

## Visual Arts NCEA L1 Sample Course Outline 2 - 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.

		Learning Focus <i>For example theme, unit, topic, big idea</i>	Connections to the Curriculum		Throughout the year assessment for learning happens often and evidence may be collated for summative assessment.	
			Strands or Ways of Working	Significant Learning	Learning Activity	Suggested Assessment Opportunities
Term 1	3- weeks	<p>A significant site: Waitawa Regional Park. Big Ideas 1, 2 and 7</p> <p>Whakapapa: art is an expression, a creator, and a descendant of culture - in Aotearoa New Zealand, we respond to and reflect on our unique Māori foundations; as well as the culturally diverse society that we share this land with, in current and historical contexts.</p> <p>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.</p> <p>Curiosity, collaboration, courage, critical thinking and creativity are integral to learning in The Arts</p> <p>Topic Ko Wai au. Who am I?</p> <p>Tūrangaewae- My place to stand.</p>	<p>Understanding Visual Arts in Context.</p> <p>Communicating and Interpreting in the Arts</p> <p>Developing Practical knowledge in the Arts</p>	<p><b>Use Mātauranga Maori contexts as expressed in Toi Tūturu (customary) and/or Toi Rerekē (contemporary) to explore aesthetics and symbolism.</b></p> <p>This is a site based assignment which will communicate Key concepts Maori cultural concepts Kaitiakitanga, Tangata Whenuatanga, Turangawaewae and Mana Motuhake and relating this to a LOCAL site of cultural and historical significance. In this unit Waitawa Regional park is an area of tribal boundaries.</p> <p><b>Research and develop outcomes that reflect on and respond to Aotearoa, New Zealand's unique history.</b></p>	<ol style="list-style-type: none"> <li>Investigation of landscape with monochromatic media exploration ink, water expressive line. Beginning with school and home. What is a significant place for them. (Tongi, Tangata whenua.</li> <li>In preparation for the site visit students will research the history and culture specific to this site</li> </ol>	<p>This begins 1.2 to be developed further</p> <p>AS. 1.2 (External 5 credits) – Explore Visual Arts processes and conventions to inform own art making</p>

	2 weeks	<p>Preparation for site visit. Kaitiakitanga</p> <p>1.1</p> <p>Whakawhanaungatanga: The arts support social sustainability by building and nurturing communities and relationships through the creation and exploration of art.</p>	<p>Understanding Visual Arts in Context.</p> <p>Communicating and Interpreting in the Arts</p> <p>Developing Practical knowledge in the Arts</p>	<p><b>Engage in learning that connects to local and authentic contexts.</b></p> <p>Engage in learning that connects to local and authentic contexts. Landscape photographic conventions and technologies. Close up, wide angle, aperture, shutter speed, investigation of established practice.</p> <p>What does Kaitiakitanga mean when you visit a significant site? What is our response to the land?</p>	<p>In preparation for the site visit students will learn landscape photography conventions-ideas to investigate. They will look at the work of Natalie Robertson, Conor Clarke, Laure Semivan.</p>	
	1 weeks	<p>Trip to Waitawa regional park.</p> <p>The work from this site visit will continue to inform 1.1, 1.2, 1.3 and 1.4.</p> <p>1.2 will not contribute to 2.4 but will link to concepts and ideas explored throughout this unit.</p>	<p>Understanding Visual Arts in Context.</p> <p>Communicating and Interpreting in the Arts</p> <p>Developing Practical knowledge in the Arts</p>	<p><b>Use a creative thinking process in the production of artwork</b></p> <p><b>Make artwork as a mode of creative agency.</b></p> <p><b>Value the process, expected and unexpected outcomes</b></p> <p>Foraging and collecting, Learning principals of studio photography (mini studios in classroom or studio) in order to make work</p> <p>Introduction to Photoshop</p>	<p>Students will take several series of digital photographs. Wide angle views and an investigation of traces or close ups from the site. Produce a site specific Cyanotype and produce drawings, frottage, annotations and investigations to use at school</p>	
	2 weeks	<p>Responding to Waitawa</p> <p>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.</p>	<p>Understanding Visual Arts in Context.</p> <p>Developing Ideas in the Arts</p> <p>Developing Practical knowledge in the Arts</p>	<p><b>Create art work as a response or as a means of self-expression</b></p> <p>Connecting to self; Students will examine this significant site and make links to their own space.</p>	<p>Students will research further photographic responses to the landscape. Combining ideas explored in drawing and traces brought back from the site students will produce works from the studio assembling their foraged objects and layering with drawings. Photoshop. Students will move onto learning basic principles of Photoshop to work on their images. These will be presented for formative assessment with annotations about processes, research and understanding.</p>	
	2 weeks					

Term 2	5 weeks	Investigation of Typography Whakatauki 1.3  Big Idea: The arts are a medium to explore, discover, and express language.	Understanding Visual Arts in Context.  Communicating and Interpreting in the Arts  Developing Ideas in the Arts  Developing Practical knowledge in the Arts	Connecting to self; Students will investigate the significance and meaning of whakatauki and understand how this links to their own and others art and cultures in historical and contemporary cultures.  <b>Use established practices as a way to learn techniques and processes.</b>  Established practice research into Maori artists who work with conventions using type. Johnson Witehira, Tawera Tahuri, Shannon Te Ao Nicole Foreshew Ngahuia Harrison	Students will look at selected whakatauki that relate to ideas of whenua. They will find one of their own that speaks to them of their own space. They will also select a proverb from their own culture. They will use this to document their own selected space and explain their own connection to their space/ site looking at ideas of belonging, sustainability and concepts they have explored. They will prioritise information and ideas for further development into expressive typography.	1.1 could be assessed at this point. BUT  Further research would be needed for 1.2  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  1.1 assessed?
	3 weeks	1.3	Developing Practical knowledge in the Arts  Communicating and Interpreting in the Arts		Extending their whakatauki into combining with mark making and photography. The idea of language being a mark.	
	2 weeks	Folio board 1.4 Practice selection reflection, editing and refinement allow the artist to create a cohesive and fluent artist expression.	Developing Ideas in the Arts  Developing Practical knowledge in the Arts	<b>Use conventions and technologies to create artwork.</b> <b>Use established practices as a way to learn techniques and processes.</b>	Using ideas informed by 1.1 and 1.3 students will create an A1 folio of work	
Term 3	6 weeks	Folio board 1.4	Developing Ideas in the Arts  Developing Practical knowledge in the Arts			Present externals 1.2, 1.3 together for external assessment  AS. 1.2 (External 5 credits) - Explore Visual Arts processes and conventions to inform own art making  AS. 1.3 (External 5 credits) - Create a sustained body of related artworks  1.1 Internally assessed.  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

	3 weeks	Zine or moving image 1.	Understanding Visual Arts in Context. Communicating and Interpreting in the Arts Developing Ideas in the Arts Developing Practical knowledge in the Arts	<b>Understand how established practice is the use of a set of conventions</b>	Students will research poster and zine design or moving image conventions to produce a poster style zine or moving image. This will be a separate body of work to 1.4	
	2 weeks	Zine or moving image 1.2				
<b>Term 4</b>	3 weeks	Zine or moving image 1.2				Present 1.4 for assessment  AS 1.4 Produce resolved artwork within an authentic context
	X weeks					

**Assessment Matrix**

*Note for SEGs and writers: This will likely be developed as part of Phase 2, once detailed Achievement Standards have been developed but it may be possible to develop sooner. An example is provided under the template.*

AS	Title	Int/Ext Credits	Assessment Type and Date	Assessment Elements
1.1				
1.2				
1.3				
1.4				