# ­­­**VA Level 1 Course Outline 1**

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

## Purpose

This sample Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement Standards can be structured within a year-long teaching and learning programme.

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 |
| * demonstrate understanding of intergenerational connections that can exist between people, places, and objects
* understand, use, and value both mātauranga Māori and te ao Māori in making art that reflects on and responds to Aotearoa New Zealand’s unique history
* demonstrate understanding of the role and value of taonga within a mātauranga Māori context through research, authentic experience, and art making
 | Māori context: Research and develop outcomes that reflect on and respond to Aotearoa New Zealand’s unique historyOver 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 Māori foundational concepts and contexts associated with their place, space or taonga, 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 taonga.

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: * Ngā taonga: 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 practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context)* and Achievement Standard 1.2 (*Produce resolved artwork appropriate to established art making conventions*) and co-construct future learning design across the programme. | 3 weeks |
| * engage in learning that connects own and others artwork to te ao Māori, and other cultures, in local, historical, contemporary, and authentic contexts
* apply understanding of ahurea tuakiri, ethnicity, ideas, feelings, beliefs, political viewpoints, and personal perspectives, and create artwork as a representation, response or means of self-expression
 | Link own and others art to cultures, in historical and contemporary contextsOver 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 or taonga
	+ 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 or taonga, 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 |
| * **understand Visual Arts within Aotearoa New Zealand as part of a wider context of pacific artmaking histories and practices, rooted within diverse knowledges, cultures and contexts of Pacific peoples**
 | Connecting to self - linking Māori foundational knowledge to their own or another cultural contextStudents will spend time reflecting and completing further research and studies of their two places, sites, taonga 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 |
| * **value the process, embracing both expected and unexpected outcomes**
* **use creative thinking processes and demonstrate understanding of creative intent through purposeful art making and exploration**
* **use established conventions to learn about techniques, technologies, and processes in order to create effects and communicate ideas**
 | Creating cohesive and fluent artistic outcomesOver the following weeks, students will spend time learning and honing their practical art making knowledge in order to produce a resolved artwork: artists book, zine, moving image, paint or print installation.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 in response to an art making proposition*). Note: Resolved work will not be formally assessed until Week 3-4, Term 4, when it will be viewed/displayed. Ākonga may **not** use the resolved artwork for this Standard as evidence for Achievement Standard 1.4 (Create a sustained body of related artworks). | 7-8 weeks |
| * **value the process, embracing both expected and unexpected outcomes**
* **use creative thinking processes and demonstrate understanding of creative intent through purposeful art making and exploration**
* **use established conventions to learn about techniques, technologies, and processes in order to create effects and communicate ideas**
* **use mātauranga Māori contexts as expressed in Toi Tūturu, and/or Toi whakawhiti, and/or Toi Rerekē to explore aesthetics and symbolism**
 | **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 this 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. | 7-8 weeks |
| * **use established conventions to learn about techniques, technologies, and processes in order to create effects and communicate ideas**
 | Produce a resolved body of workStudents 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  | 7-8 weeks |
| * **celebrate diversity, create understanding, and foster well-being through active participation in the arts**
 | Exhibition/display for Achievement Standard 1.2Upon 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, parent evenings or virtual showcasing. It values the final outcome and the reciprocal role of the artist and audience in art.Students should:* work together to plan their displays
* consider the place/space that their artwork will be viewed at and technical constraints (physical, virtual, 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 |