






What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Year 3 and Year 4	Semester: ONE	Subject: VISUAL ART	Team Member: Ruth Branthwaite		
Essential Learnings What is the essential learning? Describe in student friendly vocabulary.	KEY: Examples of Rigor What does proficient student work look like? Provide an example and/or description for a two year cycle	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Ass'ments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
Term 1: EL I can plan and make artworks that are inspired by artworks I experience and view. (5)	Content Description: <i>Students can explore ideas and artworks from different cultures and times and use these as inspiration to create visual artworks (VCAVAE025)</i>				
LI: No 1 I am learning to explore/experiment with a famous artwork/artist's style		Vocabulary: Balance, contrast, outline, re-rule, straight, vertical, horizontal	Anecdotal Notes Markbook with checklists	Term 1 week 2-4	Individual students are supported and extended on an ongoing basis during each art class, as their individual need arises
LI: No 2 I am learning to use cultural references in my artwork		Vocabulary: cultural references, traditional features, domes, cathedral, onion shapes, swirls, stripes Tribal, meaning, spirit, celebration, ceremonies	Anecdotal Notes Markbook with checklists	Term 1 week 5-7	Individual students are supported and extended on an ongoing basis during each art class, as their individual need arises
LI: No 4 I am learning to create artwork that has symbolic meaning		Vocabulary: Hamza, protect, history, foil, amulet symbols, Historical symbols and clues	Anecdotal Notes Markbook with checklists	Term 1 week 8-10	Individual students are supported and extended on an ongoing basis during each art class, as their individual need arises
Term 2: EL	Content Description:				

<p>I can use materials, visual conventions, techniques and processes to express my ideas in artworks. (6)</p>	<p><i>Students can explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026)</i></p>				
<p>Term 2 EL Media Arts I can discuss how and why they and others use images, sound and text to make and present media artworks (6)</p>					
<p>LI: No 1 I am learning to identify what makes a good recorded interview</p>	 <p>Shocko Doco</p>	<p>Vocabulary: similarities, differences, images, text, sounds</p>	<p>Anecdotal Notes Markbook with checklists</p>	<p>Term 2 week 1-2</p>	<p>Individual students are supported and extended on an ongoing basis during each art class, as their individual need arises</p>
<p>LI: No 2 I am learning to interpret the same artwork two ways - 2D</p>	 <p>Klimt</p>	<p>Vocabulary: Two dimensional, drawing, painting, analogous warm and cool colours, gold foil</p>	<p>Anecdotal Notes Markbook with checklists</p>	<p>Term 2 week 3-6</p>	<p>Individual students are supported and extended on an ongoing basis during each art class, as their individual need arises</p>
<p>LI: No 3 I am learning to interpret the same artwork two ways - 3D</p>	 <p>Klimt</p>	<p>Vocabulary: Three-dimensional, wire sculpture, twist, coil, stand, 360 degrees</p>	<p>Anecdotal Notes Markbook with checklists</p>	<p>Term 2 week 7-8</p>	<p>Individual students are supported and extended on an ongoing basis during each art class, as their individual need arises</p>

<p>LI: No 4 I am learning to use established techniques and can follow a process</p>		<p>Vocabulary: Line, loops, continuous, mindfulness, focusing, relaxed, symbolic</p>	<p>Anecdotal Notes Markbook with checklists</p>	<p>Term 2 week 9-11</p>	<p>Individual students are supported and extended on an ongoing basis during each art class, as their individual need arises</p>
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