

Art

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives	Taking Action
Who We Are - knowledge of culture provides an insight into our humanity	Responsibility Change Perspective	Balance Form	Who We Are	Creative Thinking Self Management Skills	Our own cultural heritage Cultural symbolism Depicting identity in art through symbolism	Identity sun relief sculpture	Students will identify and consider the contexts in which artworks were made (responding) Students will use their knowledge and experiences to make informed interpretations of artworks (responding) Students will use a range of strategies to solve problems during the creative process (creating)	Students can investigate a cultural artform connected to their personal heritage and create a piece of art at home to present to the family.
Sharing the Planet - change in weather and climate impacts the living world	Causation Responsibility Change	Aesthetics Representation	Sharing the Planet	Creative thinking Research skills	How does climate change affect marine biology How can humans take action to replenish marine habitats	Coral Reef composition	Students will make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures (creating) Students will demonstrate control of tools, materials and processes (creating) Students will reflect on their own and other's creative processes to inform their thinking (responding)	Students can consider the impact of climate change on our marine life and make a list of ways to reduce carbon emissions and to participate in keeping beaches clean.
How We Express Ourselves - The Performing Arts allows creativity, expression and enjoyment	Form Function Change	Aesthetics Design	How we Express Ourselves	Creative Thinking Self Management Skills	How to create a successful performance Set and prop design for performing arts	Set design project	Students will identify and consider the contexts in which artworks were made (responding) Students will use a range of strategies to solve problems during the creative process (creating)	Students can write a script and dress up to present a short play production for family.



Where We Are in Place and Time - Exploration leads to discoveries, opportunities and new understandings.	Form Causation Change	Shape Composition	Where we are in Place and Time	Creative Thinking Self Management Skills	What are the design elements and visual characteristics of Viking ships? How do we create texture using watercolor	Mixed Media Collage	Students will demonstrate control of tools, materials and processes (creating) Students will use relevant and insightful questions to extend their understanding (responding) Students will reflect on their own creative process to inform their thinking (responding)	Students can choose and visit a new location to explore.
How the World Works - The mechanical world inspires and challenges artistic development	Form Function Change	Texture Aesthetics	How the World Works	Creative thinking Research skills	How has weaving developed as a practice How do artists use textile techniques to create art How can we use alternative materials to express ourselves	Weaving Project	Students will make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures (creating) Students will demonstrate control of tools, materials and processes (creating) Students will reflect on their own and other's creative processes to inform their thinking (responding)	Students can apply their weaving skills to create a functional object for the home eg a placemat
How we organise ourselves - Cities are designed to enhance the interconnectedness in people's daily lives.	Form Perspective Connection	Aesthetics; Design	How We Organize Ourselves	Creative thinking; Social Skills	How does Hundertwasser's ideology and visual aesthetic have the potential to affect change through innovative design	Architectural model project	Students will combine a variety of formal elements to communicate an idea (creating) Students will demonstrate control of tools, materials and processes (creating) Students will use appropriate terminology to discuss and artwork (responding)	Students can design an architectural model using cardboard at home.

