



ISOP PYP

VISUAL ARTS

Scope and Sequence

The term “visual arts” is used to describe practices that have been more traditionally described in education as “art, craft and design”. It is important that students are exposed to a broad range of experiences that illustrate the field of visual arts, including architecture, bookmaking, ceramics, collage, costume design, drawing, graphic design, film, illustration, industrial design, installation, jewellery, land art, mask making, metalwork, painting, papermaking, performance art, photography, printmaking, sculpture, set design, textiles and woodwork.

Wherever possible, students should have the opportunity to experience visual arts beyond their own initial involvement. This may be achieved by inviting artists into the school, or by visiting art galleries, museums, artists’ and designers’ studios, exhibitions, films sets and/or theatres. Students will begin to appreciate the depth and breadth of the field by experiencing visual arts created by diverse artists—locally and globally, now and in the past, by women and men, and by people of different backgrounds.

In visual arts, the role of the sketchbook is integral to this process. The sketchbook provides a space for students to take ownership of their learning, to creatively explore personal interests and to develop their own style. The PYP recognizes the range of forms a sketchbook may take, reaching beyond the physical book to possibly include new media, sound and film. Technology can be used in the visual arts classroom as a tool to enhance the creative experience. Photo and film editing, animation, web design, drawing, computer-aided design, audio and word processing programs can be used as tools to engage students with the conceptual understandings detailed in the continuums.

Visual arts activities require space, tools, materials and technology tools. Ideally, an adequately large, well resourced environment is desirable to explore a range of visual arts practices. Beyond the physical space, it is important to establish a constructive and positive learning environment conducive to the creative experience.

Arts Scope and Sequence 2009

Updated in December 2018

Responding

	K	K2	G1	G2	G3	G4	G5
Conceptual understandings	<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p>	<p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p> <p>People explore issues, beliefs and values through arts.</p> <p>We use what we know to interpret art and deepen our understanding of ourselves and the world around us.</p>	<p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>People explore issues, beliefs and values through arts.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>Through exploring arts across cultures, places and times we can</p>	<p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p>

						appreciate that people innovate	
Visual Arts	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • enjoy experiencing artworks • show curiosity and ask questions about artworks • describe what they notice about an artwork • identify the materials and processes used in the creation of an artwork • analyse the relationships within an artwork and construct meanings • communicate their initial responses to an artwork in visual, oral or physical modes • make personal connections to artworks • express opinions about an artwork • create artwork in response to a variety of stimuli. 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • enjoy experiencing artworks • show curiosity and ask questions about artworks • describe what they notice about an artwork • identify the materials and processes used in the creation of an artwork • analyse the relationships within an artwork and construct meanings • communicate their initial responses to an artwork in visual, oral or physical modes • make personal connections to artworks • express opinions about an artwork • create artwork in response to a variety of stimuli. 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • investigate the purposes of artwork from different times, places and a range of cultures, including their own (use the work of polish famous artists to stimulate their own work) • sharpen their powers of observation • identify the formal elements of an artwork • use appropriate terminology to discuss artwork • describe similarities and differences between artworks • identify the stages of their own and others' creative processes • become an engaged and responsive 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • investigate the purposes of artwork from different times, places and a range of cultures including their own • sharpen their powers of observation -develop understanding that the choice of different tools and materials results with different outcomes • identify the formal elements of an artwork • use appropriate terminology to discuss artwork • describe similarities and differences between artworks • identify the stages of their own and others' creative processes 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • compare, contrast and categorize artworks from a range of cultures, places and times • identify and consider the contexts in which artworks were made • use their knowledge and experiences to make informed interpretations of artworks • reflect on their own and others' creative processes to inform their thinking • use relevant and insightful questions to extend their understanding • recognize that different audiences respond in different ways to artworks 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • explain the cultural and historical perspectives of an artwork • understand the role and relevance of visual arts in society and in media • reflect on the factors that influence personal reactions to artwork • reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities • critique and make informed judgments about artworks. 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • explain the cultural and historical perspectives of an artwork • understand the role and relevance of visual arts in society • reflect on the factors that influence personal reactions to artwork • reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities • critique and make informed judgments about artworks.

			audience for a variety of art forms.	• become an engaged and responsive audience for a variety of art forms.	• provide constructive criticism when responding to artwork		
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Creating

	K	K2	G1	G2	G3	G4	G5
Conceptual understandings	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>We can enjoy and learn from creating art.</p>	<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p> <p>We explore a range of possibilities and perspectives to</p>	<p>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. Arts provide opportunities to explore our creative potential and engage in a personal artistic journey</p>

						communicate in broader ways through our creative work.	
Visual Arts	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • engage with, and enjoy a variety of visual arts experiences • select tools, materials and processes for specific purposes • combine different formal elements to create a specific effect • realize that their artwork has meaning • use their imagination and experiences to inform their art making • create artwork in response to a range of stimuli • take responsibility for the care of tools and materials • take responsibility for their own and others' safety in the working environment 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • engage with, and enjoy a variety of visual arts experiences • select tools, materials and processes for specific purposes • combine different formal elements to create a specific effect • realize that their artwork has meaning • use their imagination and experiences to inform their art making • create artwork in response to a range of stimuli • take responsibility for the care of tools and materials • take responsibility for their own and others' safety in the working environment 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • identify, plan and make specific choices of materials, tools and processes • sharpen their powers of observation • demonstrate control of tools, materials and processes • use a wider range of tools and materials effectively • make predictions, experiment, and anticipate possible outcomes • combine a variety of formal elements to communicate ideas, feelings and/or experiences • identify the stages of their own and others' creative processes 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • identify, plan and make specific choices of materials, tools and processes • sharpen their powers of observation • demonstrate control of tools, materials and processes • use a wider range of tools and materials effectively • make predictions, experiment, and anticipate possible outcomes • combine a variety of formal elements to communicate ideas, feelings and/or experiences • identify the stages of their own and others' creative processes 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • show awareness of the affective power of visual arts • make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures • create artwork for a specific audience • use a personal interest, belief or value as a starting point to create a piece of artwork • use a range of strategies to solve problems during the creative process. 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • become increasingly independent in the realization of the creative process • adjust and refine their creative process in response to constructive criticism • identify factors to be considered when displaying an artwork • utilize a broad range of ways to make meaning • select, research and develop an idea or theme for an artwork • develop an awareness of their personal preference -combine and use a variety of art techniques 	<p><u>Learning outcomes</u> Learners:</p> <ul style="list-style-type: none"> • become increasingly independent in the realization of the creative process • adjust and refine their creative process in response to constructive criticism • identify factors to be considered when displaying an artwork • utilize a broad range of ways to make meaning • select, research and develop an idea or theme for an artwork • develop an awareness of their personal preference • Use sketchbooks as a tool to reflect, to discover and develop personal interests.

	<ul style="list-style-type: none">• participate in individual and collaborative creative experiences.	<ul style="list-style-type: none">• participate in individual and collaborative creative experiences.		<ul style="list-style-type: none">• consider their audience when creating artwork.		<ul style="list-style-type: none">• identify the elements and principles of art and design and use them in appropriate ways when producing and responding to work of art	<ul style="list-style-type: none">•combine and use a variety of art techniques•identify the elements and principles of art and design and use them in appropriate ways when producing and responding to work of art
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Visual Arts

K1

Responding

Conceptual understandings	Learning outcomes
<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>Learners:</p> <ul style="list-style-type: none">• enjoy experiencing artworks• show curiosity and ask questions about artworks• describe what they notice about an artwork • identify the materials and processes used in the creation of an artwork• analyse the relationships within an artwork and construct meanings• communicate their initial responses to an artwork in visual, oral or physical modes• make personal connections to artworks • express opinions about an artwork• create artwork in response to a variety of stimuli.

Creating

Conceptual understandings	Learning outcomes
<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<p>Learners:</p> <ul style="list-style-type: none">• engage with, and enjoy a variety of visual arts experiences• select tools, materials and processes for specific purposes• combine different formal elements to create a specific effect• realize that their artwork has meaning• use their imagination and experiences to inform their art making• create artwork in response to a range of stimuli• take responsibility for the care of tools and materials• take responsibility for their own and others' safety in the working environment• participate in the individual and collaborative creative experiences.

Visual Arts

K2

Responding

Conceptual understandings	Learning outcomes
<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>Learners:</p> <ul style="list-style-type: none">• enjoy experiencing artworks• show curiosity and ask questions about artworks• describe what they notice about an artwork• identify the materials and processes used in the creation of an artwork• analyse the relationships within an artwork and construct meanings• communicate their initial responses to an artwork in visual, oral or physical modes• make personal connections to artworks• express opinions about an artwork• create artwork in response to a variety of stimuli.

Creating

Conceptual understandings	Learning outcomes
<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<p>Learners:</p> <ul style="list-style-type: none">• engage with, and enjoy a variety of visual arts experiences• select tools, materials and processes for specific purposes• combine different formal elements to create a specific effect• realize that their artwork has meaning• use their imagination and experiences to inform their art making• create artwork in response to a range of stimuli• take responsibility for the care of tools and materials• take responsibility for their own and others' safety in the working environment• participate in individual and collaborative creative experiences.

Visual Arts

G1

Responding

Conceptual understandings	Learning outcomes
<p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People make meaning through the use of symbols.</p> <p>People share art with others.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p>	<p>Learners:</p> <ul style="list-style-type: none">• investigate the purposes of artwork from different times, places and a range of cultures, including their own (use the work of polish famous artists to stimulate their own work)• sharpen their powers of observation• identify the formal elements of an artwork• use appropriate terminology to discuss artwork• describe similarities and differences between artworks• identify the stages of their own and others' creative processes• become an engaged and responsive audience for a variety of art forms.

Creating

Conceptual understandings	Learning outcomes
<p>We can enjoy and learn from creating art.</p> <p>The creative process involves joining in, exploring and taking risks.</p> <p>In creating art, people make choices to construct meaning about the world around them.</p> <p>We can express ourselves through arts.</p> <p>Our experiences and imagination can inspire us to create.</p>	<ul style="list-style-type: none">• identify, plan and make specific choices of materials, tools and processes• sharpen their powers of observation• demonstrate control of tools, materials and processes• use a wider range of tools and materials effectively• make predictions, experiment, and anticipate possible outcomes• combine a variety of formal elements to communicate ideas, feelings and/or experiences• identify the stages of their own and others' creative processes

Visual Arts

G2

Responding

Conceptual understandings	Learning outcomes
<p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p> <p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p>	<p>Learners:</p> <ul style="list-style-type: none">• investigate the purposes of artwork from different times, places and a range of cultures including their own• sharpen their powers of observation• develop an understanding that the choice of different tools and materials results in different outcomes• identify the formal elements of an artwork• use appropriate terminology to discuss artwork• describe similarities and differences between artworks • identify the stages of their own and others' creative processes• become an engaged and responsive audience for a variety of art forms.

Creating

Conceptual understandings	Learning outcomes
<p><u>Learning outcomes</u></p> <p>Learners:</p> <ul style="list-style-type: none">• identify, plan and make specific choices of materials, tools and processes• sharpen their powers of observation• demonstrate control of tools, materials and <p>Processes:</p> <ul style="list-style-type: none">• use a wider range of tools and materials effectively• make predictions, experiment, and anticipate possible outcomes• combine a variety of formal elements to communicate ideas, feelings and/or experiences• identify the stages of their own and others' creative processes• consider their audience when creating artwork.	<p><u>Learning outcomes</u></p> <p>Learners:</p> <ul style="list-style-type: none">• identify, plan and make specific choices of materials, tools and processes• sharpen their powers of observation• demonstrate control of tools, materials and <p>Processes:</p> <ul style="list-style-type: none">• use a wider range of tools and materials effectively• make predictions, experiment, and anticipate possible outcomes• combine a variety of formal elements to communicate ideas, feelings and/or experiences• identify the stages of their own and others' creative processes• consider their audience when creating artwork.

Visual Arts
G3

Responding

Conceptual understandings	Learning outcomes
<p>People communicate ideas, feelings and experiences through the arts.</p> <p>We can reflect on and learn from the different stages of creating.</p> <p>There is a relationship between the artist and the audience.</p> <p>People explore issues, beliefs and values through arts.</p> <p>We use what we know to interpret art and deepen our understanding of ourselves and the world around us.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • compare, contrast and categorize artworks from a range of cultures, places and times • identify and consider the contexts in which artworks were made • use their knowledge and experiences to make informed interpretations of artworks • reflect on their own and others' creative processes to inform their thinking • use relevant and insightful questions to extend their understanding • recognize that different audiences respond in different ways to artworks • provide constructive criticism when responding to artwork

Creating

Conceptual understandings	Learning outcomes
<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>We can enjoy and learn from creating art.</p>	<ul style="list-style-type: none"> • show awareness of the affective power of visual arts • make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and cultures • create artwork for a specific audience • use a personal interest, belief or value as the starting point to create a piece of artwork • use a range of strategies to solve problems during the creative process.

Visual Arts

G4

Responding

Conceptual understandings	Learning outcomes
<p>When experiencing arts, we make connections between different cultures, places and times.</p> <p>There are different kinds of audiences responding to different arts.</p> <p>People explore issues, beliefs and values through arts.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>Through exploring arts across cultures, places and times we can appreciate that people innovate</p>	<ul style="list-style-type: none">• explain the cultural and historical perspectives of an artwork• understand the role and relevance of visual arts in society and in media• reflect on the factors that influence personal reactions to artwork• reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities• critique and make informed judgments about artworks.

Creating

Conceptual understandings	Learning outcomes
<p>Arts have the power to influence thinking and behaviour.</p> <p>We make connections between our artwork and that of others to extend our thinking.</p> <p>We can explore our personal interests, beliefs and values through arts.</p> <p>Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p> <p>We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.</p>	<ul style="list-style-type: none">• become increasingly independent in the realization of the creative process• adjust and refine their creative process in response to constructive criticism• identify factors to be considered when displaying an artwork• utilize a broad range of ways to make meaning• select, research and develop an idea or theme for an artwork• develop an awareness of their personal preference• combine and use a variety of art techniques• identify the elements and principles of art and design and use them in appropriate ways when producing and responding to work of art

Visual Arts

G5

Responding

Conceptual understandings	Learning outcomes
<p>Through exploring arts across cultures, places and times we can appreciate that people innovate.</p> <p>People communicate across cultures, places and times through arts.</p> <p>The arts provide us with multiple perspectives.</p> <p>We reflect and act on the responses to our creative work.</p>	<ul style="list-style-type: none">• explain the cultural and historical perspectives of an artwork• understand the role and relevance of visual arts in society• reflect on the factors that influence personal reactions to artwork• reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities• critique and make informed judgments about artworks.

Creating

Conceptual understandings	Learning outcomes
<ul style="list-style-type: none">• explain the cultural and historical perspectives of an artwork• understand the role and relevance of visual arts in society• reflect on the factors that influence personal reactions to artwork• reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities• critique and make informed judgments about artworks.	<ul style="list-style-type: none">• become increasingly independent in the realization of the creative process• adjust and refine their creative process in response to constructive criticism• identify factors to be considered when displaying an artwork• utilize a broad range of ways to make meaning• select, research and develop an idea or theme for an artwork• develop an awareness of their personal preference• use sketchbooks as a tool to reflect, to discover and develop personal interests.• combine and use a variety of art techniques• identify the elements and principles of art and design and use them in appropriate ways when producing and responding to works of art;