

C:	creative process .	time , place and	Use a range of	process in response	those explored by
Show awareness of		cultures .	strategies to solve	to constructive	other artists through
the affective power			problems during the	criticism .	time , place and
of visual arts .		Adjust and refine	creative process.		cultures .
		their creative			
Use a personal		process in response		Become increasingly	Become increasingly
interest, belief or		to constructive		independent in the	independent in the
value as the starting		criticism .		realization of the	realization of the
point to create a				creative process.	creative process.
piece of artwork .		Select, research and			
		develop an idea or			Select, research and
Use a range of		theme for an		Identify factors to be	develop an idea or
strategies to solve		artwork .		considered when	theme for an
problems during the				displaying an	artwork . v
creative process.				artwork .	
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Code each UoI teaching emphasis under Supporting creating [C] Supporting responding [R]