

Curriculum leader: Delia Bullock

Budget: \$2,500

Visual Arts Values and Beliefs

- All children can learn
- Learning is developmental and occurs in different ways and at varying rates
- Learning is enhanced when a successful partnership exists between home and school
- Learning should be relevant, meaningful and enjoyable
- Eclectic learning opportunities should be provided utilising relevant texts (digital, audio and written) formal and informal settings and concrete materials
- Develop correct use and care of equipment
- Develop an understanding and use of the elements of art
- Learn skills and techniques of making artworks
- Understanding the variety and universality of visual art in society
- Become familiar with reflective processes and applying the formal conventions of visual art presentation

Overarching Teaching Approach

- Plan with West Australian Curriculum
- Use data as evidence to set future targets and inform our teaching and learning
- Provide opportunities for students to engage in hands-on learning experiences using a range of concrete materials
- Incorporate IT and digital resources to support our planning, teaching and assessment
- Plan learning experiences in a variety of class formats (whole class, small group, pairs, individual and cross-setting where possible) to demonstrate a differentiation of curriculum
- Combine aspects of both *Making* and *Responding* strands
- Focus on enjoyment, development of self-esteem and confidence
- Integrate the seven general capabilities into the arts plan to enhance student learning through visual art
- Utilise the National Quality Standards to enhance the learning opportunities and development of children in P-2

Visual Arts Teaching Approach

P-2

- Students explore and experiment with the visual arts elements
- Share artworks with peers and experience art as audiences
- Students are engaged through purposeful experimentation in structured activities
- Become aware of the elements of art shape, colour, line, texture and space
- Develop skills and techniques using a range of media (block printing, clay-work, collage, mixed media, colour mixing, drawing, printmaking)
- Learn about safety when using equipment and while interacting with others
- Draw on artworks from a range of cultures, times and locations
- Make simple evaluations of visual arts expressing what they like and why
- Appreciation of different art works and how and where they are displayed
- Respond to feedback in their artwork making
- Learn audience etiquette and giving feedback – focus attention on the elements of art used in artworks and respond appropriately

Years 3-4

- Builds on experience from P-2
- Make and respond to artworks independently and with peers and teacher
- Develop skills and techniques using a range of media (weaving, photomontage, painting, mono-printing, sculptures and ceramics)
- Identify the elements of art shape, colour, line, texture and space
- Learn about visual art in their own community and others
- Explore the artworks and influences of Aboriginal and Torres Strait Islander People, and those of the Asia region (strengthen the connection to Bidyadanga Community and shared art projects.)
- Explore Aboriginal and Torres Strait Islander art, style and use of symbols to communicate meaning in visual art (explore Aboriginal storytelling through artworks and Wadjuk connection.)
- Explore social and cultural contexts of visual arts
- Make personal evaluations of their own and others' artworks created
- Maintain safety in using equipment, technologies and in interaction with others
- Consider why and how audiences respond

Years 5-6

- Builds on experience from P-2 and Years 3-4
- Make and respond to visual arts independently and with peers, teacher and community
- Develop skills and techniques using different materials, media and technologies (digital imaging, screen printing, illustration, lino printing and stencils)
- Identify the elements of art, colour, line, texture, shape, space and value
- Recognise the elements used and their effectiveness in a range of artist's work
- Identify a variety of audiences for which artworks are made
- Learn how the elements of art are used to communicate meaning and express ideas through artworks
- Learn about visual arts in and beyond their local community
- Explore social, cultural and historical contexts of visual arts
- Explore and experiment with the elements of art in the artworks they create
- Engage with a more diverse range of visual art

Support/Resources	Assessment and Monitoring	Reflections and Evaluations
<ul style="list-style-type: none"> • Admin & School Board • Curriculum Team Leaders • Staff - teachers/EAs • Parents/P&C • IPS Cluster • Connect Communities and networks 	<ul style="list-style-type: none"> • West Australian Curriculum (SCSA) • Network moderation tasks • Design specific tasks and marking keys to assess for the evidence of learning (Art Network) • Teacher observation/appraisal • Photos of performance/progress • Checklists • Reflective journals • Anecdotal evidence • Worksheets – short and extended responses included • Class discussions • Informal and formal presentations • SCSA content descriptions, elaborations and Achievement Standards • Student participation in public exhibitions and art competitions 	<ul style="list-style-type: none"> • Developing process as visual Arts develop throughout the school • Whole school reflection and evaluation processes • Performance Management • Term 2 open night, utilise hall space for display • Class observations • Evaluate artwork/exhibited etc • Parent, teacher and student feedback • Reflect/evaluate PD • Provide PD to staff on art terminology/language and share lessons • Collaborative time/class for reflection and planning

