



THE ARTS

Overview:

The teaching of the Arts at Collingwood Area School for Y1-13 students will:

- Develop their creative skills in a way that enables them to reflect their personal view of the world around them.
- Reflect the values of our community and be able to contribute to it in a positive way (e.g. through visual displays and/or performances)
- Encourage creative expression of thoughts, feelings and ideas (emotionally and socially).
- Develop an appreciation for creative thinking as part of being a lifelong learner.
- Develop their understanding of our values of:
 - Respect and Tolerance,*
 - Diversity,*
 - Taking responsibility,*
 - Enquiry and innovation, and*
 - Striving for Excellence*

Our Philosophy:

Learning in the arts stimulates imagination, thinking and an understanding of diverse art forms from both within and beyond New Zealand. It encourage a lifelong interest in the arts. We will develop learners who are creators, viewers, presenters and listeners of the Arts.

Structure:

The areas of the Arts (disciplines) dance, drama, music and visual arts provide our students with opportunities to develop and express ideas through the making and presenting of art works. They enable our students to become critically aware of and respond to their own and others art works and encourage students to explore independence and understanding beyond the obvious.. In Collingwood Area School we try and give our students opportunities to develop the skills, knowledge, attitudes and understandings outlined in the achievement objectives of each discipline, in each of the arts areas, especially at Primary level. From Year 9 onwards the focus is on Visual Arts, and from 2018 Performing Arts is offered at NCEA level as well.

[*What is valued in The Arts:](#)

“ The arts learning area comprises five disciplines:

- **Art history**
- **Dance Movement Art**
- **Performing Arts***
- **Music - Sound Arts**
- **Visual arts**

Within each discipline, students develop arts literacies as they build on skills, knowledge, attitudes, values, and key competencies at each level of the curriculum.

Students generate and refine their own artistic ideas through cycles of action and reflection. By using traditional and new technologies to engage with the arts, they learn to analyse critically and reflect on artists’ practices from diverse contexts, times, and places.

The arts disciplines have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies.

Through movement, sound, symbol, and image, the arts transform people’s creative ideas into expressive works that communicate layered meanings, feelings, and interpretive understandings of the world.” (TKI)

Learning within each area is approached through four interrelated learning strands:

- Developing Practical Knowledge in the Arts **(PK)**. In this strand students will: select use and investigate forms, processes, techniques, media, technologies, elements, principles and conventions.
- Developing Ideas in the Arts **(DI)**. In this strand students will initiate, develop, refine and resolve ideas using a variety of motivations.
- Communicating and Interpreting in the Arts **(CI)**. In this strand students will share, present, exhibit, perform, interpret, respond to and evaluate their own and others work.
- Understanding the Arts in Context **(UC)**. In this strand students will investigate the forms, functions, values and significance of the arts in
- Social and cultural contexts, past and present.

Matrix and Expectations

From Year 1 The Arts will help to prepare students for study in the senior school and focus students on lifelong involvement and enjoyment of The Arts
A holistic approach leads to better results.

“ Learning is spiral in nature and each levels' achievement objectives include and build on learning from previous levels. Opportunities to revisit, make connections with, and extend existing skills, knowledge, and understanding assist students in-depth [learning](#).

Treaty of Waitangi

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. See NZ Curriculum pg 21

Special Needs

Teachers will take into account the Special Learning needs for individual students. Diversities will be catered for in programmes and students will be supported in areas of strengths and/or weaknesses.

Teaching will include learning preferences to challenge as well as accommodate students' individual needs. (Updated document in CAS Administration: At Risk students and Gifted and Talented)

Organisation and Planning

1. The basis for organisation and planning is the Arts in the New Zealand Curriculum Document.
2. Key competencies and values will be taught explicitly as part of the aims and objectives of the lesson. Teachers will select KC and Values based on the needs of each individual class.
3. The Arts can be taught through thematic units and integrated programmes in years 1-6. **Visual Arts** is taught by a specialist teacher from Year 4 to 13 (when possible). Students get the opportunity to explore: **Drawing, Painting, Printmaking, Photography, Sculpture and some Design Media**. Music, Performing Arts and Dance still need to be addressed, but at this stage the Arts Coordinator enlists the input of extra-curricular tutors.
4. Individual teachers prioritise the specific learning areas and strands to ensure that identified learning needs of their students are met.
5. Teachers must address the particular achievement objectives in each strand relevant to the class and individual students' needs and abilities.
6. Students will have exposure to a balance of all four strands over a year period.
7. Pupils will be made aware of Achievement Objectives for each strand over a two year period.
8. Through social enquiry and learning as Inquiry, students will
 - Ask questions > **Learning as Inquiry**
 - Gather information > develop independence
 - Examine the background to important societal ideas and events > **values**
 - Explore and analyse values and perspectives, **striving for personal excellence**
 - Relate to ideas and events
 - Develop understandings about issues and the ways that people (themselves and others) make decisions and participate in social action > KC
9. Teachers will ensure that the specific skill, techniques and elements are taught.
10. Fostering an expectation of success in the children and encouraging them to meet their full potential.

Assessment, Monitoring and Evaluating

- **Years 1-6** refer to CAS Curriculum matrix
- **Years 7-10:** as per CAS Curriculum Matrix to include peer and self-evaluation.
- Evidence of student's progress and achievement could include live presentations, exhibitions, and work in progress, portfolios, workbooks, journals, audio and video recordings.
- **Year 11 – 13** Students are Internally and Externally assessed and moderated through NCEA Standards

Resources

The budget allocated will be administered across Primary and Secondary classes via consultation between both and reviewed as required. New resources will be purchased as and when budget allow.

STAR and Gateway programmes are also set in place when possible to extend students with specific interests in The Arts

Community support opportunities

Visiting Performances, eg Ugly Shakespeare, Danz, NZ Playhouse, Orchestra, and closer to home: Workshops offered by local artists.

The Golden Bay Arts Council are looking at mentoring students to enhance and their skills and nurture their interests. Included in this is the display of art works in Golden Bay, eg Aorere Flower Show, Anzac Day, Galleries, Show Day.

A wide variety of resource material should be used and could include, for example:

- The NZC
- The students' own experiences
- Art galleries, locally and further afield, eg Suter Gallery
- Members of the wider community
- Libraries:
 - School Library
 - Takaka Library
 - National Library Service
- Computer and Digital projector for research and presentations.
- EOTC opportunities

Useful Websites and further resources

Solo Taxonomy

<https://classteaching.wordpress.com/2013/05/23/using-solo-taxonomy-to-develop-student-thinking-learning/>

Blooms Taxonomy

<http://learningtech.co.nz/blooms-taxonomy/>

Pond Community

<https://www.pond.co.nz/community/list/1/educators>

National Library

<http://anyquestions.co.nz/>

NZQA Visual Arts resource page <http://www.nzqa.govt.nz/ncea/resources/visualart/index.html>

NZC 2007 Visual Culture units http://arts.unitec.ac.nz/resources/units/visual_culture/

Arts Online

Visartsnet - <http://arts.unitec.ac.nz/visarts/>

Community Artists for Education - <http://arts.unitec.ac.nz/arts-cafe/>

Teacher Resource Exchange - http://arts.unitec.ac.nz/resource_exchange/Visual%20Arts/

Digistore <http://www.tki.org.nz/r/digistore/>

Idea Workshop <http://www.ideaworkshop.co.nz>

VISARTS ONLINE

<http://artsonline.tki.org.nz/Communities/Visual-Arts-Visartsnet>

National Library database

The New Zealand Curriculum Exemplars

Consultation with our school staff, colleagues from other schools and resource sharing (online and hard copies)

Visual Arts Curriculum Years 1-13 Matrix

Year Level	Yr 1
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p>At this stage the students will mostly be at Prestructural and Unistructural level.</p> <p>* SOLO PRESTRUCTURAL: Learning outcomes for comparison show unconnected information, no organisation. Eg “I see a painting”</p> <p>*SOLO UNISTRUCTURAL: Learning outcomes for comparison show simple connections but importance not noted. Eg””I can see that the tree has orange covered leaves”</p>
Skills	<p>By the end of Year 1 students will:</p> <ul style="list-style-type: none"> Understanding the visual arts in context Share ideas about how and why their own and others’ works are made and their purpose, value, and context. Developing practical knowledge Explore a variety of materials and tools and discover elements and selected principles. Developing ideas Investigate visual ideas in response to a variety of motivations, observation, and imagination. Communicating and interpreting Share the ideas, feelings, and stories communicated by their own and others’ objects and images
Possible Topics	<p>Experiences Me</p> <p>Myself and I</p> <p>My Home</p> <p>My environment</p> <p>Story-based Art</p> <p>Koru Patterns</p>
Assessments	<p>At this level all assessments are done in a formative manner. There should be no “wrong” or “right” in Visual Arts at this level.</p> <p>Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives should be guidelines for assessment and encouraged.</p>
Teaching Strategies	<p>Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps)</p>
Community Support Ideas	<p>Visits to and by Playcentre, Parent involvement, EOTC outings with visual reflections: encouraging the open door policy of CAS</p>

Year Level	Yr 2
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p>Students may work on possibly Unistructural and maybe Multistructural level</p> <p>SOLO UNISTRUCTURAL: Learning outcomes for comparison show simple connections but importance not noted. “The tree has orange leaves because it is autumn”</p> <p>SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. “I can identify the orange leaves on some autumn trees, but others still have green leaves” Students may notice different shades of oranges and greens with some yellow leaves, maybe bare branches when looking at the painting.</p>
Skills	<p>By the end of Year 2 students will:</p> <ul style="list-style-type: none"> Understanding the visual arts in context Share ideas about how and why their own and others’ works are made and their purpose, value, and context. Developing practical knowledge Explore a variety of materials and tools and discover elements and selected principles. Developing ideas Investigate visual ideas in response to a variety of motivations, observation, and imagination. Communicating and interpreting Share the ideas, feelings, and stories communicated by their own and others’ objects and images
Possible Topics	*Identity, Rocks and Pools, Maori Patterns, Elements of Design, Artist models, Road safety
Terminology	The correct art terminology will be used and encouraged while teaching Visual Arts, eg Elements of Design, Koru patterns, Shades and Lights, Paint application, collage.
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p><i>It is useful to approach Visual Arts with a “What next..?” approach.</i></p>
Teaching Strategies	Role modelling, hands-on, visual exemplars, including picture books, enthusiasm and confidence all adds to a better experience in developing skills.
Community Support Ideas	Attending artists’ workshops, visiting artists and EOTC opportunities

Year Level	Yr 3
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p>At this stage the students will mostly be at Unistructural level, but some students may also be able to think and work on a Multistructural level. For example, by looking at an art work of the Impressionists.</p> <p>* SOLO PRESTRUCTURAL: Learning outcomes for comparison show unconnected information, no organisation. Eg “I see a painting”</p> <p>*SOLO UNISTRUCTURAL: Learning outcomes for comparison show simple connections but importance not noted. Eg””I can see dots in the painting and different colours together”</p> <p>*SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg “There is a difference to a photograph and the painting, The artist applied the paint in dots”</p>
Skills	<p>By the end of Year 3 students will:</p> <ul style="list-style-type: none"> Understanding the visual arts in context Share ideas about how and why their own and others’ works are made and their purpose, value, and context. Developing practical knowledge Explore a variety of materials and tools and discover elements and selected principles. Developing ideas Investigate visual ideas in response to a variety of motivations, observation, and imagination. Communicating and interpreting Share the ideas, feelings, and stories communicated by their own and others’ objects and images
Possible Topics	Experiences, interpreting stories (hearing a story and inventing characters), My environment, my family, pets etc
Terminology	<p>The correct art terminology can be used and encouraged while teaching Visual Arts, eg Elements of Design, Koru patterns, Shades and Lights, Paint application, collage. The teacher uses correct terminology while demonstrating success criteria and outcomes of the unit of work,</p> <p>Eg, . “Blend your colours”</p>
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines for assessment and used encouragingly</p>
Teaching Strategies	Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps)
Community Support Ideas	EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit.

Year Level	Yr 4
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p>At this stage the students will mostly be at Unistructural level, but some students may also be able to think and work on a Multistructural level. For example, by looking at an art work of the Impressionists.</p> <p>* SOLO PRESTRUCTURAL: Learning outcomes for comparison show unconnected information, no organisation. Eg “I see a painting”</p> <p>*SOLO UNISTRUCTURAL: Learning outcomes for comparison show simple connections but importance not noted. Eg””I can see dots in the painting and different colours together”</p> <p>*SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg “There is a difference to a photograph and the painting, The artist applied the paint in dots”</p>
Skills	<p>By the end of Year 4 students will be able to:</p> <ul style="list-style-type: none"> Understanding the visual arts in context Share ideas about how and why their own and others’ works are made and their purpose, value, and context. Developing practical knowledge Explore a variety of materials and tools and discover elements and selected principles. Develop ideas Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination. Communicating and interpreting Share the ideas, feelings, and stories communicated by their own and others’ objects and images.
Possible Topics	Experiences, interpreting stories (hearing a story and inventing characters), My environment, my family, pets etc
Terminology	Terminology: Teachers are encouraged to use correct terminology when discussing the topics and success criteria of units of work. Students need to be able to apply practical skills, using correct terminology, eg “koru patterns”, identify and analyse exemplars, then be able to interpret and create what they have seen. Verbal discussions are encouraged to develop correct visual arts terminology.
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Evaluations and self-reflecting, Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines and used encouragingly to develop skills and ‘art language’</p>
Teaching Strategies	Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps) Ask questions to encourage Inquiry learning and work delivered and seen in context of Visual Arts strands and criteria
Community Support Ideas	EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit.

Year Level	Yr 5
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p>At this stage the students will be Unistructural level, but some students may also be able to think and work on a Multistructural level. For example, by looking at an art work of the Impressionists.</p> <p>*SOLO UNISTRUCTURAL: Learning outcomes for comparison show simple connections but importance not noted. Eg ""I can see dots in the painting and different colours together. It is a landscape""</p> <p>*SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg ""There is a difference to a photograph and the painting, The artist applied the paint texturally/dots. Photographs can be taken in any light with a flash, but Impressionists used light as a natural way to show changes on objects during the different stages of the day or night"" <i>Not all students will be able to work at this level at this age.</i></p>
Skills	<p>By the end of Year 5 students will:</p> <ul style="list-style-type: none"> Understanding the visual arts in context Share ideas about how and why their own and others' works are made and their purpose, value, and context. Developing practical knowledge Explore a variety of materials and tools and discover elements and selected principles. Developing ideas Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination. Communicating and interpreting Share the ideas, feelings, and stories communicated by their own and others' objects and images.
Possible Topics	Landscapes, portraiture, identity, fauna and flora, Maori art
Terminology	<p>Terminology: Teachers are encouraged to use correct terminology when discussing the topics and success criteria of units of work. Students need to be able to apply practical skills, be able to classify characteristics, and give reasons for their observations, be able to understand processes and procedures and creatively apply them</p>
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Evaluations and self-reflecting, Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines and used encouragingly to develop skills and 'art language'</p>
Teaching Strategies	<p>Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps) Ask questions to encourage Inquiry learning. Students should be encouraged to self- reflect and communicate their observations and interpretations.</p> <p>Artist models can be introduced as an inspiration and interpretation to enhance students' learning and practical exploration.</p>
Community Support Ideas	EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit.

Year Level	Yr 6
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p>All students will be Unistructural level be as far as confidence and practical abilities are concerned, but some students will also be on Multistructural level</p> <p>*SOLO UNISTRUCTURAL: Learning outcomes for comparison show simple connections but importance not noted. Eg””I can see dots in the painting and different colours together. It is a landscape”</p> <p>*SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg “There is a difference to a photograph and the painting, The artist applied the paint texturally/dots. Photographs can be taken in any light with a flash, but Impressionists used light as a natural way to show changes on objects during the different stages of the day or night”</p>
Skills	<p>By the end of Year 6 students will have exposure to: Painting, Printmaking and Sculpture. They also will have</p> <ul style="list-style-type: none"> Understanding the visual arts in context Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. Developing practical knowledge Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes. Developing ideas Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists’ works. Communicating and interpreting Describe the ideas their own and others’ objects and images communicate.
Possible Topics	Landscapes, portraiture, identity, fauna and flora, the planets, topical and cross-curricular units of work
Terminology	Terminology: Teachers are encouraged to use correct terminology when discussing the topics and success criteria of units of work. Students need to be able to apply practical skills and willing to explore a variety of skills, materials and visual input.
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Evaluations and self-reflecting, Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines and used encouragingly to develop skills and ‘art language’</p>
Teaching Strategies	<p>Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps) Ask questions to encourage Inquiry learning. Students should be encouraged to self- reflect and communicate their observations and interpretations.</p> <p>Artist models that can be linked to their topics, or learning objectives. Cross-curricular units of work can be linked with ideas and interpretations of established practice and artist models.</p>
Community Support Ideas	EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit. Visiting artists’ studios etc

Year Level	Yr 7
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p><i>Students need to be supported on all levels of SOLO development, but some students will also work on deeper levels:</i></p> <p>*SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg “Impressionists worked in a different way than the classical way of painting landscapes. They often showed complimentary colours together to create a sense of light on the subject. Their work had to viewed from a distance to create optical blending”</p> <p>*SOLO RELATIONAL: Learning outcomes for comparison show full connections made, and synthesis of parts to the overall meaning Some students will be at the Relational Level of thinking as well, for instance being able to explain the significance of similarities and differences. “Impressionists no longer painted in a realistic way, because people starting taking photographs. Their landscapes were different, because they painted in the open air, rather than in studios. Unlike the traditional masters, who may make drawings outside, but finished their paintings in a studio. While both groups painted landscapes, the Impressionists’ art work had to often be viewed at a distance to get the full pictures of colour blendings”</p>
Skills	<p>By the end of Year 7 students will have exposure to: Painting, Printmaking and Sculpture. They also will have</p> <ul style="list-style-type: none"> Understanding the visual arts in context Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued. Developing practical knowledge Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes. Developing ideas Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists’ works. Communicating and interpreting Explore and describe ways in which meanings can be communicated and interpreted in their own and others’ work.
Possible Topics	Landscapes, portraiture, identity, fauna and flora, the planets, topical and cross-curricular units of work
Terminology	<p>Terminology: Teachers are encouraged to use correct terminology when discussing the topics and success criteria of units of work. Students need to be able to apply practical skills, be able to classify characteristics, and give reasons for their observations, be able to understand processes and procedures and creatively apply them.</p> <p>Compare and contrast as well as communicating meaning of art making and art works</p> <p>Literacy in the Arts becomes a priority in the sense that students will analyse art works by established artists at least once a term.</p>
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Evaluations and self-reflecting, Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines and used encouragingly to develop skills and ‘art language’</p>
Teaching Strategies	<p>Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps)</p> <p>Ask questions to encourage Inquiry learning. Students should be encouraged to self- reflect and communicate their observations and interpretations.</p> <p>Established practice will become part of the learning as Inquiry experience, examining artist model genres.</p>
Community Support Ideas	EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit. Visiting artists’ studios etc

Year Level	Yr 8
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO or other thinking skills where applicable.</p> <p>Lesson Objectives and Success Criteria should be visible and displayed for each lesson to enable students' understanding and engagement. Working walls is one way of developing independent learning.</p> <p>Examples of SOLO approach:</p> <p>*SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg "Impressionists worked in a different way than the classical way of painting landscapes. They often showed complimentary colours together to create a sense of light on the subject. Their work had to viewed from a distance to create optical blending"</p> <p>*SOLO RELATIONAL: Learning outcomes for comparison show full connections made, and synthesis of parts to the overall meaning Some students will be at the Relational Level of thinking as well, for instance being able to explain the significance of similarities and differences. "Impressionists no longer painted in a realistic way, because people starting taking photographs. Their landscapes were different, because they painted in the open air, rather than in studios. Unlike the traditional masters, who may make drawings outside, but finished their paintings in a studio. While both groups painted landscapes, the Impressionists' art work had to often be viewed at a distance to get the full pictures of colour blending."</p>
Skills	<p>By the end of Year 8 students will have exposure to: Painting, Printmaking and Sculpture. They also will have</p> <p>Understanding the visual arts in context Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed, and valued.</p> <p>Developing practical knowledge Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p> <p>Developing ideas Develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.</p> <p>Communicating and interpreting Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.</p>
Possible Topics	Elements of Art, Pacifica, Contemporary Maori art, different genres of landscapes, portraiture etc, Nature, Sense of Self
Terminology	<p>Terminology: Teachers are encouraged to use correct terminology when discussing the topics and success criteria of units of work. Students need to be able to apply practical skills, be able to classify characteristics, and give reasons for their observations, be able to understand processes and procedures and creatively apply them.</p> <p>Compare and contrast</p> <p>Literacy in the Arts becomes a priority in the sense that students will <u>analyse art works</u> by established artists at least once a term.</p>
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Evaluations and self-reflecting, Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines and used encouragingly to develop skills and 'art language'</p>

¹ Visual Arts (as opposed to The Arts) from Years 8-13

Teaching Strategies	Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps) Ask questions to encourage Inquiry learning. Students should be encouraged to self- reflect and communicate their observations and interpretations. Established practice will become part of the learning as Inquiry experience, examining artist model genres.
Community Support Ideas	EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit. Visiting artists' studios etc

Year Level	Yr 9
SOLO Relevant concepts to inform teaching	<p>Scaffolded tasks, diverse approaches, working walls, ample resources with the aim to encourage striving for Excellence and supporting the values of Collingwood Area School as part of the Success Criteria of each unit of work.</p> <p>An example of SOLO approach to learning: *SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg "Impressionists worked in a different way than the classical way of painting landscapes. They often showed complimentary colours together to create a sense of light on the subject. Their work had to viewed from a distance to create optical blending"</p> <p>*SOLO RELATIONAL: Learning outcomes for comparison show full connections made, and synthesis of parts to the overall meaning Some students will be at the Relational Level of thinking as well, for instance being able to explain the significance of similarities and differences. "Impressionists no longer painted in a realistic way, because people starting taking photographs. Their landscapes were different, because they painted in the open air, rather than in studios. Unlike the traditional masters, who may make drawings outside, but finished their paintings in a studio. While both groups painted landscapes, the Impressionists' art work had to often be viewed at a distance to get the full pictures of colour blendings"</p>
Skills	<p>By the end of Year 9 students will have exposure to: Painting, Printmaking, Photography (digital) and Sculpture. They also will have</p> <p>Understanding the visual arts in context Investigate and consider the relationship between the production of art works and their contexts and influences.</p> <p>Developing practical knowledge Apply knowledge of selected conventions from established practice, using appropriate processes and procedures</p> <p>Developing ideas Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.</p> <p>Communicating and interpreting Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images.</p>
Possible Topics	Elements of Art, Pacifica, Contemporary Maori art, different genres of landscapes, portraiture etc, Nature, Sense of Self
Terminology	<p>Terminology: Teachers are encouraged to use correct terminology when discussing the topics and success criteria of units of work. Students need to be able to apply practical skills, be able to classify characteristics, and give reasons for their observations, be able to understand processes and procedures and creatively apply them.</p> <p>Compare and contrast</p> <p>Literacy in the Arts becomes a priority in the sense that students will analyse art works by established artists at least once a term.</p>
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Evaluations and self-reflecting, Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines and used encouragingly to develop skills and 'art language'</p>

Teaching Strategies	<p>Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps)</p> <p>Ask questions to encourage Inquiry learning. Students should be encouraged to self- reflect and communicate their observations and interpretations. Established practice will become part of the learning as Inquiry experience, examining artist model genres.</p> <p>An exemplar is an authentic piece of student work, annotated to illustrate learning, achievement, and quality in relation to the levels in the national curriculum statement.</p> <p>The purpose is to highlight features that teachers and students need to watch for, collect information about, and act on to promote learning. Exemplars help to answer the question, "What is quality work?" *http://toolselector.tki.org.nz/Assessment-areas/The- Arts/Visual-Arts</p>
Community Support Ideas	<p>EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit. Visiting artists' studios etc</p>

Year Level	Yr 10
SOLO Relevant concepts to inform teaching	<p>Units of work could include SOLO stages of development (to encourage striving for Excellence) where applicable.</p> <p>*SOLO MULTISTRUCTURAL: Learning outcomes for comparison show connections are made, but significance to overall meaning is missing. Eg “Impressionists worked in a different way than the classical way of painting landscapes. They often showed complimentary colours together to create a sense of light on the subject. Their work had to viewed from a distance to create optical blending”</p> <p>*SOLO RELATIONAL: Learning outcomes for comparison show full connections made, and synthesis of parts to the overall meaning Some students will be at the Relational Level of thinking as well, for instance being able to explain the significance of similarities and differences. “Impressionists no longer painted in a realistic way, because people starting taking photographs. Their landscapes were different, because they painted in the open air, rather than in studios. Unlike the traditional masters, who may make drawings outside, but finished their paintings in a studio. While both groups painted landscapes, the Impressionists’ art work had to often be viewed at a distance to get the full pictures of colour blending.”</p> <p><i>Some students will also be able to work on:</i> *SOLO EXTENDED ABSTRACT: Learning outcomes for comparison go beyond subject and makes links to other concepts - generalises</p>
Skills	<p>By the end of Year 10 students will have exposure to: Painting, Printmaking, Photography (digital) and Sculpture. They also will have</p> <p>Understanding the visual arts in context Investigate and consider the relationship between the production of art works and their contexts and influences.</p> <p>Developing practical knowledge Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.</p> <p>Developing ideas Generate, develop, and refine ideas in response to a variety of motivations, including the study of established practice.</p> <p>Communicating and interpreting Compare and contrast the ways in which ideas and art-making processes are used to communicate meaning in selected objects and images.</p>
Possible Topics	Elements of Art, Pacifica, Contemporary Maori art, different genres of landscapes, portraiture etc, Nature, Sense of Self
Terminology	<p>Terminology: Teachers are encouraged to use correct terminology when discussing the topics and success criteria of units of work. Students need to be able to apply practical skills, be able to classify characteristics, and give reasons for their observations, be able to understand processes and procedures and creatively apply them.</p> <p>Compare and contrast</p> <p>Literacy in the Arts becomes a priority in the sense that students will analyse art works by established artists at least once a term.</p>
Assessments	<p>No formal assessment needed at this stage, but instead an example of quality work at different curriculum levels can be displayed or shown to students. All assessments need to be used formatively by students and teachers.</p> <p>Evaluations and self-reflecting, Peer Assessments, OTJ based on: Success Criteria and Achievement Objectives are guidelines and used encouragingly to develop skills and ‘art language’</p>

<p>Teaching Strategies</p>	<p>Motivation and Encouragement, Modelling of skills. Differentiation of skills, Scaffolding of learning tasks (stages and steps). Ask questions encouraging Inquiry learning. Students to be encouraged to self-reflect & communicate their observations & interpretations. Established practice will become part of the learning as Inquiry experience, examining artist model genres. An exemplar is an authentic piece of student work, annotated to illustrate learning, achievement, and quality in relation to the levels in the national curriculum statement. The purpose is to highlight features that teachers and students need to watch for, collect information about, and act on to promote learning. Exemplars help to answer questions, "What is quality work?" *http://toolselector.tki.org.nz/Assessment-areas/The- Arts/Visual-Arts Working walls</p>
<p>Community Support Ideas</p>	<p>EOTC, Arts Coordinator input and mentoring by artists in the community would be a great benefit. Visiting artists' studios etc</p>

Year Level	Yr 11
Matrix/ Assessments (Options)	<p>AS 90913 (1.1) Demonstrate understanding of art works from a Maori and another cultural context using art terminology (Int)</p> <p>As 90914 (1.2) Use drawing methods and skills for recording information using wet and dry media. (Int)</p> <p>AS 90915 (1.3) Use drawing conventions to develop in more than one field of practice. (int)</p> <p>AS90916 (1.4) Produce a body of work informed by established practice, which develops ideas, using a range of media (Ext)</p> <p>AS 90917 (1.5) Produce a finished work that demonstrates skills appropriate to cultural conventions (Int)</p>
Skills	<p>By the end of Year 11 students will be able to:</p> <p>Understanding the visual arts in context Investigate and analyse the relationship between the production of art works and the contexts in which they are made, viewed, and valued. Consider and reflect on the contexts underlying their own and others' work.</p> <p>Developing practical knowledge Apply knowledge of a range of conventions from established practice, using appropriate processes and procedures.</p> <p>Developing ideas Generate, develop, and clarify ideas, showing some understanding of established practice. Sequence and link ideas systematically as they solve problems in a body of work, using observation and invention with an appropriate selection of materials.</p> <p>Communicating and interpreting Identify and analyse processes and procedures from established practice that influence ways of communicating meaning. Investigate, analyse, and evaluate ideas and interpret artists' intentions in art works.</p>
Possible Topics	My Environment, Flotsam and Jetsam, Reflections, Cafes of Golden Bay, Fauna and Fora
NCEA Requirements/ Terminology	<p>Internally assessed and Externally assessed, maximum of 24 credits Relevant terminology essential.</p> <p>See Reference: http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/visual-arts/visual-arts-glossary/#</p>
Assessments	<p>Internally and Externally Assessed: Maximum of 24 Credits. Students at CAS focus mostly on Painting, but have the opportunity to do Printmaking and Photography as well.</p> <p>See: http://ncea.tki.org.nz/content/download/3693/11960/file/visarts_matrix_jan14.doc</p>
Teaching Strategies	Awareness of Key Competencies, making use of Exemplars, motivation and modelling.
Community	Visiting artists, EOTC, Galleries and Exhibitions

Support Ideas	
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Year Level	Yr 12
Matrix/ Assessments Choices	<p>Painting: AS 91306 Photography: AS 91307 Demonstrate an understanding of methods and ideas from established practice appropriate to painting/photography. (Int)</p> <p>Painting: AS 91311 Photography: AS 91312 Use drawing methods to apply knowledge of conventions appropriate to painting/photography. (int)</p> <p>Painting:AS 91316 Photography: AS 91317 Develop ideas in a related series of drawings appropriate to established painting/photography practice. (Int)</p> <p>Painting: AS 91321 Photography:AS 91322 Produce a systematic body of work that shows understanding of art making conventions and ideas within painting/photography. (Ext)</p> <p>All: fields AS 91324 Design and Printmaking can be offered should there be enough interest</p>
Skills	<p>By the end of Year 12 students will be able to:</p> <p>Understanding the visual arts in context Research and analyze the influences of contexts on the characteristics and production of art works. Research and analyze the influence of relevant contexts on their own work.</p> <p>Developing practical knowledge Apply understanding from research into a range of established practice to extend skills for particular art-making purposes, using appropriate processes and procedures in selected fields. Extend skills, in a range of materials, techniques, and technologies.</p> <p>Developing ideas Generate, analyse, clarify, and extend ideas in a selected field related to established practice. Use a systematic approach to the development of ideas in a body of work.</p> <p>Communicating and interpreting Research and analyse how art works are constructed and presented to communicate meanings. Use critical analysis to interpret and respond to art works.</p>
Possible Topics	Identity, Interior/Exterior, World Issues, My Place, Building bridges etc Reflective of the students' culture and environment.,
NCEA Requirements/ Terminology	<p>Internally assessed and Externally assessed, maximum of 24 credits Relevant terminology essential. See Terminology Reference: http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/visual-arts/visual-arts-glossary/#</p>
Assessments	<p>Internally and Externally Assessed: Maximum of 24 Credits. Students at CAS have a choice of Painting, Photography and Printmaking as their specialist area. See: http://ncea.tki.org.nz/content/download/3693/11960/file/visarts_matrix_jan14.doc</p>
Teaching Strategies	Knowledge of expectations, keeping up to date with requirements, Exemplars

**Community
Support Ideas**

EOTC, Online resources See
above



Year Level	Yr 13
Matrix Assessments Options	<p>Painting: AS 91441 Photography: AS 91442 Analyse methods and ideas from established Painting/Photography practice (Int)</p> <p>Painting AS 91446 Photography AS 91447 Use drawing to demonstrate understanding of conventions appropriate to painting/photography (Int)</p> <p>Painting AS 91456 Photography AS 91452 Systematically clarify ideas using drawing informed by established painting/photography practice. (Int)</p> <p>Painting AS 91456 Photography AS 91457 Produce a systematic body of work that integrates conventions and regenerates ideas within painting/photography practice (Ext)</p> <p>All fields: AS 91460 Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context. (Int)</p>
Skills	<p>By the end of Year 13 students will be able to:</p> <p>Understanding the visual arts in context Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works. Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.</p> <p>Developing practical knowledge Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a selected field. Extend and refine skills in a selected field, using appropriate processes and procedures.</p> <p>Developing ideas Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field. Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.</p> <p>Communicating and interpreting Research and analyse selected approaches and theories related to visual arts practice. Critically reflect on, respond to, and evaluate art works.</p>
Possible Topics	Students are encouraged to develop their own ideas, dig into their own experiences and come up with a topic to explore fully
NCEA Requirements/ Terminology	<p>Internally assessed and Externally assessed, maximum of 24 credits Relevant terminology essential. See Terminology Reference: http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/visual-arts/visual-arts-glossary/#</p>
Assessments	<p>Internally and Externally Assessed: Maximum of 24 Credits. Students at CAS can do Painting, Photography and Printmaking See: http://ncea.tki.org.nz/content/download/3693/11960/file/visarts_matrix_jan14.doc</p>
Teaching Strategies	Exemplars, Viewing Top Art Boards, Online resources and Communities, Sharing moderation and encouragement

Community Support Ideas	EOTC eg Galleries, other schools, Top Art Boards etc
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MPA

<https://drive.google.com/open?id=1R8CFpTRtoazvfxKm0sWOuoVhbRFdUa1y>