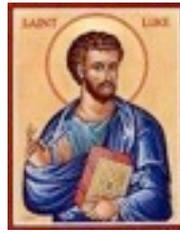


Visual Arts Overview.

Term 4. St. Luke's Catholic PS.  
Mrs Michelle Bryant. 2017.  
Assessment focus:



Assessment focus:

**MAKING.**

(PROCESS AND SKILLS DEVELOPMENT.)

The Visual Arts program uses a variety of learning contexts appropriate to students phase of development and their previous experiences. Often the same processes and strategies are dealt with in an increasingly complex way as students develop.



## Year 1. Level Description

In Year 1, learning in visual arts builds on the dispositions developed in the early years.

Students explore specific ideas as an inspiration to create original artworks. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of techniques when creating artworks. Students present artworks that communicate ideas to specific audiences. As they make and respond to artworks, students express feelings and ideas about artworks they view and make.

## YEAR 1. VISUAL ART SKILLS.

Development of artistic skills through experimentation with:

- shape (familiar shapes; simple 2D shapes; geometric shapes)
- colour (primary colours, secondary colours; mixing primary colours to create secondary colours)
- line (curved, straight, wavy, zigzag, broken, jagged, dashed)
- space (background, foreground)
- texture (familiar objects; changes in texture; transfer of texture)

## Calder clay mobiles.

Students will continue to paint their hand made pieces and add texture with ribbon, plastic and coloured wire. They will also create a large class mobile to be displayed in the school. It will have all of the colours of the rainbow, a symbol of the School Values of our St. Luke's school Community.



## Year 2. Level Description

In Year 2, learning in visual arts builds on the dispositions developed in the early years. Students explore how communicating messages and ideas can be used as inspiration to create artworks. They begin to select appropriate technologies and further experiment with the visual elements of shape, space, colour, line and texture.

Students are introduced to the concept of audience as they learn to present artworks that communicate messages and ideas to an audience.

As they make and respond to artworks, students identify how the elements are used and explore why people make art.

## YEAR 2. VISUAL ART SKILLS.

Development of artistic skills through experimentation with:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes)
- colour (primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours)
- line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral; lines that show motion)
- space (background, foreground; overlapping to show depth; horizon line)
- texture (familiar objects; changes in texture; transfer of texture; different man-made and natural materials)

## Matisse, “Harmony in Red.”

Year 2. Students will be introduced to the paintings and 2D collages of Henri Matisse. He used areas of flat colour, decorative motifs and pattern. We will discuss the notion of mood and temperature, and it’s relationship to the mood or feeling of a painting. Children will describe what they can see, make judgements about the painting and what it’s possible meanings are. There are a few tricks in this painting, be sure to ask us what they are!



## Year Level Description

In Year 3, students extend their understanding of the visual elements as they reflect on their use to create artworks using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively.

Students consider audience and make decisions about where and how artworks should be presented.

As they make and respond to artworks, students are introduced to the use of visual arts terminology. They use the terminology to reflect on how the elements are used in the artworks they view and make.

## YEAR 3. VISUAL ART SKILLS.

Artistic processes and techniques to explore visual conventions when making artworks:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic)
- colour (warm, cool colours); tints (mixing white); shades (adding black)
- line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken)
- space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background))
- texture (different man-made and natural materials); etching by scratching through surfaces; texture quality (matte, sheen)

### Under the sea silhouette.

The children will design their own image 'under the sea' with an ant's eye view, looking up to the surface of the ocean. We will discuss the use of organic line, monochromatic colour (the tone of one colour) and what is a silhouette. It will be a mixed media page of oil crayon and black acrylic paint.



## Year Level Description

In Year 5, students reflect on the work of varying artists and explore how it influences their own artworks. They select from a range of elements, materials and mediums to create original artworks.

Students begin to reflect on the ideas, feelings and opinions communicated in their artworks and consider how presentation will enhance meaning and audience engagement. As they make and respond to artworks, students use visual arts terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

## YEAR 5. VISUAL ART SKILLS.

Development and application of artistic techniques and processes when making artworks:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes, geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave)
- colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity
- line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth)
- space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective; (shading, create illusion of depth))
- texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)
- value (mixing of shades; gradations of value)

### Ming plate and tile design and painting.

Designs created in third term will be painted on either a wooden board or ceramic tile. Students will be true to the Chinese use of only blue colour; dragons, flowers, fish and decorative pattern.



## Year Level Description

In Year 6, students are inspired by observation and imagination reflecting on various artworks. They learn to apply their knowledge of the visual elements, selecting appropriate materials and technologies to create artworks that communicate ideas, beliefs, opinions or viewpoints.

Students examine the messages expressed in artworks and consider how presentation will enhance meaning and audience interpretation.

As they make and respond to artworks, students continue to use visual arts terminology to explain the effective use of elements and techniques. Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artworks from different social, cultural and historical times.

## SKILLS

Development and application of techniques and processes when making artworks:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave; exaggerated proportions; motifs; fonts)
- colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity; colour wheel; tertiary colour; expressive colours; natural colours
- line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth; lines that create an illusion)
- space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective; shading (create illusion of depth); focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry)
- texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)
- value (mixing of shades; gradations of value)

## MOANA / MAORI ART INSPIRED lino cut prints.

The year 6. Students will transfer their detailed designs onto a piece of easy cut lino.

They will learn a range of cutting and printing techniques. Their final prints will be displayed with their design development pages from term 3.

