**Website 202006 -Teaching and Learning – Curriculum – Specialist Subjects - RB Visual Arts First steps to Y2**

**RB Visual Arts First Steps**

**First Steps**

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|  | **Specific Learner Expectations** | |  |
| **Investigation and the Creative Process**  *The development of imagination, technical skills and creativity through exploration, experimentation and self-expression.* | **Elements and Principles of Art and Design**  *The theoretical and practical aspects of visual ex- pression, incorporating both ideas and components (such as balance, colour, form, pattern, repetition, harmony).* | **Reflection and Appreciation**  *The study and evaluation of a range of artworks (including student’s own) to develop understanding and appreciation of the world of visual expression around them.* | **Visual Art in Society**  *The role that visual arts play in societies of diverse cultures and time periods, both familiar and unfamiliar.* |
| Show familiarity with and experiment with a variety of age appropriate art materials (with the assistance of an adult).  Demonstrate beginning level familiarity with:   * ·  Gluing * ·  Tearing * ·  Cutting with scissors * ·  Painting * ·  Drawing * ·  Simple modelling | Recognise some shapes and colours. | Recognise that making art is enjoyable. | Recognise that people make art. |

**RB Visual Arts Reception**

**Pre-Primary**

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|  | **Specific Learner Expectations** | |  |
| **Investigation and the Creative Process**  *The development of imagination, technical skills and creativity through exploration, experimentation and self-expression.* | **Elements and Principles of Art and Design**  *The theoretical and practical aspects of visual ex- pression, incorporating both ideas and components (such as balance, colour, form, pattern, repetition, harmony).* | **Reflection and Appreciation**  *The study and evaluation of a range of artworks (including student’s own) to develop understanding and appreciation of the world of visual expression around them.* | **Visual Art in Society**  *The role that visual arts play in societies of diverse cul- tures and time periods, both familiar and unfamiliar.* |
| Show familiarity with and experiment with different art tools and techniques.  Show developing confidence in using a variety of age appropriate art tools and materials.  Work individually and in small groups. Begin to treat tools and materials with care.  Demonstrate improved skills in:   * ·  Gluing * ·  Tearing * ·  Cutting with scissors * ·  Painting * ·  Drawing * ·  Simple modelling | Create artwork that incorporates simple art concepts. Identify basic shapes and colours. | Recognise that people make art. | Recognise that making art is enjoyable. |

**RB Visual Arts Year 1**

**Primary**

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|  | **Specific Learner Expectations** | |  |
| **Investigation and the Creative Process**  *The development of imagination, technical skills and creativity through exploration, experimentation and self-expression.* | **Elements and Principles of Art and Design**  *The theoretical and practical aspects of visual ex- pression, incorporating both ideas and components (such as balance, colour, form, pattern, repetition, harmony).* | **Reflection and Appreciation**  *The study and evaluation of a range of artworks (including student’s own) to develop understanding and appreciation of the world of visual expression around them.* | **Visual Art in Society**  *The role that visual arts play in societies of diverse cul- tures and time periods, both familiar and unfamiliar.* |
| Confidently express themselves when given age appropriate art materials.  Explore the following visual art techniques and materials and begin using them to creatively express their ideas and experiences: Glue, fasten, fix,  tear, cut with scissors and perforate with growing proficiency. Paint with a variety of tools. Execute basic drawing. Make simple prints.  Construct simple collage tasks. Perform simple modelling and construction tasks. | Create artwork that incorporates simple art concepts and talk about their work  Show their awareness of primary colours and lines. | Recognise that art can show feelings and ideas.  Demonstrate an emerging awareness of differences in artworks and artefacts. | Recognise that looking at art is enjoyable. |

**RB Visual Arts Year 2**

**Grade 1**

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|  | **Specific Learner Expectations** | |  |
| **Investigation and the Creative Process**  *The development of imagination, technical skills and creativity through exploration, experimentation and self-expression.* | **Elements and Principles of Art and Design**  *The theoretical and practical aspects of visual ex- pression, incorporating both ideas and components (such as balance, colour, form, pattern, repetition, harmony).* | **Reflection and Appreciation**  *The study and evaluation of a range of artworks (including student’s own) to develop understanding and appreciation of the world of visual expression around them.* | **Visual Art in Society**  *The role that visual arts play in societies of diverse cultures and time periods, both familiar and unfamiliar.* |
| Experiment with a range of art techniques and Recognise that different techniques produce different qualities.  Build upon previous learning with regard to self-expression with a growing range of art tools and materials.  Sustain focus for increased length of time when engaged in art activities.  Create art in response to a variety of stimuli.  Draw clear links between their activities in the art studio and in other class experiences. | Create artwork that incorporates simple art concepts and talk about their work  Show awareness of secondary colours and texture. | Describe what they notice in art works.  Begin to Recognise what art materials were used in a piece of artwork.  Respond to art visually, orally or physically.  Begin to Recognise that artworks have similarities and differences. | Show curiosity and ask questions about art. |

**RB Visual Arts**

**Grade 2**

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|  | **Specific Learner Expectations** | |  |
| **Investigation and the Creative Process**  *The development of imagination, technical skills and creativity through exploration, experimentation and self-expression.* | **Elements and Principles of Art and Design**  *The theoretical and practical aspects of visual ex- pression, incorporating both ideas and components (such as balance, colour, form, pattern, repetition, harmony).* | **Reflection and Appreciation**  *The study and evaluation of a range of artworks (including student’s own) to develop understanding and appreciation of the world of visual expression around them.* | **Visual Art in Society**  *The role that visual arts play in societies of diverse cultures and time periods, both familiar and unfamiliar.* |
| Begin to develop a purposeful approach to working with art materials and techniques.  Create art in response to a growing variety of stimuli.  Expand and build upon exploring a growing range of art tools, material and techniques in both two and three- dimensional work.  Begin to Recognise stages in the creative process.  Begin to appreciate the importance of exhibiting and sharing one’s artwork. | Begin to Recognise a variety of line qualities in art. Develop an awareness of pattern and values. Begin to mix colours more purposefully. | Express an opinion about an artwork. Begin to Recognise and use basic art vocabulary.  Begin to describe similarities and differences between art works.  Begin to identify art elements when viewing works of art. | Recognise that experiences can inspire people to make art. Begin making personal connections to art works.  Demonstrate an emerging awareness of fundamental elements when viewing works of art. |