



# VISUAL ARTS

## SCOPE AND SEQUENCE



**NEXUS**  
INTERNATIONAL  
SCHOOL  
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## Overview

The role of the visual arts is to encourage learners to use their artistic lens while looking at their world. It is used as a tool to teach an understanding of a theme through the visual arts perspective. It's design and implementation recognises that learning in the arts is a developmental process that is not always age related. This provides learners from Nursery to Year 6 a range of experiences that enable them to both respond to as well as create artworks in varied media. The learning experiences connect to the self, to artists, to cultures, to the environment, to techniques and processes. Threading through is a fine balance of building skills while continuing to encourage a learner's free flowing creativity.

## Creating

CREATING			
CREATIVE PROCESS	<p>The development of imagination and creativity through experimentation and self expression.</p> <p>Related concepts: audience, meaning, communication, design, genres, inspiration, proportion, elements of art, pattern, application, composition, contrast, light, media, movement, position, observation.</p>		
Phase 1	Phase 2	Phase 3	Phase 4
<ul style="list-style-type: none"> <li>1. engage with and enjoy a variety of visual arts experiences</li> <li>2. select from tools, materials and processes for specific purposes</li> <li>3. use their imagination and experiences to inform their art making</li> <li>4. realise that their artwork has meaning</li> <li>5. create artwork in response to a range of stimuli</li> <li>6. take responsibility for the care of tools and materials</li> <li>7. take responsibility for their own and others safety in the working environment</li> <li>8. participate in individual and collaborative creative experiences</li> </ul>	<ul style="list-style-type: none"> <li>1. identify, plan and make informed choices of materials tools and processes</li> <li>2. sharpen their powers of observation</li> <li>3. demonstrate control of tools, materials and processes</li> <li>4. make predictions, experiment and anticipate possible outcomes</li> <li>5. identify the stages of their own and others' creative process</li> <li>6. Consider how the viewer would understand their artwork.</li> </ul>	<ul style="list-style-type: none"> <li>1. make connections between the ideas they are exploring in their artwork and those explored by other artists through time place and culture</li> <li>2. create artwork for a specific purpose</li> <li>3. use a personal interest, belief or value as the starting point to create a piece of artwork</li> <li>4. use appropriate strategies to solve problems during the creative process.</li> </ul>	<ul style="list-style-type: none"> <li>1. become increasingly independent in the creative process</li> <li>2. adjust and refine their creative process in response to constructive criticism</li> <li>3.</li> <li>4. utilise a broad range of ways to make meaning</li> <li>5. select, research and develop an idea or theme for an artwork</li> <li>6. develop an awareness of their personal preferences</li> </ul>

<p>Elements and principles of art and design</p>	<p>The theoretical and practical aspects of art and design, incorporating both the elements and principles.</p> <p>Related concepts: line, shape, form, space, value, colour, texture, perspective, balance, pattern, repetition, pattern, repetition, harmony.</p>		
<p>Phase 1</p>	<p>Phase 2</p>	<p>Phase 3</p>	<p>Phase 4</p>
<ul style="list-style-type: none"> <li>●9. Explore different formal elements to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● 7. combine a variety of formal elements to communicate ideas, feelings and/or experiences</li> </ul>	<ul style="list-style-type: none"> <li>● 5. show awareness of the affective application of the formal elements</li> </ul>	<ul style="list-style-type: none"> <li>● 7. utilise a broad range of ways to make meaning using the formal elements</li> </ul>

## Responding

RESPONDING			
<b>REFLECTION AND APPRECIATION</b>	<p>The study and appreciation of a range of artworks including students' own work) to develop understanding of the principles of art and design in the world around them.</p> <p><b>Related concepts:</b> audience, composition, culture, observation, perspective, stereotype, subjectivity, application, culture, choices, abstract, appreciation.</p>		
Phase 1	Phase 2	Phase 3	Phase 4
<ul style="list-style-type: none"> <li>• 1. enjoy experiencing artworks</li> <li>• 2. show curiosity and ask questions about artworks</li> <li>• 3. describe what they notice about an artwork</li> <li>• 4. identify the materials and processes used in the creation of an artwork</li> <li>• 5. discuss the relationships within an artwork and construct meanings</li> <li>• 6. communicate their initial responses to an artwork in visual, oral or physical modes</li> <li>• 7. express opinions about an artwork</li> <li>• 8. make personal connections to an artwork</li> </ul>	<ul style="list-style-type: none"> <li>• 1. use relevant and insightful questions to extend their understanding</li> <li>• 2. investigate the purposes of artwork from different times, places and a range of cultures including their own</li> <li>• 3. sharpen their powers of observation</li> <li>• 4. use subject-related terminology to discuss an artwork</li> <li>• 5. identify the formal elements of an artwork</li> <li>• 6. describe similarities and differences between artworks</li> <li>• 7. identify the stages of their own and others creative processes</li> <li>• 8. become an engaged and responsive viewer for a variety of art forms</li> </ul>	<ul style="list-style-type: none"> <li>• 1. compare, contrast and categorise artworks from a range of cultures, places and times</li> <li>• 2. identify and consider the contexts in which artworks were made</li> <li>• 3. use their knowledge and experiences to make informed interpretations of artworks</li> <li>• 4. reflect on their own and others' creative processes to inform their thinking</li> <li>• 5</li> </ul>	<ul style="list-style-type: none"> <li>• 1. explain the cultural and historical perspective of an artwork</li> <li>• 2. recognise that audiences interpret artworks in different ways.</li> <li>• 3. reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities</li> <li>• 4. critic and make informed judgements about artworks.</li> </ul>

<p><b>VISUAL ARTS IN SOCIETY AND ENVIRONMENT</b></p>	<p>The role of the visual arts in society and in diverse cultures, both historical and contemporary</p> <p><b>Related concepts:</b> architecture, celebrations, fashion, graffiti, icon, memorial, sculpture, propaganda, religion, self-expression, tradition.</p>		
<p>Phase 1</p>	<p>Phase 2</p>	<p>Phase 3</p>	<p>Phase 4</p>
<ul style="list-style-type: none"> <li>9. make personal connections to an artwork</li> </ul>	<ul style="list-style-type: none"> <li>9. investigate the purposes of artwork from different times, places and a range of cultures including their own</li> </ul>	<ul style="list-style-type: none"> <li>6. compare, contrast and categorise artworks from a range of cultures, places and times</li> </ul>	<ul style="list-style-type: none"> <li>5. understand the role and relevance of visual arts in society</li> </ul>