

The Cayman Islands

National Curriculum 2008

The arts - visual arts Programme of study and attainment targets for Key Stages 1, 2 and 3

Acknowledgements

The overview document sets out the guiding philosophy and principles of the new Cayman Islands curriculum. It guides all the subject documents and approaches to teaching and learning in the revised curriculum.

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Aims

The arts engage students in learning that contributes to developing the essential skills for an 'Educated Caymanian'. It also provides opportunities for students to apply and reinforce skills developed in other essential learning areas. These skills include:

- Communication
- Working with others and alone
- Problem-solving
- Self-management
- Physical
- Numeracy
- Work and study skills

The aims of the arts in the Cayman Islands curriculum are to:

- Enable students to develop skills in dance, drama, music and the visual arts
- Assist students to participate in and develop a lifelong interest in the arts
- Broaden understanding of and involvement in the arts in the Cayman Islands

These aims will be achieved as students develop skills, knowledge, attitudes, and understanding in a broad range of traditional and contemporary art forms of the Cayman Islands and international cultures.

Students will be given the opportunities to:

- Develop practical knowledge in the arts, exploring and using the elements, conventions, processes, techniques, and technologies of each arts discipline
- Develop ideas in the arts, individually and collectively, drawing on a variety of sources of motivation

- Communicate and interpret meaning in the arts, presenting and responding to a wide range of works of art
- Understand the arts in context, investigating works of art and the arts in relation to their social and cultural settings

Overview

The arts - drama, visual art and music - are vital elements of a balanced school curriculum, both in themselves and as vehicles for human growth and development. The study of the arts in Cayman Islands schools should involve experience of drama, dance, music and visual art. Each of these disciplines is unique in its own way, and learning about one does not substitute for learning in any other. However, the advantages associated with learning in any of the arts are similar.

Each of the arts provides opportunities for students to be creative and expressive, and to respond to the expression of others. These are valuable experiences that can be applied across cultures and time, and may be reflected in language or in further arts experiences.

Each arts discipline has its own range of skills and knowledge that make valuable contributions to holistic learning. Through learning in the arts, students find, interpret and solve problems, develop and practise fine and gross motor skills, think critically and make considered judgements. In this way, the arts are a vital and integral part of the school curriculum.

Arts activities involve students in making objects and images through which ideas, experiences and feelings are made tangible. The visual arts link

social, cultural and spiritual action and belief and inform our relationship with other people and our environment.

The visual arts include painting, drawing, weaving, carving, printing, sculpting and photography. Through their study, students explore techniques and develop skills in the creation of two and three dimensional art in a variety of contexts.

Students learn in, through and about the various forms and processes of the visual arts. Through practical work and a study of others' art, they learn to make objects and images, to source and develop ideas, and to communicate and interpret meaning. They come to understand visual arts as social and historical texts as they investigate the contexts in which the visual arts are made, used and valued.

Education in the visual arts may include the art forms of cultures, past and present. All students should have opportunities to learn about traditional and contemporary Caymanian art forms.

The seven elements of art and design are the language of the visual arts. They are line, shape, colour, value, pattern, texture and form. Reference to these should be incorporated into all activities at all levels.

How teachers should use the programme of study and attainment targets

The arts strands

The arts curriculum is divided into three strands:

- i. Music
- ii. Visual Arts
- iii. Drama

This division into strands is a convenient way of emphasising the outcomes for the arts in schools. It does not mean that learning in each strand has to be developed independently. As students develop practical knowledge in an arts discipline, they may also consider how meaning is communicated and interpreted in other disciplines, develop ideas for art and learn about the discipline in relation to its social and cultural context.

Visual arts strand

The visual arts strand has attainment targets that embody the key experiences of investigating and realising. All students should have opportunities to investigate ideas, techniques, tools and materials and to realise their intentions in ways that integrate these key experiences.

The visual arts strand is associated with developing:

- Cultural understanding through:
 - The study of a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures, and using them to inform creating and making
 - Recognising the role of the artist, craftsman and designer in a range of cultures, times and contexts
- Creativity through:
 - Producing imaginative images, artefacts and other outcomes that are both personal and of value
 - Exploring and experimenting with ideas, materials, tools and techniques
 - Taking risks and learning from mistakes
- Competence through:
 - Investigating, analysing, designing, making, reflecting and evaluating

- Making informed choices about media, techniques and processes

- Critical understanding through:
 - Exploring visual, tactile and other sensory qualities
 - Engaging with ideas, images and artefacts, identifying values and meanings.
 - Developing own views and expressing reasoned judgements
 - Using analytical, reflective approaches that take account of diverse contexts

Progression in this subject requires students to develop their skills in performance, competence and creativity, measuring, observing, evaluating and improving and being safe and healthy. They should start with activities linked to themselves and their immediate environment and move on to less familiar situations and contexts.

The attainment targets specify the knowledge, understanding and skills that students should acquire through the key stage. More detail is given about how to interpret them in appendix 1.

Visual arts programme of study for Key Stage 1

Introduction

During key stage 1, students develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of visual arts in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

Students should be made aware of **safe practices** when involved in investigating and realizing activities, and when using visual arts materials and tools.

They should be given the opportunity to learn visual arts through:

- Exploring and responding to direct sensory experiences, and to memory and imagination
- Observing and recording aspects of their school and home environments
- Experimenting with and using a range of materials, tools and processes (*for example, painting, collage, print making, digital media, textiles, sculpture*)
- Talking about their own and other people's work, *for example, how they have made their work and what they think and feel about other people's work*
- Investigating different kinds of art, craft and design (*for example, in the locality, in original and reproduction forms, during visits to museums, galleries and sites, on the Internet*)
- Talking about the work of artists, designers and craft workers, *for example, their ideas and how they represented them in their work*
- Using resource and reference materials to develop ideas, *for example, a collection of objects or photographs*

- Using colour, line, texture, shape, form and pattern in two and three dimensional work

Students should be given opportunities to:

- Explore and experiment *for example, making prints on wet sand, shaping clay or dough, or arranging shapes into patterns*
- Select and sort, *for example, materials and objects collected from the garden, printed materials, or two and three dimensional craft and design objects*
- Observe and record, *for example, making paintings of trees and flowers following a nature walk*
- Make two and three dimensional pictures and objects, *for example, arising from their investigating activities*
- Talk about what they have noticed or examined, what they have made, and what they think and feel about their own and other people's work.
- Use art and design materials creatively and imaginatively, and with increasing control
- Talk about their work and how it was made
- Develop an awareness of
 - colour, *for example, by recognizing colours and how they might be mixed*
 - line, *for example, by drawing with a range of different kinds of materials and tools*
 - shape and space, *for example, by creating their own pictures and by looking carefully at shapes and their position in pictures and paintings*
 - form, *for example, by collecting, sorting and making three dimensional objects*
 - texture and pattern, *for example, by feeling and making rubbings or impressions of different surfaces and*

- *by identifying patterns in natural and made objects*
- Become familiar with a range of art, design and craft work, *for example, paintings, prints, photographs, sculptures, ceramics, textiles, graphic designs or architecture* from the past and present, and from different cultures. Students should have access to appropriate resources, *for example, books, prints, photographs, slides, videos or other technology such as CD-ROM*, which will enable them to view and experience the work of artists, designers and craft workers
- Paint and draw, *for example, using paints, fingers, brushes, pencils, pens and chalk*
- Experiment with paint, *for example, thick and thin paint and how it can be applied to a variety of surfaces, and ways of lightening and darkening colours*
- Discover the variety of marks which can be made by a range of drawing and painting materials and tools
- Work with textiles, *for example, using a variety of fabrics and yarns, collage work, decorating with paints and fabric crayons, and using simple straight stitches*
- Explore the qualities of malleable materials, *for example, shaping and decorating dough and/or clay by pinching, pulling, pressing, rolling and modelling, and by using objects to create surface patterns or textures*
- Make three dimensional structures by assembling, arranging and joining a variety of materials, *for example, card, papers and found materials, and by joining them with glue or tape*
- Make prints, *for example, using objects and monoprinting techniques*
- Make random and repeat prints on a variety of surfaces, *for example, on different types of paper or fabrics*

Visual arts programme of study for Key Stage 2

Introduction

During key stage 2 students develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Students should be made aware of **safe practices** when involved in investigating and realizing activities and when using art and design materials and tools.

They should be given the opportunity to learn visual arts through:

- Explore a range of starting points for practical work (for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments)
- Work on their own, and collaborating with others, on projects in two and three dimensions and on different scales
- Use a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textiles, sculpture)
- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions (for example, in original and reproduction form, during visits to museums, galleries and sites, on the internet)
- Explore and respond to direct sensory experiences, and to memory and imagination
- Observe and record aspects of the natural and made environments, using a variety of materials, tools and processes

- Experiment with and discover the characteristics of a range of two and three dimensional materials and processes, using these individually and in combination
- Discuss and explain their ideas and work, and compare it to that of others
- Develop some understanding of how artists, designers and craft workers develop, express and represent their ideas
- Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas
- Use and combine colour, line, texture, shape, form and pattern in two and three dimensional work

Students should have opportunities to:

- Explore, experiment and problem solve, *for example, with ways of modelling and decorating clay*
- Research *for example, different lettering styles found in magazines, newspapers and packaging as a reference for designing a class news-sheet*
- Observe and record, *for example, making drawings of aspects of the natural and made environments*
- Express and represent their ideas through a range of materials and techniques, *for example, painting, modelling, printmaking or weaving*
- Talk and review, *for example, describing their ideas, methods of working, and suggesting changes to their work*
- Make and modify, *for example, making two and three dimensional pictures and objects arising from their investigating activities, and making changes to their work as it progresses*
- Discuss and comment on their own and other people's work

- Use an expanded range of art and design materials, tools and techniques creatively and imaginatively, and with increasing control
- Develop their ideas and the ability to review and modify their work
- Develop some understanding of:
 - colour and tone, *for example, by experimenting with mixing and matching colours and with different methods of applying colour*
 - line, *for example, by experimenting with the marks made by different qualities of leaded pencils, charcoal and chalk*
 - shape and space, *for example, by investigating the effects of arranging similar/different shapes to produce pictures and patterns, or by experimenting with images and text on a computer*
 - form, *for example, by experimenting with ways of making and presenting three dimensional objects*
 - texture and pattern, *for example, by experimenting with ways of creating texture and surface details, and by investigating and recording patterns in the natural and made environments*
- Become familiar with a range of art, design and craft work, *for example, paintings, prints, photographs, sculptures, ceramics, textiles, graphic designs or architecture* from the past and present, and from different cultures.

Students should have access to appropriate **resources and reference materials** within and beyond the classroom, *for example, books, prints, photographs, slides, videos, technology such as CD ROM, or visits to museums, workshops or galleries*, which will enable them to view and experience the work of local,

national and international artists, designers and craft workers.

The following list includes suggestions for working with different materials, tools and processes:

- *Painting and drawing, for example, with different types of paints, brushes, pencils, pens, pastels, crayons, charcoal, and use a computer with appropriate software*
- *Experimenting with ways of applying paint, for example, using appropriate brushes for the consistency of paint, and using different kinds of brush strokes*
- *Mixing/matching/changing colours and applying to a variety of surfaces, for example, paper, card, fabric*
- *Developing knowledge and understanding of the qualities of drawing and painting materials and tools*
- *Designing and making printing blocks, for example, by cutting or impressing patterns into vegetables, clay or styrofoam, or by adding materials to an existing block*
- *Making single and repeated prints on different surfaces, using a range of techniques, for example, relief or monoprinting techniques on different papers and fabrics*
- *Working with, decorating and joining textiles, for example, through collage and stitching methods and by decorating fabrics with paints, dyes, fabric crayons, threads, yarns, beads or other accessories*
- *Finding out about and experiment with different ways of creating textiles, for example, weaving, knitting or felting processes*
- *Working with clay and other malleable materials, for example, rolling, pinching, coiling, joining and decorating*
- *Making three dimensional structures, selecting and using a variety of materials and joining techniques, for example, card, paper, balsa wood,*

plastic, styrofoam, papier mâché, plaster, wire and a range of adhesives

Visual arts programme of study for Key Stage 3

Introduction

During Key Stage 3, students develop their creativity and imagination through more sustained activities. These help them to build on and improve their practical and critical skills and to extend their knowledge and experience of materials, processes and practices. They engage confidently with art, craft and design in the contemporary world and from different times and cultures. They become more independent in using language to communicate their own ideas, feelings and meanings about visual art.

Students should be made aware of safe practices when involved in investigating and realizing activities and when using art and design materials and tools.

Students should be given opportunities to:

- Explore a range of starting points for practical work including themselves, their experiences and natural and made objects and environments
- Work on their own and collaborate with others on projects in two and three dimensions and on different scales
- Use a range of materials and processes, including ICT (for example, *painting, collage, print making, digital media, textiles, sculpture*)
- Investigate art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural contexts (for example, *in original and reproduction form, during visits to museums, galleries and sites, on the internet*)
- Respond to what they experience, remember and imagine
- Develop their understanding and ability to use and combine the visual elements

- Make a personal response, through two and three dimensional work, to a wide range of stimuli, including observations and experiences of the natural and made environments
- Develop specific skills to observe and record from first-hand experience, and to express intentions
- Experiment with, and combine a wide range of techniques, materials and processes to explore, express and communicate their ideas and feelings
- Design systems, artefacts or environments that fulfil specific needs
- Use a workbook and a range of media in a personal and self-directed way, to develop ideas and images and to record first-hand observations from different sources
- Discuss and compare the development of their ideas and meaning in their work with that of other students, and evaluate their own and others' work, using appropriate language
- Analyse and compare the work of artists, designers and craft workers from different cultures and contexts, and use the information to inform their own work
- Create, imagine and select use of a wide range of art and design materials, tools and processes
- Use and combine the visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings
- Make informed and critical comments about their own and other people's work
- Develop a critical appreciation of the work of local, national and international artists, designers and craft workers from the past and present, including works which reflect a range of non-Caymanian traditions.

Students should have access to a wide range of resources within and beyond the classroom, for example, *books, prints, photographs, slides, reproductions, videos, technology such as CD ROM, or visits to museums, workshops or galleries, which will enable them to view and experience a wide range of art, craft and design images and objects.* They should:

- Use and combine a variety of drawing, painting and graphic materials, tools and processes, for example, *pencils, pens, brushes, inks, paints, pastels, paper, computer and appropriate software*
- Use a variety of printing techniques and methods, for example, *mono/block printing techniques and various screen-printing methods*
- Work with textiles using a variety of materials, tools and techniques, for example, *painting, dyeing, weaving, felting, stitching, quilting, appliqué and collage*; manipulate, decorate and fire clay, use a variety of techniques, for example, *coiling, modelling, carving, impressing, sgraffito and the use of glazes and oxides*
- Use a variety of natural and man-made materials to create reliefs and sculptures, for example, *construct and model with wood, plastics, wire, plaster and clay*
- Use photographic techniques for recording and creating work, for example, *use digital photography and suitable software, use a single lens reflex camera and darkroom equipment to develop and print monochrome film*

Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3

Appendix 2

Attainment targets for Key Stages 1-3 – visual arts

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<ul style="list-style-type: none"> •Students express ideas and feelings, showing some control of media. •They talk about visual and tactile qualities of simple materials, shapes, objects and of their immediate environment. •They describe their feelings about their own and other people's work. 	<ul style="list-style-type: none"> •Students investigate and use a variety of designs, materials and textures to communicate their ideas. •They express ideas in two and three dimensional work. •They comment on differences in others' work and suggest improvements for their own. 	<ul style="list-style-type: none"> •Students explore ideas and collect visual and other information for their work. •They record observations through the use of a range of materials, tools and processes •They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. •They talk about the similarities and differences between their own and others' work, and adapt and improve their own. 	<ul style="list-style-type: none"> •Students explore ideas and collect visual and other information to help them develop their work. •They use a variety of techniques, processes tools and materials to communicate ideas, meanings and understanding of elements. •They design and make images and artefacts, combining and organizing visual, sensory and tactile qualities. •They compare, contrast and comment on ideas, methods and approaches used in their own and others' work and comment on and improve their work. 	<ul style="list-style-type: none"> •Students explore ideas and select visual and other information. They use this when designing and making their work, taking account of the purpose. •They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions. •They analyse and communicate how ideas, methods and approaches used in their own and others' work, relate to context and purpose. •They adapt their work, reflecting on their own view of its purpose and meaning in order to refine ideas and processes and realize intentions. 	<ul style="list-style-type: none"> •Students explore ideas, visual and other information, when designing and making their work, taking account of purpose and audience. •They investigate and manipulate materials and processes, interpreting visual and tactile qualities to communicate ideas and meanings to realize their intentions. •They analyse and communicate to others how ideas and meanings are conveyed in their own and others' work relating these to different historical, social and cultural contexts. •They explain how their understanding of the context affects their views and practice. 	<ul style="list-style-type: none"> •When designing and making, students explore ideas and evaluate visual and other information. •They select, organise and present information in visual and other ways, taking account of purpose and audience. •They extend their understanding of materials and processes and interpret visual, sensory and tactile qualities. •They show increasing independence and originality in the way in which they develop ideas and meanings. <p>They analyse and reflect on the contexts and purposes of their own and others' work demonstrating an awareness of different genres, styles and traditions.</p> <ul style="list-style-type: none"> •They understand and communicate how their own ideas, experiences and values affect their views and practice, adapting and refining their ideas in response. 	<ul style="list-style-type: none"> •When designing and making, students purposefully explore ideas and evaluate relevant visual and other information. •They research, document and present information in visual and other ways appropriate to their purpose and audience •They independently utilize the potential of materials and processes to develop original ideas and meanings. •They evaluate the contexts and purposes of their own and others' work, understanding how codes and conventions are used to represent ideas, beliefs and values in different genres, styles and traditions, explaining similarities and differences in their views and practice. •They further develop their ideas and their work in the light of their own thinking as well as insights gained from others.