

	PRE-PRIMARY	GRADE 1 & 2	GRADE 3 & 4	GRADE 5
<p>EXPERIENCING</p> <p><i>Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures.</i></p> <p><i>Explore media, materials, tools, technologies and processes.</i></p> <p><i>Gather and record experiences and visual information.</i></p>	<p>Be exposed to and respond to a wide range of objects, images and artworks</p> <p>Be introduced to the different elements in art and design and freely experiment with these</p> <p>Be introduced to a variety of tools, materials and techniques</p> <p>Begin to manipulate materials with a purpose.</p>	<p>Be aware that individuals and cultural groups work with a variety of styles and purposes</p> <p>Investigate the purposes of objects and images in past and present cultures and identify contexts in which they were or are made, viewed and valued.</p> <p>Identify elements of art and design and begin to describe how the elements are used by artists</p> <p>Be aware that individuals and cultural groups work with a variety of styles and purposes</p> <p>Investigate the purposes of objects and images in past and present cultures and identify contexts in which they were or are made, viewed and valued.</p> <p>Be introduced to sketchbooks as a means of recording and developing their work</p>	<p>Be exposed to a range of contemporary art and artists</p> <p>Describe how artists working in different styles and media and in different historical periods have used the elements of art and design and/or tools, materials and techniques.</p> <p>Demonstrate understanding of the proper and controlled use of art tools, materials and techniques, singly and in combination</p> <p>Develop an awareness and appreciation that there are multiple perspectives in how artworks are made, viewed and valued</p> <p>Develop a sense of the chronology of art history</p> <p>Begin to discover the interrelationship between the different elements and principles of art and design.</p>	<p>Continue to develop sensitivity, skill and understanding of the elements and principles of art and design</p> <p>Identify the elements and principles of art and design and use them in appropriate ways when producing and responding to works of art.</p> <p>Recognize individual, community and social uses of art</p> <p>Compare works on a similar theme from various periods and cultures</p> <p>Be exposed to both western and non-western male and female artists</p> <p>Understand and appreciate career opportunities as an artist and interview, research and share information about artists</p>

			Continue to use sketchbooks as a reflective tool to record ideas and observations	
<p>MAKING</p> <p><i>Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.</i></p> <p><i>Select appropriate media, materials, tools, technologies and processes for a purpose.</i></p>	<p>Use art to express themselves</p> <p>Use different media to create and explore ideas</p> <p>Produce 2-D and 3-D works of art.</p>	<p>Begin to be aware of the different elements of art and design and how these elements create specific effects, for example, colour to express emotion</p> <p>Use a variety of media, including IT, to explore and express ideas.</p>	<p>Produce 2-D and 3-D works of art that communicate ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences.</p> <p>Recognize that other people express themselves using art, in a variety of styles</p> <p>Become more familiar with the different stages of the creative process, from generating the initial ideas to the completion of an idea or piece of work</p> <p>Use a variety of media, including IT, to explore and express ideas</p>	<p>Become increasingly independent in the realization of the creative process</p> <p>Use sketchbooks as an everyday tool to reflect, to discover and to develop personal interests, and as a source of ongoing information</p> <p>Combine and use a variety of media, including IT, to explore and express ideas</p> <p>Incorporate visual arts (2-D and 3-D) into the PYP exhibition.</p>
<p>REFLECTING</p> <p><i>Celebrate artistic experiences and learning.</i></p> <p><i>Analyse, critique and connect own and others'</i></p>	<p>Explore how art can be used as another language to express and communicate personal ideas, thoughts and emotions</p> <p>Begin to discuss their artwork and the artwork of others</p>	<p>Recognize that art may be used for individual/group expression</p> <p>Begin to understand that individual responses, thoughts and ideas are valued when viewing and reviewing their own and other artists' works</p>	<p>Use specific art vocabulary when discussing artworks</p> <p>Develop skills in analysing, interpreting and evaluating meaning in the artwork created by others and in their own work</p>	<p>Appreciate art as a form of communication and as an expressive language in its own right</p> <p>Develop a sensitivity to artistic works</p>

<p><i>work as part of the artistic process.</i></p>		<p>Identify the strengths and areas for improvement in their own and others' artwork</p> <p>Become aware that different art styles were produced at different times in history</p> <p>Realize the importance of reflection and the influence this has on the development of their work.</p>	<p>Be aware of art in their own and different environments</p> <p>Take time to reflect on their artwork</p> <p>Solve artistic problems.</p>	<p>Be aware that people have used artwork as an expression of their feelings or as a response to a situation</p> <p>Develop a critical awareness of their own environment and the place of art within it</p> <p>Realize the importance of reflection and the influence this has on the development of their work.</p> <p>Begin to think and behave like an artist.</p>
<p>THINKING & WORKING ARTISTICALLY</p> <p><i>Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting.</i></p> <p><i>Embrace challenges and opportunities, working with growing independence.</i></p>	<p>Use a variety of different starting points for artwork including the immediate environment and their own experiences (memories, imagination and dreams)</p>	<p>Respond to the artwork of others as a starting point for their work</p> <p>Recognize the different stages of the creative process (beginning, middle and completion)</p>	<p>The range of materials, skills and techniques that learners use will increase, and this will be done experimentally at times</p> <p>Work is created for different purposes and in response to different problems or stimuli</p> <p>Processes and developments are articulated</p> <p>Spontaneously connect the artistic processes and confidently seek advice</p>	<p>Communicates ideas well and demonstrates some audience awareness.</p> <p>Can describe the processes they are using and how their ideas are developing</p>

<i>Review and refine own work.</i>			or share ideas about how tools can be used effectively.	
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