

Visual Arts NCEA L1 Sample Course Outline 1 - guide to aid teacher planning

Purpose

This sample course outline has been produced to help teachers and schools understand the new Visual Arts Level 1 Learning and Assessment matrices, and could be used to create year-long programmes of learning. It will give teachers ideas of how the new standards might work to assess the curriculum at a particular level.

Context

This course outline encompasses a year-long teaching programme of approximately 3-4 hours per week. It can be delivered in a range of different orders depending on assessment requirements and whether units are rolled out over an academic year or mid-year. The learning focus is on students developing foundational skills across a range of media sufficient for a portfolio of work to access further study or specialisation at Level 2 and 3. The purpose of the conceptual content of the course is to model creative idea generation and provide students with a range of approaches to support this way of problem-solving and diverse thinking.

Teaching and Learning Programme Sequence

| | | Learning Focus (Units) | Connections to the Curriculum | | Throughout the year assessment for learning happens often and evidence may be collated for summative assessment. | |
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| | | | Strands | Big Ideas / Significant Learning | Learning Activity | Suggested Assessment Opportunities* |
| Term 1 | 5 weeks | Unit 1 - Waka huia: Treasure boxes 'then' | Understanding Visual Arts in Context. Communicating and Interpreting in the Arts | 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. <i>Link own and others art to cultures, in historical and contemporary contexts</i> <i>Research and develop outcomes that reflect on and respond to Aotearoa, New Zealand's unique history</i> | Students will investigate the idea of vessels that contain precious items beginning with a study of traditional Maori waka huia. A holistic study of shape, function, exterior designs and cultural significance of both the waka huia and adornments within will be conducted. This will expand out to include Japanese puzzle boxes, Chinese Duobaoge, Celtic Quaich, kava bowls, spreading to encompass ceremonial/treasure vessels from around the world and students' cultural milieu. During this unit students will gather a wide-range of information through drawing, photography and annotation in a visual diary. Contemporary waka huia by artists such as Todd Couper will be discussed in relation the whakapapa of the traditional vessels they maintain. | A.S. 1.1 (Internal 5 credits) – Use Visual Arts methods to inquire into Aotearoa New Zealand's Māori foundations and make connections to own identity |
| | 5 weeks | Unit 2 - Waka huia – precious vessels 'now' | Understanding Visual Arts in Context. Communicating and Interpreting in the Arts Developing Ideas in the Arts | 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. <i>Demonstrate an understanding of connections that can exist between people, places and objects.</i> <i>Engage in learning that connects to local and authentic contexts</i> | In this unit contexts of 'containers' and 'treasures' will be examined and students will be prompted to consider a wider definition of treasure boxes. This will include large-scale repositories such as Te Papa Tongarewa and Guandong Museum in China (designed as a treasure box), alongside small items such as miniature books, pen-drives and CDs. Human/humanitarian contexts will be introduced with student prompts encouraging students to consider the human body, the womb, the students themselves and people they care about as unique vessels of DNA, knowledge and experience. The effect of differing contexts will be considered such as plastic jerry-cans in landfill vs as water vessels in drought-stricken countries. During this time students will complete a range of practical tasks and activities that encourage them to think widely and deeply about traditional and contemporary ways to contain and preserve precious items and how this might relate to a symbolic object they will later craft. | AS. 1.1 (Internal 5 credits) - Use Visual Arts methods to inquire into Aotearoa New Zealand's Māori foundations and make connections to own identity AS. 1.2 (External 5 credits) - Explore Visual Arts processes and conventions to inform own art making |

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| Term 2 | 5 weeks | Unit 3 - creating your box or vessel | <p>Developing Ideas in the Arts</p> <p>Developing Practical knowledge in the Arts</p> | <p>Taonga Tuku Iho: The arts explore and express cultural identity and contribute to the continuing development and sustainability of tangible and intangible taonga.</p> <p><i>Apply understanding of ahurea tuaakiri (cultural identity)... and create artwork as a representation of these</i></p> <p><i>Generate, develop and build upon visual ideas</i></p> | <p>This unit is based around students creating a vessel that represents and uses the ideas developed in Unit One/Two as a starting point. Students will be encouraged to incorporate personal patterns, shapes, designs and imagery that relates to their ideas. Decorative elements may involve cultural iconography but could also be entirely based on formal aesthetic properties.</p> <p>Students will be able to create a 'backstory' or future ideal of the contexts of their vessels to aid them in their idea development.</p> <p>This unit could encompass a multi-media approach involving; paper, wood, clay, digital 3D rendered forms or other materials appropriate to the available resources and teacher expertise.</p> | <p>AS. 1.1 (Internal 5 credits) – Use Visual Arts methods to inquire into Aotearoa New Zealand's Māori foundations and make connections to own identity</p> <p>AS 1.4 (Internal 5 credits) - Produce resolved artwork within an authentic context</p> |
| | 5 weeks | Unit 4 - Experimental proposition | <p>Communicating and Interpreting in the Arts</p> <p>Developing Ideas in the Arts</p> <p>Developing Practical knowledge in the Arts</p> | <p>Curiosity, collaboration, courage, critical thinking, and creativity are integral to learning in The Arts.</p> <p><i>Use a creative thinking process in the production of artwork</i></p> <p><i>Make artwork as a mode of creative agency.</i></p> <p><i>Value the process, expected and unexpected outcomes</i></p> | <p>Students will photograph their box/vessel, deconstruct and edit it in various ways in response to a range of teacher-initiated provocations. They will experiment through photo-manipulation and collage of the box/vessel elements to explore; scale, surrealism, colour theory, the effects of different drawing media/techniques to create a proposition that is suitable to develop in a range of media and series of works.</p> <p>The emphasis in this unit is on creative idea development and creating a range of possible art-making directions from the starting point of the vessel. The purpose is to create an increased sense of student agency facilitated by teacher /peer feedback and a process of action and reflection.</p> | <p>AS. 1.3 (External 5 credits) - Create a sustained body of related artworks</p> <p>Alternative assessment point AS. 1.2 (External 5 credits) – Explore Visual Arts processes and conventions to inform own art making</p> |
| Term 3 and 4 | 10 weeks | Unit 5 - Drawing study | <p>Understanding Visual Arts in Context.</p> <p>Communicating and Interpreting in the Arts</p> <p>Developing Ideas in the Arts</p> <p>Developing Practical knowledge in the Arts</p> | <p>Curiosity, collaboration, courage, critical thinking, and creativity are integral to learning in The Arts.</p> <p><i>Use a creative thinking process in the production of artwork</i></p> <p><i>Make artwork as a mode of creative agency.</i></p> <p><i>Value the process, expected and unexpected outcomes</i></p> | <p>In preparation for Level 2 course selection and their development as artists students will experiment widely with media and techniques across the art fields. These tasks and activities will allow them to explore the processes, media, techniques and a range of compositional conventions across different fields. This will include printmaking, painting, design and photography tasks/activities and related digital technologies.</p> <p>To complete the unit students can explore the conventions and processes using imagery and consideration for composition, scale and colour they developed in the previous unit.</p> <p>There is no requirement for resolved artworks from this standard.</p> | <p>AS. 1.2 (External 5 credits) – Explore Visual Arts processes and conventions to inform own art making</p> <p>Alternative assessment point AS. 1.3 (External 5-credits) Create a sustained body of related artworks</p> |
| | 7-8 weeks | Unit 6 - Exhibition time! | <p>Developing Ideas in the Arts</p> <p>Developing Practical knowledge in the Arts</p> | <p>Whakawhanaungatanga: The arts supports social sustainability by building and nurturing communities and relationships through the creation and exploration of art.</p> <p>Practise, selection, reflection, editing, and refinement allow the artist to create a cohesive and fluent artistic expression.</p> <p><i>Understand the role of art within communities</i></p> | <p>Students will select their best work from each unit in consultation with their teacher and prepare to present these to an audience. This could be an opportunity to stage a school or community event, exhibition or art auction, or present works for final assessment.</p> <p>During this unit students may be further refining artworks from previous units, 'curating' passages from workbooks or considering the variables required for an exhibition and designing the display of their work.</p> <p>This unit could involve; portfolios, moving image screening, artist's books, performance or a gallery style exhibition depending on any necessary assessment specifications and school context.</p> | <p>Alternative assessment point AS. 1.4 (Internal 5 credits) - Produce resolved artwork within an authentic context</p> <p>Alternative assessment point AS. 1.3 (External 5-credits) Create a sustained body of related artworks</p> |

***The Level 1 matrix has four 5-credit standards 2 internal and 2 external. Teachers may assess evidence collected in the course of teaching and learning at points within the programme when sufficient evidence towards the achievement criteria has been produced. These are INDICATIVE placements of assessments that might be assessed at given points in the programme of curriculum learning depending on course content and curriculum emphasis**

Alternative Timetable Option

| | | Learning Focus (Units) | Connections to the Curriculum | | Throughout the year assessment for learning happens often and evidence may be collated for summative assessment. | |
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| | | | Strands | Big Ideas | Learning Activity | Suggested Assessment Opportunities* |
| Term 1 | 10 Weeks | Unit 5 - Drawing study | <p>Understanding Visual Arts in Context.</p> <p>Communicating and Interpreting in the Arts</p> <p>Developing Ideas in the Arts</p> <p>Developing Practical knowledge in the Arts</p> | <p>Curiosity, collaboration, courage, critical thinking, and creativity are integral to learning in The Arts.</p> <p><i>Use a creative thinking process in the production of artwork</i></p> <p><i>Make artwork as a mode of creative agency.</i></p> <p><i>Value the process, expected and unexpected outcomes</i></p> | <p>In preparation for Level 2 course selection and their development as artists students will experiment widely with media and techniques across the art fields. These tasks and activities will allow them to explore the processes, media, techniques and a range of compositional conventions across different fields. This will include printmaking, painting, design and photography tasks/activities and related digital technologies.</p> <p>To complete the unit students can explore the conventions and processes using imagery and consideration for composition, scale and colour they developed in the previous unit.</p> <p>There is no requirement for resolved artworks from this standard.</p> | <p>AS. 1.2 (External 5 credits) – Explore Visual Arts processes and conventions to inform own art making</p> <p>Alternative assessment point AS. 1.3 (External 5-credits) Create a sustained body of related artworks</p> |
| Term 2 | 5 Weeks | Unit 1 - Waka huia: Treasure boxes 'then' | <p>Understanding Visual Arts in Context.</p> <p>Communicating and Interpreting in the Arts</p> | <p>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.</p> <p><i>Link own and others art to cultures, in historical and contemporary contexts</i></p> <p><i>Research and develop outcomes that reflect on and respond to Aotearoa , New Zealand's unique history</i></p> | <p>Students will investigate the idea of vessels that contain precious items beginning with a study of traditional Maori waka huia. A holistic study of shape, function, exterior designs and cultural significance of both the waka huia and adornments within will be conducted.</p> <p>This will expand out to include Japanese puzzle boxes, Chinese Duobaoge, Celtic Quaich, kava bowls, spreading to encompass ceremonial/treasure vessels from around the world and students' cultural milieu.</p> <p>During this unit students will gather a wide-range of information through drawing, photography and annotation in a visual diary. Contemporary waka huia by artists such as Todd Couper will be discussed in relation the whakapapa of the traditional vessels they maintain.</p> | <p>A.S. 1.1 (Internal 5 credits) – Use Visual Arts methods to inquire into Aotearoa New Zealand's Māori foundations and make connections to own identity</p> |

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| | 5 weeks | Unit 2 - Waka huia – precious vessels ‘now’ | Understanding Visual Arts in Context. Communicating and Interpreting in the Arts Developing Ideas in the Arts | 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. <i>Demonstrate an understanding of connections that can exist between people, places and objects.</i> <i>Engage in learning that connects to local and authentic contexts</i> | In this unit contexts of ‘containers’ and ‘treasures’ will be examined and students will be prompted to consider a wider definition of treasure boxes. This will include large-scale repositories such as Te Papa Tongarewa and Guandong Museum in China (designed as a treasure box), alongside small items such as miniature books, pen-drives and CDs. Human/humanitarian contexts will be introduced with student prompts encouraging students to consider the human body, the womb, the students themselves and people they care about as unique vessels of DNA, knowledge and experience. The effect of differing contexts will be considered such as plastic jerry-cans in landfill vs as water vessels in drought-stricken countries. During this time students will complete a range of practical tasks and activities that encourage them to think widely and deeply about traditional and contemporary ways to contain and preserve precious items and how this might relate to a symbolic object they will later craft. | AS. 1.1 (Internal 5 credits) - Use Visual Arts methods to inquire into Aotearoa New Zealand's Māori foundations and make connections to own identity AS. 1.2 (External 5 credits) - Explore Visual Arts processes and conventions to inform own art making |
| Term 3 | 5 weeks | Unit 3 - creating your box or vessel | Developing Ideas in the Arts Developing Practical knowledge in the Arts | Taonga Tuku Iho: The arts explore and express cultural identity and contribute to the continuing development and sustainability of tangible and intangible taonga. <i>Apply understanding of ahurea tuaakiri (cultural identity)... and create artwork as a representation of these</i> <i>Generate, develop and build upon visual ideas</i> | This unit is based around students creating a vessel that represents and uses the ideas developed in Unit One/Two as a starting point. Students will be encouraged to incorporate personal patterns, shapes, designs and imagery that relates to their ideas. Decorative elements may involve cultural iconography but could also be entirely based on formal aesthetic properties. Students will be able to create a ‘backstory’ or future ideal of the contexts of their vessels to aid them in their idea development. This object will be photographed, drawn and deconstructed later as part of a body of work. This unit could encompass a multi-media approach involving; paper, wood, clay, digital 3D rendered forms or other materials appropriate to the available resources and teacher expertise. | AS. 1.1 (Internal 5 credits) – Use Visual Arts methods to inquire into Aotearoa New Zealand's Māori foundations and make connections to own identity AS 1.4 (Internal 5 credits) - Produce resolved artwork within an authentic context |
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| Term 4 | 7-8 weeks | Unit 6 - Exhibition time! | <p>Developing Ideas in the Arts</p> <p>Developing Practical knowledge in the Arts</p> | <p>Whakawhanaungatanga: The arts supports social sustainability by building and nurturing communities and relationships through the creation and exploration of art.</p> <p>Practise, selection, reflection, editing, and refinement allow the artist to create a cohesive and fluent artistic expression.</p> <p><i>Understand the role of art within communities</i></p> | <p>Students will select their best work from each unit in consultation with their teacher and prepare to present these to an audience. This could be an opportunity to stage a school or community event, exhibition or art auction, or present works for final assessment.</p> <p>During this unit students may be further refining artworks from previous units, 'curating' passages from workbooks or considering the variables required for an exhibition and designing the display of their work.</p> <p>This unit could involve; portfolios, moving image screening, artist's books, performance or a gallery style exhibition depending on any necessary assessment specifications and school context.</p> | <p>Alternative assessment point AS. 1.4 (Internal 5 credits) - Produce resolved artwork within an authentic context</p> <p>Alternative assessment point AS. 1.3 (External 5-credits) Create a sustained body of related artworks</p> |
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