

# Visual Arts Scope and Sequence

IICS Visual Arts Scope and Sequence Document Last Updated 2013. SM

## Strand: Creating

Learning Experience: Processes and Materials: Creativity evolves through developing artistic processes.

Phase 1	Phase 2	Phase 3	Phase 4
<p>Conceptual Understanding</p> <p>Creating</p> <p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p>	<p>Conceptual Understanding</p> <p>Creating</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>Applying a range of strategies helps us to express ourselves.</p>	<p>Conceptual Understanding</p> <p>Creating</p> <p>We make connections between our artwork and that of others to extend our thinking.</p>	<p>Conceptual Understanding</p> <p>Creating</p> <p>We act on the responses to our artwork to inform and challenge our artistic development.</p>
<p>Learning Outcomes</p> <p>engage with, and enjoy a variety of visual arts experiences</p> <p>select tools, materials and processes for specific purposes</p> <p>combine different formal elements to create a specific effect</p> <p>take responsibility for the care of tools and materials</p> <p>take responsibility for their own and others' safety in the working environment</p>	<p>Learning Outcomes</p> <p>identify, plan and make specific choices of materials, tools and processes</p> <p>sharpen their powers of observation</p> <p>demonstrate control of tools, materials and processes</p> <p>make predictions, experiment, and anticipate possible outcomes</p> <p>identify the stages of their own and others' creative processes</p>	<p>Learning Outcomes</p> <p>use a range of strategies to solve problems during the creative process.</p>	<p>Learning Outcomes</p> <p>utilize a broad range of ways to make meaning</p> <p>select, research and develop an idea or theme for an artwork</p> <p>develop an awareness of their personal preferences.</p>

## Strand: Responding

Learning Experience: Culture: Artwork expresses the beliefs, values and mythology of individuals and cultures.

Phase 1	Phase 2	Phase 3	Phase 4
<p>Conceptual Understanding</p> <p>Responding</p> <p>We enjoy and experience different forms of arts.</p> <p>We express our responses to artwork in a variety of ways.</p>	<p>Conceptual Understanding</p> <p>Responding</p> <p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>People communicate ideas, feelings and experiences through the arts.</p>	<p>Conceptual Understanding</p> <p>Responding</p> <p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>People explore issues, beliefs and values through arts.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p>	<p>Conceptual Understanding</p> <p>Responding</p> <p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p>
<p>Learning Outcomes</p> <p>enjoy experiencing artworks</p> <p>show curiosity and ask questions about artworks</p> <p>describe what they notice about an artwork</p>	<p>Learning Outcomes</p> <p>investigate the purposes of artwork from different times, places and a range of cultures including their own</p> <p>identify the formal elements of an artwork</p> <p>describe similarities and differences between artworks</p>	<p>Learning Outcomes</p> <p>compare, contrast and categorize artworks from a range of cultures, places and times</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>Learning Outcomes</p> <p>explain the cultural and historical perspectives of an artwork</p> <p>understand the role and relevance of visual arts in society</p> <p>reflect on the factors that influence personal reactions to artwork</p>

## Strand: Creating and Responding

Learning Experience: Symbolism: Shared understanding about individuals and cultures is represented through the use of symbols.

<p>Phase 1</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>Creating</p> <p>We can express ourselves through arts.</p>	<p>Phase 2</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>Creating</p> <p>We can communicate our ideas, feelings and experiences through our artwork.</p>	<p>Phase 3</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>People explore issues, beliefs and values through arts.</p> <p>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p> <p>Creating</p> <p>We make connections between our artwork and that of others to extend our thinking.</p>	<p>Phase 4</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>Creating</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p>
<p><b>Learning Outcomes</b></p> <p><b>Responding</b></p> <p>describe what they notice about an artwork</p> <p>make personal connections to artworks</p> <p>create artwork in response to a variety of stimuli.</p>	<p><b>Learning Outcomes</b></p> <p><b>Responding</b></p> <p>identify the formal elements of an artwork</p> <p>use appropriate terminology to discuss artwork</p> <p>describe similarities and differences between artworks</p>	<p><b>Learning Outcomes</b></p> <p><b>Responding</b></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>recognize that different audiences respond in different ways to artworks</p>	<p><b>Learning Outcomes</b></p> <p><b>Responding</b></p> <p>explain the cultural and historical perspectives of an artwork</p> <p>understand the role and relevance of visual arts in society</p>

<p><b>Creating</b></p> <p>combine different formal elements to create a specific effect</p> <p>realize that their artwork has meaning</p>	<p><b>Creating</b></p> <p>combine a variety of formal elements to communicate ideas, feelings and/or experiences</p>	<p><b>Creating</b></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> <p>use a personal interest, belief or value as the starting point to create a piece of artwork</p>	<p><b>Creating</b></p> <p>utilize a broad range of ways to make meaning</p> <p>select, research and develop an idea or theme for an artwork</p>
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## Strand: Creating & Responding

Learning Experience: Purpose: The purpose of an artistic piece is to evoke a personal response.

<p>Phase 1</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>The art is a means of communication and expression.</p> <p>People share art with others.</p> <p>We reflect on our artwork and the work of others.</p> <p>Creating</p> <p>In creating art, people make choices to construct meaning about the world around them.</p>	<p>Phase 2</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>There is a relationship between the artist and the audience.</p> <p>Creating</p> <p>We can communicate our ideas, feelings and experiences through our artwork.</p>	<p>Phase 3</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>There are different kinds of audiences responding to different arts.</p> <p>Creating</p> <p>Arts have the power to influence thinking and behaviour.</p> <p>We can explore our personal interests, beliefs and values through arts.</p>	<p>Phase 4</p> <p>Conceptual Understanding</p> <p>Responding</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p> <p>Creating</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p>
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Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p><b>Responding</b></p> <p>analyse the relationships within an artwork and construct meanings</p>	<p><b>Responding</b></p> <p>become an engaged and responsive audience for a variety of art forms.</p>	<p><b>Responding</b></p> <p>recognize that different audiences respond in different ways to artworks</p>	<p><b>Responding</b></p> <p>understand the role and relevance of visual arts in society critique and make informed judgments about artworks.</p>
<p><b>Creating</b></p> <p>combine different formal elements to create a specific effect</p> <p>realize that their artwork has meaning</p>	<p><b>Creating</b></p> <p>combine a variety of formal elements to communicate ideas, feelings and/or experiences</p> <p>consider their audience when creating artwork.</p>	<p><b>Creating</b></p> <p>show awareness of the affective power of visual arts</p> <p>create artwork for a specific audience</p>	<p><b>Creating</b></p> <p>identify factors to be considered when displaying an artwork select, research and develop an idea or theme for an artwork</p>

## Strand: Responding

Learning Experience: Appreciation: Appreciating art from multiple perspectives gives an insight into others and ourselves.

Phase 1	Phase 2	Phase 3	Phase 4
<p><b>Conceptual Understanding</b></p> <p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p><b>Conceptual Understanding</b></p> <p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p>	<p><b>Conceptual Understanding</b></p> <p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>People explore issues, beliefs and values through arts.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</p>	<p><b>Conceptual Understanding</b></p> <p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p>

Learning Outcomes	Learning Outcomes	Learning Outcomes	Learning Outcomes
<p>enjoy experiencing artworks</p> <p>show curiosity and ask questions about artworks</p> <p>describe what they notice about an artwork</p> <p>identify the materials and processes used in the creation of an artwork</p> <p>analyse the relationships within an artwork and construct meanings</p> <p>communicate their initial responses to an artwork in visual, oral or physical modes</p> <p>make personal connections to artworks</p> <p>express opinions about an artwork</p> <p>create artwork in response to a variety of stimuli.</p>	<p>investigate the purposes of artwork from different times, places and a range of cultures including their own</p> <p>sharpen their powers of observation</p> <p>identify the formal elements of an artwork</p> <p>use appropriate terminology to discuss artwork</p> <p>describe similarities and differences between artworks</p> <p>become an engaged and responsive audience for a variety of art forms.</p>	<p>compare, contrast and categorize artworks from a range of cultures, places and times</p> <p>identify and consider the contexts in which artworks were made</p> <p>use their knowledge and experiences to make informed interpretations of artworks</p> <p>reflect on their own and others' creative processes to inform their thinking</p> <p>use relevant and insightful questions to extend their understanding</p> <p>recognize that different audiences respond in different ways to artworks</p> <p>provide constructive criticism when responding to artwork.</p>	<p>explain the cultural and historical perspectives of an artwork</p> <p>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>