

RESPONDING

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Overall Expectations:</p> <p>Show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.</p> <p>Show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.</p>	<p>Overall Expectations:</p> <p>Show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.</p> <p>Show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.</p>	<p>Overall Expectations:</p> <p>Show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.</p> <p>Show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.</p>	<p>Overall Expectations:</p> <p>Show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.</p> <p>Show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.</p>	<p>Overall Expectations:</p> <p>Show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.</p> <p>Show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.</p>
<p>Conceptual understandings:</p> <p><i>We enjoy and experience different forms of arts.</i></p> <p><i>The art is a means of communication and expression.</i></p>	<p>Conceptual understandings:</p> <p><i>We can explore our personal interests, beliefs and values through arts.</i></p> <p><i>We are receptive to art practices and artworks from different cultures, places and times (including our own).</i></p>	<p>Conceptual understandings:</p> <p><i>When experiencing arts, we make connections between different cultures, places and times.</i></p> <p><i>People explore issues, beliefs and values through arts.</i></p>	<p>Conceptual understandings:</p> <p><i>People explore issues, beliefs and values through arts.</i></p> <p><i>Through exploring arts across cultures, places and times we can appreciate that people innovate.</i></p>	<p>Conceptual understandings:</p> <p><i>Arts have the power to influence thinking and behaviour.</i></p> <p><i>We act on the responses to our artwork to inform and challenge our artistic development.</i></p>

ISÄ PYP VISUAL ARTS SCOPE AND SEQUENCE

<p><i>People make meaning through the use of symbols.</i></p> <p><i>People share art with others.</i></p> <p><i>We express our responses to artwork in a variety of ways.</i></p> <p><i>We reflect on our artwork and the work of others.</i></p>	<p><i>People communicate ideas, feelings and experiences through the arts.</i></p> <p><i>We can reflect on and learn from the different stages of creating.</i></p> <p><i>There is a relationship between the artist and the audience.</i></p>	<p><i>There are different kinds of audiences responding to different arts.</i></p> <p><i>We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</i></p>	<p><i>People communicate across cultures, places and times through arts.</i></p> <p><i>The arts provide us with multiple perspectives.</i></p> <p><i>We reflect and act on the responses to our creative work.</i></p>	<p><i>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</i></p> <p><i>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</i></p> <p><i>Make choices based on personal preference to show growth and make changes to art</i></p>
Learning Outcomes	Learning outcomes	Learning outcomes	Learning outcomes	Learning outcomes
Enjoy experiencing artworks	Acquire audience skills such as viewing responsively	Sharpen their powers of observation	Compare, contrast and categorize artworks from a range of cultures, places and times	Students will make choices based on personal preference to show growth and make changes to art
Show curiosity and ask questions about artworks	Describe what they notice about how an artwork makes you feel	Discusses and reflects upon own artwork and artwork of others	Use their knowledge and experience to make informed interpretations of artworks	Understand how emotions are expressed through body language
Describe what they notice about an artwork	Analyse the relationships within an artwork and construct meanings	Identify and consider the contexts in which artworks were made	Reflect on the factors that influence personal reactions to artwork	Describe the mathematical symmetry of lines and proportions of eyes, nose, mouth to head shape
Identify the materials and processes used in the creation of an artwork	Analyse and discuss themes observed in an artwork	Investigate the purposes of artwork from different times, places and a range of cultures including their own	Explain the cultural and historical perspectives of an artwork	Analyze the difference between realistic and cartoon versions of caricatures
Make personal connections to artworks	Interpret and present their own or others' works to a range of audiences	Compare, contrast and categorize artworks from a range of cultures, places and times	Critique and make informed judgements about artworks	Students will understand that arts are ways for people and countries to express their beliefs, cultures, traditions, and values
Express opinions about an artwork	Identify the formal elements of an artwork	Use their knowledge and experiences to make informed	Understand the role and relevance of visual arts in society	

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		interpretations of artworks		
Communicate their initial responses to an artwork in visual, oral or physical modes	Evaluate the different roles of artists in society such as to entertain, provoke debate or challenge views and perceptions	Reflect on their own and others' creative processes to inform their thinking	Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities	
Create artwork in response to a variety of stimuli	Investigate the purposes of artwork from different times, places and a range of cultures including their own	Use relevant and insightful questions to extend their understanding	Critique and make informed judgments about artworks.	
Describe similarities and differences between artworks	Sharpen their powers of observation	Recognize that different audiences respond in different ways to artworks		
Look for meaning in artworks from various times and places	Use appropriate terminology to discuss artwork	Provide constructive criticism when responding to artwork		
Identify the stages of their own and others' creative processes	Describe similarities and differences between artworks			
Become an engaged and responsive audience for a variety of art forms	Identify the stages of their own and others' creative processes			
Analyse the relationships within an artwork and construct meanings	Become an engaged and responsive audience for a variety of art forms			

CREATING

PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
<p>Overall Expectations:</p> <p>Show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.</p> <p>Show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.</p>	<p>Overall Expectations:</p> <p>Show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.</p> <p>Show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.</p>	<p>Overall Expectations:</p> <p>Show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.</p> <p>Show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.</p>	<p>Overall Expectations:</p> <p>Show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.</p> <p>Show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.</p>	<p>Overall Expectations:</p> <p>Show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.</p> <p>Show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.</p>
<p>Conceptual understandings:</p> <p><i>We can enjoy and learn from creating art. The creative process involves joining in, exploring and taking risks. In creating art, people make choices to construct meaning about the world around them.</i></p>	<p>Conceptual understandings:</p> <p><i>We can communicate our ideas, feelings and experiences through our artwork. We solve problems during the creative process by thinking critically and imaginatively.</i></p>	<p>Conceptual understandings:</p> <p><i>Arts have the power to influence thinking and behaviour. We make connections between our artwork and that of others to extend our thinking. We can explore our personal interests, beliefs and values through arts.</i></p>	<p>Conceptual understandings:</p> <p><i>We can explore our personal interests, beliefs and values through arts. We make connections between our artwork and that of others to extend our thinking. We explore a range of possibilities and perspectives to communicate in broader</i></p>	<p>Conceptual understandings:</p> <p><i>We act on the responses to our artwork to inform and challenge our artistic development. We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</i></p>

ISÄ PYP VISUAL ARTS SCOPE AND SEQUENCE

<p><i>We can express ourselves through arts. Our experiences and imagination can inspire us to create.</i></p>	<p><i>Applying a range of strategies helps us to express ourselves. We are receptive to the value of working individually and collaboratively to create art.</i></p>		<p><i>ways through our creative work. Arts provide opportunities to explore our creative potential and engage in a personal artistic journey. We act on the responses to our artwork to inform and challenge our artistic development.</i></p>	<p><i>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey. Understand people can be influenced by others' perspectives. Persuade others to see one's point of view. Discuss impact of propaganda on societies and why they may follow a certain leader Role-play scenarios to reflect how consent is being or not being given Recognize how art from the past influences other cultures Synthesize impact of geometry in art and architecture Apply geometric understanding to creating own invention Synthesize why artwork is important in different parts of the world and how they are similar/different Understand how emotions are expressed through body language. Describe the mathematical symmetry of lines and proportions of eyes, nose, mouth to head shape Analyse the difference between realistic and cartoon versions of caricatures</i></p>
<p>Learning outcomes</p>	<p>Learning outcomes</p>	<p>Learning outcomes</p>	<p>Learning outcomes</p>	<p>Learning outcomes</p>
<p>Demonstrate control of tools, materials and processes</p>	<p>Express feelings, ideas, experiences and beliefs in a variety of ways</p>	<p>Identify, plan and make specific choices of materials, tools and processes</p>	<p>Use a personal interest, belief or value as the starting point to create a piece of artwork</p>	<p>Draw 20 different expressions and connect them to emotions</p>
<p>Select tools, materials and processes for specific purposes</p>	<p>Create artwork and notice how working on art makes you feel</p>	<p>Demonstrate control of tools, materials and processes</p>	<p>Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures</p>	<p>Draw a self-portrait and make it to scale (cartoon)</p>

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Combine different formal elements to create a specific effect	Express feelings through choice of color	Combine a variety of formal elements to communicate ideas, feelings and/or experiences	Create artwork for a specific audience	Draw a portrait and make it to scale (realistic)
Create artwork in response to a range of stimuli	Demonstrate improved fine motor skills	Identify, plan and make specific choices of materials, tools and processes	Use a range of strategies to solve problems during the creative process	Draw 2 “mini-paintings” from separate continents
Take responsibility for the care of tools and materials	Apply shading techniques to drawings to show greater depth	Explores and uses art to express and communicate ideas, thoughts and emotions	Become increasingly independent in the realization of the creative process	Research history of art they depict
	Elements to communicate ideas, feelings, and/or experiences	Understands and experiments with some elements in art and design (colour, line, shape, form, pattern etc.)	Select, research and develop an idea or theme for an artwork	Develop awareness of the world around them and how beliefs and traditions influence art
	Create and critique artwork using a selection of tools and techniques	Use a range of strategies to solve problems during the creative process	Develop an awareness of their personal preferences	Create advertisements of products for the Winter Fair
	Demonstrate control of tools, materials and process	Identify, plan and make specific choices of materials, tools and processes	Identify factors to be considered when displaying an artwork	Promote their products
	Consider their audience when creating artwork	Demonstrate control of tools, materials and processes	Adjust and refine their creative process in response to constructive criticism	Evaluate how advertisements influence marketing
	Develop proficiency as visual artists	Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures	Utilize a broad range of ways to make meaning	Promote buyers with a resource to view
	Identify, plan and make specific choices of materials, tools and processes	Use a range of strategies to solve problems during the creative process	Select, research and develop an idea or theme for an artwork	Reflect on what worked well on their advertisements and what they would change

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		Identify, plan and make specific choices of materials, tools and processes		Create an Art Poster about Da Vinci's Inventions on the computer or scan their drawings.
		Demonstrate control of tools, materials and processes		Create geometrical drawings and analyze use of geometry in artwork
				Create stop animation depicting consent
				View different propaganda posters over time and throughout the world
				Create a Propaganda Poster to promote their "agenda"
				Create miniature artwork based on historical time periods and make connection to other cultures
				Organize facts about other countries' art and present them to the class