What is my subject?

The arts are organized expressions of ideas, feelings and experiences through visual images created using different techniques. They provide for sensory, emotional, intellectual and creative enrichment and contribute to the child's holistic development. Much of what is finest in society is developed through a variety of art forms which contribute to cultural ethos and to a sense of well-being. Arts education enables the child to explore alternative ways of communicating with others. It encourages ideas that are personal and inventive and makes a vital contribution to the development of a range of intelligences.

How does Arts & Crafts benefit us?

A purposeful arts education at primary level is life-enhancing and is invaluable in stimulating creative thinking and in promoting capability and adaptability. It emphasizes the creative process and so ensures that the child's work is personal and has quality. Attempts at artistic expression are valued, self-esteem is enhanced, spontaneity and risk-taking are encouraged and difference is celebrated.

Why do we teach Arts & Crafts?

Arts education is integral to primary education in helping to promote thinking, imagination and sensitivity, and arts activities can be a focus for social and cultural development and enjoyment in school. These activities and experiences help the child to make sense of the world; to question, to speculate and to find solutions; to deal with feelings and to respond to creative experience. It encourages aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for students to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources.

Assessment Objectives:

- Gathering, recording, research and investigation
- Investigate and research a variety of appropriate sources
- Record and analyze information from direct observation and/or other sources and personal experience
- Exploration and development of ideas through critical thinking
- Organize and use visual and/or other forms effectively to express ideas
- Make informed aesthetic judgments
- Show personal vision and commitment through an interpretative and creative response
Grade Descriptions:

Grade A
Students awarded Grade A will have met all of the assessment objectives to a high level. They will have demonstrated a firm grasp of skills and a superior creative ability. Their work will show a high degree of organization and extensive investigation, and will be characterised by an interpretation which is highly personal and perceptive, reflecting informed and considered judgement.

Grade B
Students awarded Grade B will have met most of the assessment objectives. They will have demonstrated competence in their grasp of skills and an appropriate creative ability. Their work will show a degree of organisation and evidence of research, and will be characterised by self-awareness and a straightforward personal response.

Grade C
Students awarded grade C will have met some of the assessment objectives. They will have demonstrated limited skills and creative ability. Whilst showing evidence of interest and effort, their work will generally be weak in organisation, demonstrating basic self-awareness.
OBJECTIVES:

- Motivation to develop interest in expressing creativity through art
- Increase knowledge about basic art techniques
- Cross curricular learning
- Using a variety of material, techniques and processes to communicate ideas, experiences and stories.
- Using lines, shapes and colour to compose pictures.

THEORY:

- Revision – Basic techniques of art and drawing

PRACTICAL:

First Term:

August:

- Still life drawing with tonal values of light and shades
- Landscape
- Perspective drawing
- T-Shirt painting – art project

September:

- Pattern making
- Primary and secondary colours with tonal values of colours, warm and cool colours (tint, tone, shade)
- Human figure
- Quilling work – art activity
October:

- Drawing & Colouring: Marine Life [Research work: Critical Thinking]
- Word Culture
- Package Design – How to make a package

Second Term:

January:

- Nature Studies: (Outdoor Activity)
- Perspective – Three Dimensional Studies
- Paper Collage – Landscape through old magazines

February:

- Still life drawing
- Drawing & Colouring: Keep the city clean [Critical thinking & research based assignment]
- Drawing & Colouring: Grow Trees [Recognizing the need and benefits of planting trees in local surroundings]

March:

- Drawing & Colouring: Save the earth [Critical thinking & research based assignment]
- Drawing & Colouring: Save wildlife
- Tie n dye – Art Project [Creative Activity]

April:

- Figure Studies
- Composition
- Seascape

BASIC MATERIAL:

- Sketchbooks
- Drawing pencils (HB, 2B, 3B)
- Colour Pencils
- Crayons
- Water Colours and related material
- Poster Colours