

Visual Arts - HORIZONTAL & VERTICAL PLANNER - 2025-2026

Early Years and Lower Primary (ECEA – P2) – Ms Jasmine Zhang				
Unit Sequence & Dates	Visual Arts Unit 1 August – October	Visual Arts Unit 2 November – January	Visual Arts Unit 3 January – March	Transdisciplinary Unit March – June
ECE A	<p>Who We Are</p> <p>An inquiry into identity as individuals and as:</p> <ul style="list-style-type: none"> physical, emotional, and spiritual health and well-being relationships and belonging learning and growing <p>Central Idea: Arts help us develop our creativity and build a relationship with others.</p> <p>Specified Concepts: form, connection, function</p> <p>Additional Concepts: identity, relationship, creativity</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> Exploring different art forms. Arts connect us with other people. Art nurtures creativity. <p>Learner Profile:</p>	<p>How the World Works</p> <p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods, and tools discovery, design, innovation, possibilities, and impacts <p>Central Idea: Colour can be used to evoke different responses.</p> <p>Specified Concepts: change, connection, perspective</p> <p>Additional Concepts: creation, process, representation</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> Colors change when they are mixed. Colors are connected to our feelings. 	<p>How We Express Ourselves</p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses <p>Central Idea: Exploring materials allows us to creatively express ourselves.</p> <p>Specified Concepts: function, causation, perspective</p> <p>Additional Concepts: techniques, texture, exploration</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> Use of materials. Materials have different textures. 	<p>Sharing the Planet</p> <p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, co-existence and wisdom. <p>Central Idea We live and grow with other living things.</p> <p>Specified Concepts: causation, connection, responsibility</p> <p>Additional Concepts: basic needs, survival, advocacy, habitats</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Characteristics and needs of living things. Habitats of living things.

	<p>communicator, open-minded</p> <p>ATLs: Social Skills: SS1.1.1 Listen closely to others.</p> <p>Communication Skills: C1.3.1 Express oneself using words and sentences.</p> <p>Learning Outcomes: 25.3 express their thoughts and share experiences.</p> <p>21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form.</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p>	<p>3. Using colors to evoke different responses.</p> <p>Learner Profile: risk-taker, inquirer</p> <p>ATLs: Thinking Skills: T1.1.2 Consider meaning taken from materials and events.</p> <p>Communication Skills: C1.1.1 Listen to information.</p> <p>Learning Outcomes: 22. 1 communicate their ideas about something through the visual arts.</p> <p>2.2 demonstrate a willingness to try new experiences and to adapt to new situations</p>	<p>3. We use materials to express ourselves.</p> <p>Learner Profile: thinker, reflective</p> <p>ATLs: Research Skills: R1.1.1 Ask or express through play questions that can be researched.</p> <p>Self-management Skills: SM1.1 Choose and complete tasks independently.</p> <p>Learning Outcomes: 30.2 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways.</p> <p>13.3 select and use materials to carry out their own exploration.</p>	<p>3. Impact of our choices on animal's habitats.</p> <p>Learner Profile: principled, balanced, caring</p> <p>ATLs: Self-management Skills SM2.2.1 Demonstrate persistence in tasks.</p> <p>Research Skills: R1.4.2 Present information in a variety of modalities.</p> <p>Communication Skills: C4.1.6 Use mark-making to convey meaning.</p> <p>Learning Outcomes: 31.3 Explore different elements of design in visual arts.</p> <p>20.4 Build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains.</p>
Visual Arts Content link	Art Forms and art techniques (painting, drawing, sculpture, collage)	Colour theory (Primary colour mix), feelings and emotions	Textures, sense of touch, weaving	
Unit Sequence & Dates	Visual Arts Unit 1 August – October	Transdisciplinary Unit October – December	Visual Arts Unit 2 January– April	Visual Arts Unit 3 April – June

ECE B

Who We Are

An inquiry into identity as individuals and as:

- physical, emotional, and spiritual
- health and well-being
- relationships and belonging
- learning and growing

Central Idea:

Arts help us develop our creativity and build a relationship with others.

Specified Concepts:

form, connection, function

Additional Concepts:

identity, relationship, creativity

Lines of Inquiry

An inquiry into:

1. Exploring different art forms.
2. Arts connect us with other people.
3. Art nurtures creativity.

Learner Profile:

communicator, open-minded

ATL Skills:

Social Skills:

SS1.1.1 Listen closely to others.

Communication Skills:

C1.3.1 Express oneself using words and sentences.

Learning Outcomes:

How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

Central Idea:

We can express ourselves through words, art and actions.

Specified Concepts:

form, change, perspective

Additional Concepts:

sound, movement, art, culture, stories

Lines of Inquiry

An inquiry into

1. Expressing ourselves through sound & movement.
2. Expressing ourselves visually.
3. Sharing our personal stories.

Learner Profile:

risk-taker, open-minded, communicator

ATL Skills:

Communication Skills:

C1.1.2 Listen actively and respectfully to others speak.

C4.1.8 Communicate using a range of technologies and materials.

How the World Works

An inquiry into the understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods, and tools
- discovery, design, innovation, possibilities, and impacts

Central Idea:

Color can be used to evoke different responses.

Specified Concepts:

change, connection, perspective

Additional Concepts:

creation, process, representation

Lines of Inquiry

An inquiry into:

1. Colors change when they are mixed.
2. Colors are connected to our feelings.
3. Using colors to evoke different responses.

Learner Profile Attributes:

risk-taker, inquirer

ATL Skills:

Thinking Skills:

T1.1.2 Consider meaning taken from materials and events.

Communication Skills:

C1.1.1 Listen to information.

How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social, and cultural notes and practices of communication
- intentions, perceptions, interpretations, and responses

Central Idea:

Exploring materials allows us to creatively express ourselves.

Specified Concepts:

function, causation, perspective

Additional Concepts:

techniques, texture, exploration

Lines of Inquiry

An inquiry into:

1. The use of materials.
2. Materials have different textures.
3. We use materials to express ourselves

Learner Profile:

thinker, reflective

ATL Skills:

Research Skills:

R1.1.1 Ask or express through play questions that can be researched.

Self-Management Skills:

SM1.1 Choose and complete tasks independently.

	<p>25.3 express their thoughts and share experiences.</p> <p>21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form.</p> <p>24.4 select and use tools, equipment, and materials to construct things.</p>	<p>Self-Management Skills: SM2.2.4 Manage feelings and resolve conflict.</p> <p>Learning Outcomes: 21.5 express their responses to visual art forms by making connections to their own experiences or by talking about the form.</p> <p>23.4 Communicate their understanding of something by representing their ideas and feelings through the arts.</p>	<p>Learning Outcomes:</p> <p>22. 1 communicate their ideas about something through the visual arts.</p> <p>2.2 demonstrate a willingness to try new experiences and to adapt to new situations</p>	<p>Learning Outcomes: 30.2 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways.</p> <p>13.3 select and use materials to carry out their own exploration.</p>
Visual Arts content link	Art Forms and art techniques (painting, drawing, sculpture, collage)		Colour theory (Tint and Shade)	Textures, sense of touch
Unit Sequence & Dates	Visual Arts Unit 1 August – October	Visual Arts Unit 2 November – January	Transdisciplinary Unit January 5 –March 6	Visual Arts Unit 4 April – June
P1	<p>Who We Are</p> <p>An inquiry into identity as individuals and as:</p> <ul style="list-style-type: none"> • physical, emotional, and spiritual • health and well-being • relationships and belonging • learning and growing <p>Central Idea: Personal perspectives influence how people communicate through the arts.</p>	<p>How the World Works</p> <p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> • patterns, cycles, systems • diverse practices, methods, and tools • discovery, design, innovation, • possibilities, and impacts <p>Central Idea: Pattern is closely connected with our lives.</p>	<p>How We Organize Ourselves</p> <p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> • interactions within and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration and decision-making <p>Central Idea Many products undergo changes before they are consumed or used.</p>	<p>How We Express Ourselves</p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social, and cultural notes and practices of communication • intentions, perceptions, interpretations, and responses <p>Central Idea: Emotions and ideas can be communicated through the arts.</p>

	<p>Specified Concepts: function, connection, change</p> <p>Additional Concepts: space, communication, expression</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Artworks helps us to understand who we are. 2. Artists use elements of art to communicate their personality. 3. Ways of displaying, sharing and responding to artwork. <p>Learner Profile: communicator, open-minded</p> <p>ATL Skills: Communication Skills: C1.1.4 Listen to, and follow the information and directions of others.</p> <p>Research Skills: R1.2.3 Record observations--drawing, charting, tallying--using emergent writing skills, when possible, to write comments, annotating images, and so on.</p> <p>Learning Outcomes: 30.2 explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways.</p>	<p>Specified Concepts: form, function, connection</p> <p>Additional Concepts: diversity, pattern, expression</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Repeating and growing pattern. 2. Ways to form a pattern. 3. Patterns are everywhere. <p>Learner Profile: thinker, reflective</p> <p>ATL Skills: Research Skills: R1.2.2 Use all senses to observe and notice details.</p> <p>Thinking Skills: T1.2.1 Organize information.</p> <p>Learning Outcomes: 18.2 explore and extend patterns using a variety of materials</p> <p>14.3 recognize, explore, describe, and compare patterns in the natural and built environment.</p>	<p>Specified Concepts: form, change, function</p> <p>Additional Concepts: product origins, process, ingredients, materials, use</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Where do products come from? 2. Changes products go through. 3. Products can be created to benefit the community. <p>Learner Profile: knowledgeable, risk-taker, caring</p> <p>ATL Skills: Research Skills: R1.2.3 Record observations--drawing, charting, tallying--using emergent writing skills, when possible, to write comments, annotating images and so on.</p> <p>R1.3.2 Analyse and interpret information.</p> <p>R2.3 Communicate information and ideas using a variety of media (as their skills progress).</p> <p>Learning Outcomes: 30.1 demonstrate an awareness of personal interests and a sense of accomplishment in visual arts.</p>	<p>Specified Concepts: function, connection, perspective</p> <p>Additional Concepts: lines, shapes, colours</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Colours, shapes and lines communicate emotions. 2. The benefits of sharing artwork with peers and community. 3. The arts as a means of communication. <p>Learner Profile: balanced, principled</p> <p>ATL Skills: Communication Skills: C1.2.1 Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.</p> <p>Self-management Skills: SM2.1.1 Take responsibility for own well-being.</p> <p>Learning Outcomes: 25.3 express their thoughts and share experiences</p> <p>22. 1 communicate their ideas about something through the visual arts.</p>
--	---	--	---	---

	23.2 use problem-solving skills and their imagination to create visual art forms.		20.4 Build three-dimensional structures using a variety of materials and identify the three-dimensional figures their structure contains.	23.4 communicate their understanding of something by representing their ideas and feelings through the arts.
Visual Arts content link	Paul Klee, Picasso	Yayoi Kusama, animal pattern	Ceramic, Weaving	Kandinsky, Story board
Unit Sequence & Dates	Visual Arts Unit 1 August – October	Visual Arts Unit 2 November – January	Visual Arts Unit 3 February – June (pause for transdisciplinary unit)	Transdisciplinary Unit March– April
P2	<p>Who We Are</p> <p>An inquiry into identity as individuals and as:</p> <ul style="list-style-type: none"> • physical, emotional, and spiritual • health and well-being • relationships and belonging • learning and growing <p>Central Idea: Personal perspectives influence how people communicate through the arts.</p> <p>Specified Concepts: function, connection, change</p> <p>Additional Concepts: space, communication, expression</p> <p>Lines of Inquiry An inquiry into: 1. Artworks helps us to understand who we are.</p>	<p>How the World Works</p> <p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> • patterns, cycles, systems • diverse practices, methods, and tools • discovery, design, innovation, • possibilities, and impacts <p>Central Idea: Observing patterns helps us interpret, explain and respond to our environment.</p> <p>Specified Concepts: form, function, change</p> <p>Additional Concepts: diversity, pattern, expression</p> <p>Lines of Inquiry An inquiry into:</p>	<p>Sharing the Planet</p> <p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, co-existence and wisdom. <p>Central Idea: Artists create artworks to understand and reflect upon the world.</p> <p>Specified Concepts: form, causation, responsibility</p> <p>Additional Concepts: exploration, role, action</p> <p>Lines of Inquiry An inquiry into: 1. Using natural forms as inspiration.</p>	<p>Who We Are</p> <p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing. <p>Central Idea People's roles and actions help create a healthy environment.</p> <p>Specified Concepts: function, causation, responsibility</p> <p>Additional Concepts: environment, consequences, community, living things, relationships, roles</p>

	<p>2. Artists use elements of art to communicate their personality 3. Ways of displaying, sharing and responding to artwork</p> <p>Learner Profile: communicator, open-minded</p> <p>ATLs: C1.1.4 Listen to, and follow the information and directions of others.</p> <p>R1.2.3 Record observations--drawing, charting, tallying--using emergent writing skills, when possible, to write comments, annotating images, and so on.</p> <p>Learning Outcomes: D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences.</p> <p>D2.2 Explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork.</p> <p>D3.1 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places</p>	<p>1. Differences between organic and geometric shapes. 2. Shapes can make up other shapes. 3. Patterns are used as surface decoration.</p> <p>Learner Profile: thinker, reflective</p> <p>ATLs: SM2.3.1 Take responsibility for one's own actions.</p> <p>SS1.1.2 Play cooperatively in a group: sharing, taking turns.</p> <p>Learning Outcomes: D1.4 Use a variety of materials, tools, and techniques to respond to design challenges.</p> <p>D2.3 Identify and document their strengths, their interests, and areas for improvement as creators of art.</p> <p>D3.1 Demonstrate an awareness of a variety of works of art from diverse communities, times, and places.</p>	<p>2. Artists are inspired by nature. 3. Using natural materials responsibly.</p> <p>Learner Profile: inquirer, reflective</p> <p>ATLs: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>T2.1.3 Make unexpected or unusual connections between objects and/or ideas.</p> <p>Learning Outcomes: D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences.</p> <p>D2.1 Express their feelings and ideas about art works and art experiences.</p> <p>D3.2 Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences.</p>	<p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> 1. The needs of living things 2. Characteristics of a healthy environment 3. Different ways people care for the environment (responsibility) <p>Learner Profile: knowledgeable, caring</p> <p>ATLs: Social Skills: SS1.1.12 Take on a variety of roles in group learning.</p> <p>Thinking Skills: T1.1.8 Use models and simulations to explore complex systems and issues.</p> <p>Research Skills: R1.4.5 Present information in a variety of formats and platforms.</p> <p>Learning Outcomes: TBD</p>
--	--	--	--	--

Visual Arts content link	Keith Haring, Alexander Carder, Giacometti	Chinese traditional art forms, positive and negative shapes, geometric and organic shapes. <u>Caisson (Asian architecture)</u>	Poster, Public Service Ads, Stop-motion	Andy Goldsworthy, Wu Guan Zhong, Yelena James, David Hockney
Lower Primary P3 – Ms Jasmine Zhang & Ms Setareh Tajbakhsh				
Unit Sequence & Dates	Transdisciplinary Unit August 18 –October 10	Visual Arts Unit 1 October – December	Visual Arts Unit 2 January – March	Visual Arts Unit 3 March – June

P3

Where we are in place and time

An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation

Central Idea:

Money is a human-made system that allows economies to function.

Specified Concepts:

form, function, responsibility

Additional Concepts:

systems, value, money

Lines of Inquiry:

An inquiry into

1. Global currencies (form)
2. Different ways to earn money (function)
3. using money wisely (responsibility)

Learner Profile

principled, balanced

ATLs:

Social Skills:

SS1.1.5 Be respectful to others.

How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social, and cultural notes and practices of communication
- intentions, perceptions, interpretations, and responses

Central Idea:

The elements of art help artists communicate ideas and feelings.

Specified Concepts:

form, connection, perspective

Additional Concepts:

line, shape, colour, interpretation

Lines of Inquiry

An inquiry into:

1. The elements of art.
2. Ideas and feelings are conveyed through different styles of art.
3. Artwork can be interpreted by different audiences.

Learner Profile:

knowledgeable, communicator

ATLs:

Communication Skills:

How the World Works

An inquiry into the understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods, and tools
- discovery, design, innovation,
- possibilities, and impacts

Central Idea:

Artworks can represent the visual elements and unique characteristics of a city.

Specified Concepts:

form, perspective, function.

Additional Concepts:

expression, 3D, patterns

Lines of Inquiry

An inquiry into:

1. The appearance and elements of a city.
2. Using perspective to represent buildings.
3. Combining different buildings into a city view.

Learner Profile:

open-minded, risk-taker

ATLs:

Research Skills:

How We Express Ourselves

An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social, and cultural notes and practices of communication
- intentions, perceptions, interpretations, and responses

Central Idea:

Images and ideas from our imagination can be expressed in many ways.

Specified Concepts:

connection, perspective, function

Additional Concepts:

surrealism, dream, fantasy

Lines of Inquiry

An inquiry into:

1. The role of imagination in creating art.
2. How collaboration and sharing ideas can enhance creativity and imagination
3. Use of storytelling and symbolism in imaginative art

Learner Profile:

thinker, reflective

ATLs:

Thinking Skills:

	<p>Self-Management Skills: SM2.3.1 Take responsibility for one's own actions.</p> <p>Research Skills: R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p>Learning Outcomes:</p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges.</p> <p>D2.3 demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art.</p> <p>D3.1 Identify and describe a variety of visual art forms they see in their home, at school, in their community and in visual arts experience.</p>	<p>C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>Thinking skills: T2.2.6: Apply existing knowledge to design new products processes, media, and technologies.</p> <p>Learning Outcomes:</p> <p>D1.3 use elements of (Art) design in art works to communicate ideas, messages, and understandings.</p> <p>D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own and others' artwork.</p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges.</p>	<p>R1.1.4: Outline a plan for necessary information.</p> <p>Self-management: SM1.1: Choose and complete tasks independently.</p> <p>Learning Outcomes:</p> <p>D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject.</p> <p>D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</p> <p>D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art.</p>	<p>T2.1.3 Make unexpected or unusual connections between objects and/or ideas.</p> <p>Communication Skills: C1.1.5 Listen actively to other perspectives and ideas.</p> <p>Learning Outcomes:</p> <p>D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges.</p> <p>D2.1 express their feelings and ideas about works of art.</p>
Visual Arts Content link		One-point perspective	Architecture, Frank Gehry, James Razzi, perspective drawing	Surrealism, Rene Magritte, Salvador Dali, Marc Chagall

Upper Primary (P4-P6) - Ms Setareh Tajbakhsh

Unit Sequence & Dates	Transdisciplinary Unit Aug 18 –Oct 10	Visual Arts Unit 1 October - December	Visual Arts Unit 2 January - April	Visual Arts Unit 3 April - June
P4	<p>Sharing the Planet</p> <p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> • rights, responsibilities and dignity of all • pathways to just, peaceful and reimagined futures • nature, complexity, co-existence and wisdom <p>Central Idea Children worldwide have rights and responsibilities that should be protected.</p> <p>Specified Concepts: function, connection, responsibility</p> <p>Additional Concepts: rights, responsibilities, equality</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> 1. Rights and responsibilities of children (function) 2. Children's roles in their community (connection) 3. How we protect ourselves (responsibility) 	<p>How We Express Ourselves</p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social, and cultural notes and practices of communication • intentions, perceptions, interpretations, and responses <p>Central Idea: The elements of art help artists communicate ideas and feelings.</p> <p>Specified Concepts: perspective, form, connection</p> <p>Additional Concepts: interpretation, texture, Form (Line, Shape, Emphasis)</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. How artwork can be interpreted by different audiences. 2. The basic Elements of Art. 3. Ideas and feelings are conveyed through different styles of art. 	<p>How We Express Ourselves</p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social, and cultural notes and practices of communication • intentions, perceptions, interpretations, and responses <p>Central Idea: Images and ideas from our imagination can be expressed in many ways.</p> <p>Specified Concepts: connection, function, change</p> <p>Additional Concepts: surrealism, technique, transformation</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. The role of imagination in creating art. 2. Use of techniques and symbolism in imaginative art. 3. Our imagination can change the reality. <p>Learner Profile:</p>	<p>Who We Are</p> <p>An inquiry into identity as individuals and as:</p> <ul style="list-style-type: none"> • physical, emotional, and spiritual • health and well-being • relationships and belonging • learning and growing <p>Central Idea: Rituals, traditions and artifacts provide a window into the beliefs and values of cultures.</p> <p>Specified Concepts: reflection, function, perspective</p> <p>Additional Concepts: identity, representation, culture</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Cultural and life experiences. 2. Why and how rituals and traditions are practiced 3. Expressing ideas and emotions visually.

	<p>Learner Profile: open-minded, principled</p> <p>ATLs:</p> <p>Self-Management Skills SM2.3.2 Use strategies to prevent and eliminate bullying.</p> <p>SM2.3.4 Manage anger and resolve conflict.</p> <p>Communication Skills C1.1.6 Listen actively and respectfully while others speak.</p> <p>Learning Outcomes:</p> <p>A3.1 describe some of their own roles, relationships, and responsibilities</p> <p>A3.4 identify some elements of respectful behavior that they can practice in their everyday life and/or that other people practice</p>	<p>Learner Profile: thinker, communicator</p> <p>ATLs: Communication Skills: C1.2.1 Interpret visual, audio, and oral communication: recognizing and creating signs, interpreting, and using symbols and sounds.</p> <p>Thinking Skills: T2.2.6 Apply existing knowledge to design new products processes, media and technologies.</p> <p>Learning Outcomes: D1.3 use elements of (Art) design in art works to communicate ideas, messages, and understandings.</p> <p>D1.4 use a variety of materials, tools, and techniques to respond to design challenges.</p> <p>D2.2 explain how elements and principles of design are used to communicate meaning or understanding in their own or others' artwork.</p> <p>D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.</p>	<p>reflective, communicator</p> <p>ATLs: Thinking Skills: T2.1.3 Make unexpected or unusual connections between objects and/or ideas.</p> <p>Social Skills: SS1.1.12 Take on a variety of roles in group learning.</p> <p>Learning Outcomes: D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</p> <p>D2.1 express their feelings and ideas about works of art.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p> <p>D3.2 Demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places.</p>	<p>Learner Profile: open-minded, reflective, thinker</p> <p>ATLs: Thinking skills: T4.2 Identify strengths and areas for improvement.</p> <p>Communication Skills: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>Learning Outcomes: D1.1 Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject.</p> <p>D2.3 Demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p>
--	--	---	--	--

	<p>A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect</p> <p>D1.1 Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject.</p> <p>D1.2: Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p>			
Visual Arts content link	Abstract art - using line/shape/color/texture/form to create abstract paper sculpture art that reflects personality (Frank Stella)	Personal symbols landscape painting - iconography - monochromatic painting - mixing tints and shades	Surrealism (Dali, Magritte), Matisse (window), James de Rosso – <i>form</i> ,	Poster, endangered animals
Unit Sequence & Dates	Visual Arts Unit 1 August – October	Transdisciplinary Unit October 13 - November 21	Visual Arts Unit 2 January – April	Visual Arts Unit 3 April – June
P5	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> • inspiration, imagination, creativity 	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> • inspiration, imagination, creativity 	How We Express Ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> • inspiration, imagination, creativity 	Who We Are An inquiry into identity as individuals and as: <ul style="list-style-type: none"> • physical, emotional, and spiritual • health and well-being • relationships and belonging • learning and growing

	<ul style="list-style-type: none"> personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses <p>Central Idea: Artists can combine ideas and emotions from their experiences to visually express who they are.</p> <p>Specified Concepts: reflection, function, perspective</p> <p>Additional Concepts: identity, representation, culture</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> Exploring ways artists draw inspiration from their own lives. Expressing ideas and emotions visually. Discovering various artistic techniques and materials artists use to represent themselves. <p>Learner Profile: open-minded, reflective, thinker</p> <p>ATLs: Thinking Skills:</p>	<ul style="list-style-type: none"> personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses <p>Central Idea Light and sound can be used to impact the world around us.</p> <p>Specified Concepts: form, perspective, responsibility</p> <p>Additional Concepts: impact, properties, light/sound, sources, media,</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> Light and sound have a variety of forms. (form) Light and sound impacts the world. (perspective) Light and sound have a positive effect on others. (responsibility) <p>Learner Profile: communicator, risk-takers</p> <p>ATL T3.4 Inquire in different contexts to gain different perspectives.</p>	<ul style="list-style-type: none"> personal, social, and cultural notes and practices of communication intentions, perceptions, interpretations, and responses <p>Central Idea: The natural world inspires and challenges artistic development.</p> <p>Specified Concepts: connection, form, function</p> <p>Additional Concepts: art styles, expression, inspiration, surrealism, technique, transformation</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> How different cultures show nature in their art. Using observation to visually record what we see. Using different styles of art (realism, abstraction, naïve) <p>Learner Profile: reflective, principled</p> <p>ATLs: Research Skills: R1.2.5 Use all senses to find and notice relevant details.</p>	<p>Central Idea: People express ideas through the visual arts across cultures.</p> <p>Specified Concepts: form, connection, causation, change</p> <p>Additional Concepts: style, creativity, interpretation.</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> Art across cultures. How location and culture affect art. How art has changed over time. <p>Learner Profile: knowledgeable, open-minded</p> <p>ATLs: Communication Skills: C1.3.7 Discuss and negotiate ideas and knowledge with peers and teachers.</p> <p>Communication skills: C1.2.2 Understand the ways in which images and language interact to convey ideas.</p> <p>Learning Outcomes: D1.3 use elements of design in art works to communicate ideas, messages, and understandings.</p>
--	--	---	---	--

	<p>T3.7 Combine knowledge, conceptual understandings, and skills to create products.</p> <p>Thinking Skills T4.4: Record thinking and reflection processes.</p> <p>Learning Outcomes: D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.</p> <p>D1.3 use elements of (art) design in art works to communicate ideas, messages, and understandings.</p> <p>D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>D2.2 explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p>	<p>R1.1.3 Ask or design relevant questions of interest that can be researched. Learning Outcomes: TBD</p>	<p>Self-management: SM2.4.1 Practice positive thinking and language that reinforces self-motivation.</p> <p>Learning Outcomes: D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</p> <p>D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art.</p> <p>D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present.</p>	<p>D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art.</p> <p>D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made.</p>
Visual Arts content link	<p>Personal Symbols landscape/still life. Students create space in their artwork by overlapping and changing the size of their personal symbols - monochromatic painting p- mixing tints and shades.</p>		<p>Molas, Insects in art, collaborative Landscape</p>	<p>Weaving, Monochromatic painting of an animal, creature, or symbol from a culture</p>

Unit Sequence & Dates	Visual Arts Unit 1 August – October	Transdisciplinary Unit October 13 - November 21	Visual Arts Unit 3 January – April	Visual Arts Unit 4 April – June
P6	<p>How We Express Ourselves</p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social, and cultural notes and practices of communication • intentions, perceptions, interpretations, and responses <p>Central Idea: Artists manipulate elements of art to create illusions.</p> <p>Specified Concepts: form, connection, causation</p> <p>Additional Concepts: illusion, depth, value, movement</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Creating illusion in art. 2. Interconnectedness of art and math. 3. Relationship between formal qualities of art and the illusion of depth or movement. <p>Learner Profile: reflective, risk-takers, principled</p>	<p>How the World Works</p> <p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> • patterns, cycles, systems • diverse practices, methods, and tools • discovery, design, innovation, • possibilities, and impacts <p>Central Idea Natural forces impact structural design and innovation.</p> <p>Specified Concepts: form, causation, responsibility</p> <p>Additional Concepts: structures, forces, design, adaptation</p> <p>Lines of Inquiry: An inquiry into</p> <ol style="list-style-type: none"> 1. Internal and external forces (form) 2. Impact of forces on structures (causation) 3. Designing safe and innovative structures (responsibility) <p>Learner Profile: inquirer, risk-taker</p> <p>ATL</p>	<p>How We Express Ourselves</p> <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social, and cultural notes and practices of communication • intentions, perceptions, interpretations, and responses <p>Central Idea: Artists can combine ideas and emotions from their experiences to visually express who they are.</p> <p>Specified Concepts: connection, reflection, perspective</p> <p>Additional Concepts: identity, representation, culture, self portrait</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Similarities and differences in self-expression across cultures and time periods. 2. Cultural and life experiences. 3. Expressing ideas and emotions visually. 	<p>Who We Are</p> <p>An inquiry into identity as individuals and as:</p> <ul style="list-style-type: none"> • physical, emotional, and spiritual • health and well-being • relationships and belonging • learning and growing <p>Central Idea: The diversity of life is a result of continuous change and adaptation.</p> <p>Key Concepts: change, perspective, causation</p> <p>Additional Concepts: style, creativity, interpretation.</p> <p>Lines of Inquiry An inquiry into:</p> <ol style="list-style-type: none"> 1. Art across cultures. 2. How location and culture affect art. 3. How art has changed over time. <p>Learner Profile: knowledgeable, open-minded</p>

	<p>ATLs: Thinking Skills: T1.1.7 Take knowledge or ideas apart by separating them into component parts.</p> <p>Self-management: SM1.12 Take on and complete tasks as agreed.</p> <p>Learning Outcomes: D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic.</p> <p>D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.2 Explain how the elements and principles of design are used in their own and others' artwork to communicate meaning or understanding.</p> <p>D2.4 identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.</p>	<p>C3.3 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p>R3.2 Differentiate reliable from unreliable resources.</p> <p>T3.7 Combine knowledge, conceptual understandings, and skills to create products or solutions.</p> <p>Learning Outcomes: TBD</p>	<p>Learner Profile: reflective, thinker, balanced</p> <p>ATLs: Thinking Skills: T2.2.10 Generate metaphors and analogies.</p> <p>Communication Skills: C3.3 Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p>Learning Outcomes: D1.1 Create two- and three- dimensional art works that express their feelings and ideas inspired by their own and others' points of view.</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings.</p> <p>D2.1 Interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey.</p>	<p>ATLs: Research Skills: R1.2.6 Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p>Communication Skills: C1.2.4 Be aware of cultural differences when providing and interpreting communication.</p> <p>Learning Outcomes: D1.1 create two-and three-dimensional art works that express their feelings and ideas inspired by their own and others' points of view.</p> <p>D2.3 demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.</p> <p>D3.1 describe how forms and styles of visual and media arts represent various messages and contexts in the past and present.</p> <p>D3.2 demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places.</p>
Visual Arts Content link	Gradations of depth (value), line to show perspective (space)		Self-portrait - Frida Kahlo	Ceramic arts of China and Korea



				Print-making, Bohemia carpet
--	--	--	--	------------------------------