

Years 5-6:9-11s		
	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. 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 throughout different cultures, places and 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	.Learners show an understanding that their own creative work in visual arts 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 understandings	<ul style="list-style-type: none"> • Through exploring arts across cultures, places and times we can appreciate that people innovate. • People communicate across cultures, places and times through arts. • The arts provide us with multiple perspectives. • We reflect and act on the responses to our creative work. 	<ul style="list-style-type: none"> • We act on the responses to our artwork to inform and challenge our artistic development. • We explore a range of possibilities and perspectives to communicate in broader ways through our creative work. • Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.
Related concepts	<p>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; Texture:variation/pattern</p>	
Learner Outcomes [observable behaviours which are indicators of	<p>Learners:</p> <ul style="list-style-type: none"> • explain the cultural and historical perspectives of an artwork • understand the role and relevance of visual arts in society 	<p>Learners:</p> <ul style="list-style-type: none"> • become increasingly independent in the realization of the creative process

<p>how learners are constructing meaning -possibilities for learning]</p> <p>*=PYP attitudes</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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Year 5

<p>Major teaching emphasis: Art concepts/skills and techniques by year level</p>	<p>UoI 1 R : Understand the role and relevance of visual arts in society .</p> <p>Reflect on the factors that influence personal reactions to artwork .</p> <p>Critique and make informed judgments about artworks .</p> <p>C: Become increasingly independent in the realization of the creative process .</p> <p>Select, research and develop an idea or theme for an artwork .</p>	<p>UoI 2 R : Describe similarities and differences between artworks .</p> <p>Reflect on their own and others' creative processes to inform their thinking .</p> <p>Provide constructive criticism when responding to artwork .</p> <p>C : Use a range of strategies to solve problems during the creative process.</p> <p>Make connections between the ideas they are exploring in their artwork and</p>	<p>UoI 3 R : Recognize that different audiences respond in different ways to artworks .</p> <p>Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>C : Use a personal interest ,belief or value as the starting point to create a piece of artwork .</p> <p>Show awareness of the affective power of visual arts .</p>	<p>UoI 4 R : Use relevant and insightful questions to extend their understanding .</p> <p>Identify and consider the contexts in which artworks were made .</p> <p>Recognize that different audiences respond in different ways to artworks .</p> <p>C : Create artwork for a specific audience .</p> <p>Use a range of strategies to solve problems during the</p>	<p>UoI 5 R : Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>Provide constructive criticism when responding to 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>Use a range of strategies to solve problems during the</p>	<p>UoI 6 R : Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>Provide constructive criticism when responding to artworks .</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</p>
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	Create artwork for a specific audience .	those explored by other artists through time, place and cultures . Develop an awareness of their personal preferences .		creative process.	creative process .	problems during the creative process .
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Year6

Major teaching emphasis: Art concepts/skills and techniques by year level	<p>UoI 1 R : Understand the role and relevance of visual arts in society .</p> <p>Reflect on the factors that influence personal reactions to artworks .</p> <p>Use relevant and insightful questions to extend their understanding .</p> <p>Reflect on their own and others' creative processes to inform their thinking .</p> <p>Critique and make informed judgments about artworks .</p>	<p>UoI 2 R : Understand the role and relevance of visual arts in society .</p> <p>Critique and make informed judgments about artworks .</p> <p>C : Select, research and develop an idea or theme for an artwork .</p> <p>Develop an awareness of their personal preferences .</p> <p>Become increasingly independent in the realization of the</p>	<p>UoI 3 R : Explain the cultural and historical perspectives of an artwork .</p> <p>Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>Use relevant and insightful questions to extend their understanding .</p> <p>C : Make connections between the ideas they are exploring in their artwork and those explored by other artists through</p>	<p>UoI 4 R ; Critique and make informed judgments about artworks .</p> <p>Reflect on the factors that influence personal reactions to artworks .</p> <p>C : Develop an awareness of their personal preferences .</p> <p>Identify factors to be considered when displaying an artwork .</p>	<p>UoI 5 R : Use their knowledge and experiences to make informed interpretations of artworks .</p> <p>Understand the role and relevance of visual arts in society .</p> <p>Use relevant and insightful questions to extend their understanding .</p> <p>C: Select, research and develop an idea or theme for an artwork .</p> <p>Adjust and refine their creative</p>	<p>UoI 6 R : Reflect on the factors that influence personal reactions to artwork .</p> <p>Critique and make informed judgments about artworks .</p> <p>Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities .</p> <p>C : Make connections between the ideas they are exploring in their artwork and</p>
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	<p>C :</p> <p>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> <p>Use a range of strategies to solve problems during the creative process .</p>	creative process .	<p>time , place and cultures .</p> <p>Adjust and refine their creative process in response to constructive criticism .</p> <p>Select , research and develop an idea or theme for an artwork .</p>	Use a range of strategies to solve problems during the creative process .	<p>process in response to constructive criticism .</p> <p>Become increasingly independent in the realization of the creative process.</p> <p>Identify factors to be considered when displaying an artwork .</p>	<p>those explored by other artists through time , place and cultures .</p> <p>Become increasingly independent in the realization of the creative process .</p> <p>Select , research and develop an idea or theme for an artwork . v</p>
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Code each UoI teaching emphasis under Supporting creating [C] Supporting responding [R]