# ­­­ **VA Level 1 Course Outline 1**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand the new NCEA Learning and Assessment matrices and could be used to create a year-long programme of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

The Course Outline supports teaching a diversity of perspectives, knowledge, and methodologies, mātauranga Māori Pacific knowledges, cultures, and contexts.

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| **Significant Learning** | **Learning activities and assessment opportunities**  Throughout the year assessment for learning happens often. Evidence may also be collected for summative assessment. | **Duration**  Total of 32 weeks |
| ***Whakapapa*** - art is a descendant, and a creator, of culture - in Aotearoa New Zealand, we respond to and reflect on our unique Māori foundations, and the ethnically and culturally diverse society we share this land with, in current and historical contexts.  ***Taonga Tuku Iho -*** The Arts explore and express Māori cultural identity and contribute to the continuing development and sustainability of tangible and intangible taonga Māori.  Research and develop outcomes that reflect on and respond to Aotearoa, New Zealand’s unique history. | Māori Foundational knowledge: **Research and develop outcomes that reflect on and respond to Aotearoa New Zealand’s unique history.**  Over approximately three weeks, students will visit a local marae or historical local site or view waka huia in a museum, marae, or gallery.  During this time students will:   * learn and experience the key Maōri foundational concepts and contexts associated with their place/space or waka huia, including kupu, concepts, tikanga, and kawa * research and gather a wide range of information through drawing, photography, and annotation in a visual diary that focuses on the key visual art elements associated with this place/space or waka huia.   In preparation for the site visit, students will learn practical Visual Art making skills particular to the authentic outcome that they will develop in Achievement Standard 1.2:   * Waka huia: Skills associated with sketching, modelling, and sculptural practices. * Tūrangawaewae: Landscape photography and moving image conventions. * Ko wai au: Photography, design, and digital editing conventions.   Students should spend time revisiting and honing these skills following their visit and before their next activity.  This topic provides students the opportunity to work in groups. It also encourages working in a local context with your school’s community, whānau, iwi, and hapū to gather cultural knowledge within an authentic context. Teachers and students are encouraged to seek advice to ensure a practice of cultural safety – see Teaching and Learning Guidance.  This topic provides opportunities to formatively gather data to support Achievement Standard 1.1 *(Use Visual Arts practice to explore Aotearoa New Zealand's Māori foundational context and another cultural context)* and Achievement Standard 1.2 (*Produce resolved artwork within an authentic context*) and co-construct future learning design across the programme. | 3 weeks |
| The arts are an aesthetic language through which humans can express their identity, culture, ethnicity, ideas, feelings, moods, beliefs, political viewpoints, and personal perspectives, which can evoke responses.  Link own and others art to cultures, in historical and contemporary contexts. | **Link own and others art to cultures, in historical and contemporary contexts.**  Over approximately three weeks, students will select and visit a different place/site or view a precious container that is of significance to their own ahurea tuakiri.  During this time students will:   * consider their own or another cultural context and choose their next place/space/container   + Teachers should support students to drill down on cultural identity and to connect to visual, tangible, and intangible qualities of their identified culture. * research and note the key cultural concepts and contexts associated with their place/space/container, including words and concepts * research and record a wide range of information through drawing, photography, and annotation in a visual diary, focusing on the key visual art elements associated with this place/space/container.   This topic provides opportunities to formatively gather data to support Achievement Standard 1.1 and Achievement Standard 1.2 and co-construct future learning design across the programme. | 3 weeks |
| **Taonga Tuku Iho - Visual Arts is a medium to explore, discover, and value te ao Māori.** | **Connecting to self - Linking Māori foundational knowledge to their own or another cultural context**  Students will spend time reflecting and completing further research and studies of their two places/sites/containers and will be required to explain their connection to both. They will need to look at ideas of belonging, sustainability, and concepts they have explored and understand how they links to their own and others art and cultures in historical and contemporary contexts.   * Students may wish to complete templates, question and answer sheets, or visual mind mapping to illustrate and clarify their explanation.   This topic provides opportunities to formatively gather data to support Achievement Standard 1.1. Students should prioritise information and ideas for further development into Achievement Standard 1.2. | 3 weeks |
| **Whanaungatanga in Visual Arts builds sustainable communities.**  **Taonga Tuku Iho - Visual Arts is a medium to explore, discover, and value te ao Māori.**  **Visual artmaking conventions enable artists to create cohesive and fluent artistic forms.** | **Creating cohesive and fluent artistic outcomes**  Over the following weeks, students will spend time learning and honing their practical art making knowledge in order to produce a resolved artwork: Waka huia/moving image or Zine.  Students should divide their time to ensure they:   * acquire and practice key skills related to the production of their final outcome * trial their ideas through practical experimentation, ensuring that they document and reflect as they go, valuing the process * allow enough time to make their final resolved work * seek further expertise to refine their work both in and outside of the classroom.   This topic provides opportunities to formatively gather data to support Achievement Standard 1.2, and ideas and imagery for development for Achievement Standard 1.3 (Explore Visual Arts processes and conventions to inform own art making) and Achievement Standard 1.4 (*Create a sustained body of related artworks*).  Note: Resolved work will not be formally assessed until Week 3-4, Term 4, when it will be viewed/displayed. Work completed for Achievement Standard 1.2 cannot be included for assessment in Achievement Standard 1.4. | 8 – 10 weeks |
| **Curiosity, risk taking, and critical thinking are integral to creativity in Visual Arts.**  **Visual Arts communicates ahurea tuakiri and evokes responses.**  **Visual artmaking conventions enable artists to create cohesive and fluent artistic forms.** | **Creativity through curiosity, risk taking, and critical thinking**  Over the following weeks students will begin a process of visual inquiry. They will begin to produce work that reflects and builds upon their Visual Arts learning so far. This working will test and develop their ideas and help them to form an intended artistic outcome. Students should trial a range of visual arts media and medium related to established practice.  Students should divide their time to ensure they:   * spend time reflecting and deciding on a direction for their work and clarifying their artistic intention   + Teachers should support students to form a social inquiry by considering contemporary or pertinent issues of interest or significance to them be it social, political, environmental, or other. * understand and apply established visual art practice by looking at a range of artists models and conventions that work in a way that support their intended outcome   + Teachers may want to support his through use of templates, question and answer activities, digital links, further field trips, artist talks, etc. * work in a visual diary or in a suited format to draw, experiment with medium and processes, sample colours, techniques, edit, make models, etc.   This learning values the process of making artwork, in particular, developing both expected and unexpected outcomes. Students are encouraged to keep all work completed over time and work with their teacher to collate this body or enquiry. The addition of annotations may be included to explain ideas and clarify their intention.  This topic provides opportunities to formatively gather data to support Achievement Standard 1.3 and form the beginning of work that will be resolved in Achievement Standard 1.4. | 8 -10 weeks |
| **Curiosity, risk taking, and critical thinking are integral to creativity in Visual Arts.**  **Visual Arts communicates ahurea tuakiri and evokes responses.**  **Visual artmaking conventions enable artists to create cohesive and fluent artistic forms.** | **Produce a resolved body of work**  Students will build upon their visual ideas and refine technical and/or pictorial conventions, and work towards completing a cohesive and sustained body of related works.  The Significant Learning is focused upon pictorial conventions and technologies from established practice to create artwork and communicate their ideas. Students will have engaged in developing their work using techniques and processes from established practice intended outcome. It values the resolution of final works that have come as a process of exploration, experimentation, and development of final works.  This assessment could be the summation of ideas and exploration students demonstrated in the investigative Achievement Standard 1.3.  This can be formally assessed for Achievement Standard 1.4 | 8 -10 weeks |
| **Whanaungatanga in Visual Arts builds sustainable communities.**  **Visual artmaking conventions enable artists to create cohesive and fluent artistic forms.** | **Exhibition/display for Achievement Standard 1.2**  Upon submitting their Achievement Standard 1.4, students will revisit their final outcome/artwork that they produced for Achievement Standard 1.2. They now need to consider how to best display or exhibit their artwork. This has been timed with the end of the schooling year and would suit end of year exhibitions, prizegivings, award nights, and parent evenings. It values the final outcome and the reciprocal role of the artist and audience in art.  Students should:   * work together to plan their displays and exhibition * consider the place/places that their artwork will be viewed at and technical constraints (plinths, lighting, framing, etc) * consider their audience and invite guests, community, whānau to the viewing * whether they need to support their artwork with blurb, explanation, or presentation * take part in the exhibition opening.   Students may wish to document their final display and submit a reflection, that could appear in a school magazine or local newspaper. | 2 weeks |