

1. Teaching Visual Arts with a sense of progression

Visual Arts Knowledge and Skills F–2

<i>In this band students are introduced to Visual Arts</i>
Practices
Representation: Subject matter: personal observations, sensory expression, imagination Forms: drawing, painting, sculpture, printmaking, fibre crafts, digital imaging, Techniques: overlapping, patterns, colour mixing, collage, mixed media, wrapping, paper mache, ... Visual devices: identify, use and interpret line, shape , texture, space, time, colour, tone and value Materials: understanding of qualities and properties of a range of materials, for example which material is good for making tall thin animals Technologies: traditional and digital Spaces: recognise the meaning of studio, and adopt appropriate behavior in studio as a specialised space, for example, cleaning up, organising materials, naming work, exhibiting work
Skills:
Observational – seeing, noticing, viewing critically Processes: describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating, displaying
Viewpoints:
Contexts: recognising artworks from different cultures particularly Indigenous Australian, and works from cultures in Asia, and from different times
Examples of questions to explore viewpoints: Meaning/Interpretation: <ul style="list-style-type: none">What did this artwork or design make you think about and why?What figures/ shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meaning? Forms/elements: <ul style="list-style-type: none">What colours were used? What is it made of?How is the colour used, and why is it used in this way? Societies/Cultures: <ul style="list-style-type: none">Where is this artwork from and why was it made?Who made artworks?Where and how are they displayed? Evaluations: <ul style="list-style-type: none">What did you like about the artwork?Why?

What do students bring with them from outside school?

Visual Arts Knowledge and Skills 3-4

<i>In this band students build on the knowledge and concepts introduced in Foundation to Year 2:</i>
Practices
Representation Subject matter: such as, past histories, heritage, significant events, community celebrations Forms: drawing, design, painting, sculpture, printmaking, photography, film Styles: figurative, realism, expressionistic, impressionistic, ... Techniques: photo-montage, weaving, block printing, digital imaging, wrapping, pottery, ... Visual devices: identify, use and interpret a selection of design elements and design principles Materials: understanding qualities and properties of a range of materials Technologies: traditional and digital Spaces: Space: recognise the meaning of studio, and adopt appropriate behavior in studio as a specialised space, for example, cleaning up, organising materials, naming work, exhibiting work Investigative: researching, discovering, and reinterpreting artworks from various viewpoints as artist and audience
Skills:
Observational – seeing, noticing, viewing critically; Practical – use of visual arts materials, equipment, and instruments Processes: investigating, determining, conceiving, experimenting, questioning, predicting, testing, evaluating, comparing, analysing, observing, identifying, connecting
Viewpoints:
Communication and contexts: recognising artists and artworks from the past, and from different cultures, particularly Indigenous Australian, and from cultures in Asia. Examples of questions to explore viewpoints: Meaning/interpretations: <ul style="list-style-type: none">What is this painting telling us about the past?How does the artwork use visual devices to convey meaning?How did the artist work within a space, and at this time?How and why did they innovate their practice? Materials and technologies: <ul style="list-style-type: none">What is the artwork made of?How does the choice of material enhance how the audience can understand the intention of the artist?Can you develop your ideas using different materials? Cultures: <ul style="list-style-type: none">What clues in the artwork tell us where it was made, who made it, and why?What artworks are you familiar with?Which style of artworks represents your community? Histories: <ul style="list-style-type: none">What are the people in the painting doing?Can you draw what you did on Australia Day? Evaluations: <ul style="list-style-type: none">Did you enjoy looking at the artwork? Why?Which picture do you like the most? Explain why you like it.What artworks do you like to make, and why? Compare these buildings and their relationship with the environment. e.g. the Uluru Kata-Tjuta Cultural Centre and the Golden Temple Kyoto

Visual Arts Knowledge and Skills 5-6

<i>In this band students build on knowledge and skills introduced from Foundation to Year 4:</i>
Practices
Representation Subject matter: such as, environment (macro/micro), physical and conceptual properties of materials and technologies ... Forms: cross-media - drawing, design, painting, sculpture, printmaking, photography, film ... Styles: figurative, expressionistic, abstract, surrealism, Dada, digital art ... Techniques: collage, drawing, screen-printing, digital imaging, construction, environmental sculpture. Visual devices: identify, use and interpret a selection of design elements and design principles Materials: understanding of possibilities and restraints (qualities) of a range of materials Technologies: traditional and digital Spaces: recognise the meaning of studio, and adopt appropriate behaviour in studio as a specialised space, for example, cleaning up, organising materials, naming work, exhibiting work; presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function Expressive: interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli
Skills:
Conceptual: developing a thought or idea into a visual representation Practical: use of visual arts materials, equipment, and instruments Processes: investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging, displaying
Viewpoints:
Expression: physical, psychological, sensory, intuitive, Contexts: recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures particularly Indigenous Australian, and from cultures in Asia. Examples of questions to explore viewpoints: Meaning/interpretations: <ul style="list-style-type: none">What is this artwork about?What visual devices have been used to convey meaning?How did the artist represent their subject matter?How does the artwork reflect the artist's perspective about the environment?How did the audience react to the artwork when it was first displayed? Practice and Techniques: <ul style="list-style-type: none">How did the artist work within a space, and at this time?How have they innovated their practice? Materials and technologies: <ul style="list-style-type: none">What is the artwork made of?How does the choice of material enhance how the audience understands the intention of the artist?What made you want to touch this sculpture? Cultures: <ul style="list-style-type: none">What clues in the artwork tell us where it was made, who made it, and why?What artworks are you familiar with?Which style of artworks represents your community?How would you represent your neighbourhood? Histories: <ul style="list-style-type: none">What did the artist want the audience to see and understand?Can you make a picture of your first day at school? Evaluations: <ul style="list-style-type: none">Did you enjoy looking at it, and why?Which picture do you like? Artworks: <ul style="list-style-type: none">recognise that they can interpret artworks and that their interpretation is separate from the artwork or what the artwork refers to Philosophies and ideologies: <ul style="list-style-type: none">What were they saying?Explain what you mean? Critical theories: <ul style="list-style-type: none">Compare these paintings (one from India one Australian) what do you recognise? What do you understand? What is new? Institutions: Why did you visit the gallery? Psychology: What elements are used to show excitement in the sculpture? Make a scary monster Evaluation: Did it make you think more seriously about the issue? Did the rest of the class understand your message?

Visual Arts Knowledge and Skills 7-8

<i>In this band students build on knowledge and skills introduced from Foundation to Year 6:</i>
Practices
Representation Subject matter: such as, contemporary culture, historical and cultural representations of art, craft and design Forms: art, craft and design: including painting, sculpture, printmaking, photography, Styles: Post modernism, contemporary constructivism, Pop, Street art, graphic /poster design, industrial design, digital art ... Techniques: manga, drawing, installation, digital imaging, graffiti, environmental sculpture. Visual devices: select, apply and evaluate a selection of design elements and design principles Materials: combining and manipulating a range of physical and digital materials Technologies: traditional and digital Spaces: Studio - understanding role of the studio for artists: learning to share responsibility for preparation, cleaning and storing work, Display - presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function; Artists and designers working individually or collaboratively. Expressive: interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli
Skills:
Conceptual – developing a thought or idea into a visual representation Practical – use of visual arts materials, equipment, and instruments Multi-modal – to use a combination of two or more sensory modes Processes: investigating, elaborating, researching, experimenting, manipulating, documenting, enhancing, reflecting, acknowledging, comparing, analysing, identifying, evaluating, judging, displaying
Viewpoints:
expression: physical, psychological, sensory, intuitive -recognising artists, artworks, and audiences that promote a conceptual understandings. Refer to artists, artworks and audiences from different cultures particularly Indigenous Australian, and from cultures in Asia. Examples of questions to explore viewpoints: Meanings: <ul style="list-style-type: none">Can you identify implied meaning the symbols and codes within the artwork?What is a universal symbol that reflects contemporary youth culture, as you understand it?How important are symbols to translate across language? Forms: <ul style="list-style-type: none">Why did the artist choose this style of representation?What other forms and styles suit this message? Societies: Design a mural for a local space. <ul style="list-style-type: none">How does the context of time and place, culture and ideology influence the look and meaning of street art? Cultures: <ul style="list-style-type: none">How do artists from different cultures represent the concepts of place/country?Compare examples of street art found in Australia to street art from another country Histories: <ul style="list-style-type: none">How did one artist influence the work of another?What is your favourite art style?When and where did it originate?Document the history of your favourite art style. Philosophies and ideologies: <ul style="list-style-type: none">Do the artist's past experiences influence the work?Why do you prefer this form? Critical theories: <ul style="list-style-type: none">Can you identify explicit and implicit meanings in artworks?What metaphor could you use to enhance the meaning of your artwork? Institutions: <ul style="list-style-type: none">Where have you seen this before? How do politics, society and time influence popular culture? Psychology: <ul style="list-style-type: none">Why and how does an artwork make you feel emotional?Can you apply a similar technique to your artwork? Evaluation: <ul style="list-style-type: none">Can you analyse why you respond to an artwork in a certain way? How did you assist the audience to react to your artwork in a certain way?

What's changing from Band to Band? What stays the same?

Teaching Visual Arts

Practices (as artist and audience)

- **Spaces:** working as an artist, displaying and exhibiting artworks
 - **Expressive:** Interpreting subject matter through various contexts and/or viewpoints
 - **Critical:** deconstructing and interpreting the meaning and messages of an artwork
 - **Technological:** combining and exploiting traditional, digital and virtual technologies
 - **Design:** using design practice and process to realise a creative idea or opportunity
 - **Representation**
 - *Forms* (2D,3D, 4D)
 - *Styles*
 - *Materials and technologies*
 - *Subject matter*
 - *Composition*
 - **Visual devices:**
 - *Design elements*
 - *Design principles*
- Viewpoints:**
- Contexts: social, cultural, historical, geographical, philosophical, institutional, scientific, theoretical, ideological
 - Expressive
 - Persuasive
 - Design

Skills (as artist and audience)

- Perception**
- Observational
 - Conceptual
 - Practical
 - Multi-modal
- Techniques:** expertise and technical proficiency in visual arts designing, making and responding
- Processes**
- Thinking and responding to artworks:
- Describing
 - Explaining
 - Exploring
 - Discovering
 - Elaborating
 - Analysing
 - Interpreting
 - Evaluating
 - Critiquing
 - Reflecting
 - .. among others
- Creating and making artworks:
- Imagining
 - Designing
 - Experimenting
 - Expressing
 - Constructing
 - Realising
 - Producing
 - Resolving
 - .. among others

Visual devices:		
Visual elements	◆line	Line - is a mark on a surface that describes a shape. A line can be thick and thin. It can have texture. Types of line include: actual, implied, vertical, horizontal, diagonal, wavy, and contour lines.
	◆shape (form, size)	Shape - is 2 dimensional and flat ways of representing objects; there are two categories of shapes: geometric (regular) and organic (free and irregular). Form - is a 3-dimensional way of representing an object by suggesting volume and thickness. It is the illusion of a 3-D effect that can be implied with the use of light and shading techniques. Form can be viewed from many angles. Size - refers to variations in the proportions of objects, lines or shapes. There is a variation of sizes in objects either real or imagined.
	◆tone	Value - is the degree of light and dark in a design. It is the contrast between black and white and all the tones in between. Value can be used with color as well as black and white. Contrast is the extreme changes between values.
	◆colour	Color - refers to specific hues and has 3 properties: Chroma, Intensity and Value. The color wheel is a way of showing the chromatic scale in a circle using all the colors made with the primary triad (Blue, Red and Yellow). Black and white can be added to produce tints (add white), shades (add black) and tones (add gray).
	◆texture	Texture - is about surface quality of a line or shape. It can be either represented through tactile or visual means. It is the degree of roughness or smoothness in objects represented.
	◆unity	Unity helps a design to be seen as one design instead of random or lacking coherence.
	◆balance	Balance refers to the ways in which the elements (lines, shapes, colors, textures, etc.) of a piece are arranged. Balance can be symmetrical ("formal"), where elements are given equal "weight" from an imaginary line in the middle of a piece. For the most basic example of symmetry, think of your eyes in relation to either side of your nose. Balance doesn't necessarily mean symmetry, though. Asymmetrical ("informal") balance occurs when elements are placed unevenly in a piece, but work together to produce harmony overall.
	◆contrast	Contrast is the arrangement of opposing visual elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement and drama. The colors white and black provide the greatest degree of contrast. Complementary colors also highly contrast with one another. An artist uses contrast as a tool to direct the viewer's attention to a particular point of interest within the piece.
	◆pattern	Pattern is repetition of an element (or elements) in an artwork. An artist achieves a pattern through the use of colors, lines or shapes (as with mosaics, tessellations, etc.)
	◆emphasis	Emphasis is given to an area within the design because that area is meant to be seen or is more important to be noticed when compared to other places of the design. It is any time an element of an artwork is given dominance by the artist. In other words, the artist makes part of the work stand out, in order to draw the viewer's eye there first. Frequently, emphasis is achieved by means of contrast. Obvious contrasting elements create focal points, meaning: places to which one's attention cannot help but be drawn.
Design principles	◆movement	Movement is the suggestion or illusion of motion in a painting, sculpture, or design. For example, circles going diagonally up and down from right to left could show that the design moves up and to the right or down and to the left.
	◆rhythm	Rhythm is the implied movement created by the regular/irregular recurring or alternating of different quantities in an image. In simpler words, it's just like pattern but shows that the design has a 'beat' or 'flow' going with it. For example, the colors of a piece can convey rhythm, by making your eyes travel from one component to another. Lines can produce rhythm by implying movement. Forms, too, can cause rhythm by the ways in which they're placed one next to the other. (See <i>rhythm in music, dance, drama and media arts</i>)

Each Visual Arts lesson needs to engage directly with Practices, Skills and Viewpoints

What's the essential Visual Arts content knowledge you teach students?