**Burnie Primary School Visual Arts**

Students engage in a Visual Arts program that is designed to run in partnership with the coding and robotics program.

A different art learning focus is studied each year, underpinned by the foundational art skills of *line, shape, space, colour and shade.* Foundation art skills are taught in lessons and art making activities. Over the 4-year cycle students engage in drawing, painting, ceramics, sculpture, photography and digital media to explore each art learning focus.

The 4-year cycle began in 2016 and the human formwas the art learning focusfor that year. At the completion of the 4-year cycle the art learning focuswill return to human form.

A yearly timetable for Visual Arts classes includes time in the Makerspace. Visual Arts lessons are provided to each class for 45 minutes. An extension art group of students from grades 3 to 6 is established each year for students demonstrating highly developed art ability.

Burnie Primary School Arts scope and sequence is structured as follows:

* two sections: Early Years (Pre – Year 2) and Upper Primary (Years 3 – 6)
* composite classes that span the Early Years and Upper Primary (e.g. Grade 2/3) use the Upper Primary scope and sequence
* when an art learning focus that is the same across the school, the art activities will be modified to ensure age appropriateness
* Grade 5 and 6 classes will be involved in Visual Art classes each term
* students from Prep to Grade 4 access art classes up to 2 terms a year (as negotiated)
* Art lessons are organised in a developmental sequential manner.

The following chart provides an example of the Visual Arts Scope and Sequence and includes the lesson focus for Year 1.

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| Grade | Australian Curriculum – Content Descriptions | Learning Focus |
| Upper Primary  Early Years | F-2 – Use and experiment with different materials, techniques, technologies and processes to make art works (ACAVAM107)  3-4 – Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)  5-6 – Develop and apply techniques and processes when making their artworks (ACAVAM115) | * Breaking the rules – Drawing portraits of students with specific instructions to follow such as *do not look at your paper, do not take your pencil off the paper* |
| Upper Primary | 3-4 – Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)  5-6 – Develop and apply techniques and processes when making their artworks (ACAVAM115) | * Human body – understanding the proper proportions of the human body * Hands, feet and faces – how to draw hands, feet and faces |
| Early Years | F-2 – Use and experiment with different materials, techniques, technologies and processes to make art works (ACAVAM107) | * Human body – What parts of the human body do we see? Looking at the differences in people * Body shapes – using different shapes and collages to construct images of people |
| Upper Primary | 3-4 – Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)  5-6 – Develop and apply techniques and processes when making their artworks (ACAVAM115) | * The human skeleton – How do all the bones fit together? Understanding the anatomy of the human body * The moving body – What does the body look like when it is in motion? |
| Early Years | F-2 – Use and experiment with different materials, techniques, technologies and processes to make art works (ACAVAM107) | * Drawing a skeleton – what bones are in the body? * People in the Playground – Drawing and colouring an image of people playing in the playground. What do bodies look like when they are running, walking, climbing and playing? |
| Upper Primary  Early Years | F-2 – Use and experiment with different materials, techniques, technologies and processes to make art works (ACAVAM107)  3-4 – Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)  5-6 – Develop and apply techniques and processes when making their artworks (ACAVAM115) | * I am a piece of art – Completing a self-portrait |
| Upper Primary  Early Years | F-2 – Use and experiment with different materials, techniques, technologies and processes to make art works (ACAVAM107)  3-4 – Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)  3-4 – Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)  5-6 – Develop and apply techniques and processes when making their artworks (ACAVAM115) | * Face to face – an exploration of and artistic response to Pablo Picasso’s painting *The Weeping Woman (1937)* |
| Upper Primary  Early Years | As above | * The Squeal – an exploration of and artistic response to Edvard Munch’s *The Scream (1893)* |
| Upper Primary  Early Years | As above | * Dotty Dazzler – an exploration of and artistic response to Roy Lichtenstein’s the *Girl in Mirror (1964)* |
| Upper Primary  Early Years | As above | * Sunny Spots – an exploration of and artistic response to Georges Seurat’s *A Sunday Afternoon – on the island of La Grande Jatte (1884)* |
| Upper Primary  Early Years | As above | * Patchwork Patterns – an exploration of and artistic response to Gustav Klimt’s *Portrait of Adele Bloch-Bauer 1 (1907)* |
| Upper Primary  Early Years | F – 2 – Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples. (ACAVAR109)  3-4 – Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)  5-6 – Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117) | * Face Paintings – Creating a mask from a distinct indigenous culture from around the world. *Mexico, Papua New Guinea, African Sudan, Ethiopia, New Zealand, Native American* |
| Upper Primary  Early Years | F-2 – Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)  3-4 – Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)  5-6 – Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114) | * Australian Aboriginal Art – Exploration of the use of the human figure within art to tell stories and record history |
| Upper Primary | F-2 – Create and Display artworks to communicate ideas to an audience (ACAVAM108)  3-4 – Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)  5-6 – Plan the display of artworks to enhance their meaning for an audience (ACAVAM116) | * Developing a personalised artwork for the school exhibition |
| Upper Primary | F-2 – Use and experiment with different materials, techniques, technologies and processes to make art works (ACAVAM107)  3-4 – Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)  5-6 – Develop and apply techniques and processes when making their artworks (ACAVAM115) | * Full body Self Portrait – Students can use one of the artistic styles they have studied and practiced throughout the year to complete a full body self-portrait |