

Learning Standards

Unit title/ statement of inquiry	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Observation and abstraction of forms Representation of natural forms develops our ability to understand the world around us in order to invent new forms 12 weeks	- Understanding how to represent observed forms through applying the elements of drawing. - Looking at how sculptor Peter Randall-Page develops his sculptural ideas from the observation of natural forms. - Investigating artists and genres. - Observing contours, tone and texture. - Learning to see overall, simplified forms. - Understanding simple effects of light and shade. - Experimenting with layering paint and charcoal/chalk to 'carve out' form with light and shade. - Erasing to reveal form. - Constructing simple spheres in clay from pinch pots. - Sculpting and carving surface details. - Describing and analysing artworks. - Piecing together meaning from visual clues. - Evaluating their artwork. - Describing their journey as an artist.	Form Representation	Investigating - Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry - Describe, analyse or critique an artwork or performance from the chosen movement or genre Developing - Practically explore ideas to inform development of a final artwork or performance - Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry Creating/Performing - Create or perform an artwork Evaluating - Appraise their own artwork or performance - Reflect on their development as an artist
Origins Artists consider the relationships between formal elements in creating and interpreting personal narratives. 16 weeks	- Understand how an artist like Imants Tillers can make a work that communicates ideas connected with origins and place using images and the written word. - Describing and analysing the formal elements of an artwork. - Understanding how meaning is constructed through the juxtaposition of elements. - Exploring colour theory relating to colour harmonies and contrasts. - Developing colour mixing skills in relation to hue, tints, shades and tones. - Designing meaning through colour, composition and placement of text. - Developing manual dexterity in applying paint. - Evaluating outcomes. - Evaluating development as an artist.	Aesthetics Identity	