Primary School Curriculum

Visual Arts (VR)

MINISTRY OF EDUCATION
Bermuda
2001

FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as "new" knowledge is developed and "old" knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda's primary schools.

J. T. Christopher, Ph.D.
Chief Education Officer

ACKNOWLEDGEMENTS

The Visual Arts pre/primary school curriculum was developed by teachers with the leadership and support of Shangri-la Durham-Thompson, Education Officer, The Arts. This writing team was comprised of diligent and devoted teachers. Appreciation is extended to these teachers for their ability to collaborate amicably and collegially in the production of this professional document. The members of the writing team were:

Dawn Fubler
Angela Ming-Bean
Erma Nisbett

The restructured curriculum development process began in 1994 under the leadership of Dr. Helen Stemler, Restructuring Curriculum Coordinator. During 1994-1995, the writing teams in the various content areas developed the frameworks for the entire curriculum development process. From 1995-1997 the curricula for the middle level were created. Thanks also to Dr. Gina Tucker, Curriculum Coordinator 1998-1999. Special thanks to Mrs. Kalreta Conyers-Steede, Education Officer, Business Studies, who coordinated the final production of these curriculum documents 1999-2001.

These documents would not have been completed without the support of a very hardworking, dedicated group of people - the secretarial/support staff who typed and assisted with numerous tasks associated with completing these documents. This group includes the following persons:

Johnnel Booth
Marilyn Dyer
Lavern Furbert
Raquel Furbert
Terrylynn Gibbons
Donna Jacobs
Judy Lawrence
Kim Simons
Theresa Simons
Wanda Stuhlpfarrer
Deshan Thompson
Rochelle Trott

Diana Madeiros – Professional Editor

CONTENTS

OVERVIEW

The aim of the primary school is to provide for the academic achievement, personal development and group citizenship of early adolescents. In keeping with this aim, the organizational patterns appropriate to the developmental needs of five to twelve year-old students need to be provided.

The curriculum is composed of a common body of knowledge with emphasis placed on mastery skills and achievement measured according to each student's abilities. The development of positive attitudes toward learning, self and others is a basic component of Bermuda's primary school programme. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement. Educational development at the primary level should provide adequate preparation for continued experiences. To create an atmosphere of accomplishment in which each student has opportunities for growth, emphasis is placed on:

- opportunities for sharing enriching experiences, creative expressions and exposure to ideas
- enhancement of personal abilities with opportunities to pursue and express them through diversity and supportive activities
- development of a growing sense of responsibility, integrity, self-discipline, reliable judgement and self-respect in each student
- encouragement of acceptance of their roles and responsibilities in the educational process with confidence, enthusiasm and appropriate social and academic behaviours
- provisions of time and opportunity for ethical growth and for the development of responsible values and character

The curriculum guide contains three (3) sections beginning with the Introduction. The cited twelve goals of education direct instructional outcomes in all primary school subjects. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the primary school programme of instruction and contains an overview for Phase A and B that includes: primary rationale, year level requirements, adopted materials of instruction, phase outline, correlation matrix and modules. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains resources of valuable support for teachers.

GOALS OF EDUCATION

In Bermuda, the Goals of Education provide the direction for primary level education. These twelve (12) goals enable primary level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

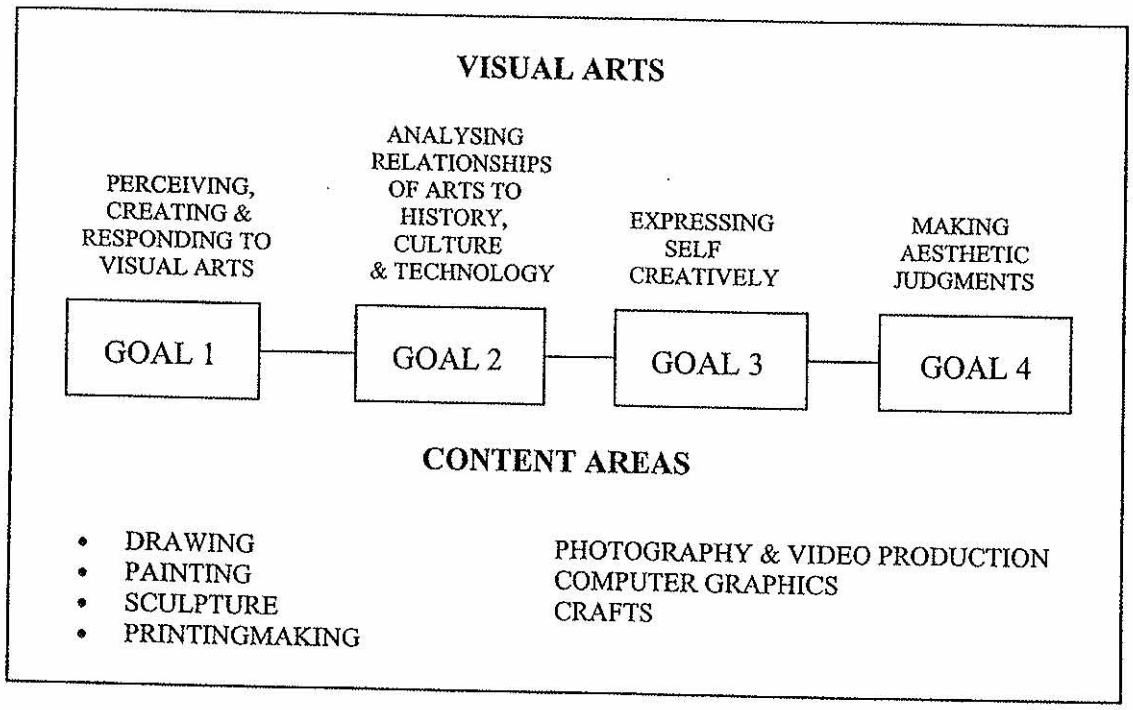
CURRICULUM AND INSTRUCTION FOR ALL STUDENTS

All primary schools will have common programmes designed to offer nine subjects to all students and to give them a knowledge base which will equip them with a foundation that will prepare them to move to the middle school level. There will be a basic core curriculum that will include English language arts, mathematics, science and social studies. These subjects will be supported by a variety of encore subjects, such as health education, physical education, information technology, music and visual arts. Information technology will also be integrated into all subject areas. An integrated curriculum is a meaningful approach to primary instruction that assists students to transfer knowledge within and across all subjects and apply skills and processes developed in subjects to real life Bermuda issues.

It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the primary school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

VISUAL ARTS PHILOSOPHY

Through a comprehensive visual arts education programme, students will develop the ability to create while developing an appreciation for and skills in the visual arts. A primary goal of visual arts education is the personal expression of inner feelings, sensations and emotions surrounding us each day. Visual arts are expressed for social, ritual, entertainment and other cultural purposes. Education experiences in visual arts sensitize our children and youth while humanizing them and increasing their aesthetic awareness. Through studying the visual arts, critical and creative thinking is fostered in relationship to society's culturally related values and ethics. Thus, learning through visual arts has the potential to enhance our general motivation to learn, to develop a respect for a disciplined approach to learning and foster critical and creative thinking. Through the study of visual arts, Bermuda's young people can communicate and cultivate their creative potential and uniqueness in improving the quality of life in Bermuda.



VISUAL ARTS
GOALS AND SUBGOALS

GOAL 1 **PERCEIVING, CREATING AND RESPONDING TO VISUAL ARTS**

STUDENTS WILL DEVELOP TECHNIQUES AND SKILLS THAT WILL ENHANCE THEIR ABILITY TO PERCEIVE, CREATE AND RESPOND TO THE VISUAL ARTS.

Subgoal 1.1 Synthesize an understanding of the elements and principles of the visual arts.

Subgoal 1.2 Relate visual arts as a way to create and communicate meaning to experiences and to the environment.

Subgoal 1.3 Evaluate the suitability and safe use of visual arts materials.

Subgoal 1.4 Create a work of art using techniques in specific media.

Subgoal 1.5 Demonstrate competency in the use of art tools, materials and techniques.

GOAL 2 **ANALYSING RELATIONSHIPS OF ARTS TO HISTORY, CULTURE AND TECHNOLOGY**

STUDENTS WILL ANALYSE THE INTERRELATIONSHIPS OF VISUAL ARTS TO HISTORY, CULTURE AND TECHNOLOGY.

Subgoal 2.1 Recognise the visual arts as a form of individual and cultural expression.

Subgoal 2.2 Evaluate visual arts philosophies, styles and genres.

Subgoal 2.3 Analyse the relationship between visual arts and technology.

Subgoal 2.4 Analyse interrelationships among visual arts and other arts.

Subgoal 2.5 Evaluate connections among visual arts and other disciplines.

GOAL 3 **EXPRESSING SELF CREATIVELY**

STUDENTS WILL DEVELOP THE ABILITY TO CREATIVELY EXPRESS THEMSELVES, COMPOSE AND EXHIBIT ART WORK.

Subgoal 3.1 Compose complex visual images.

Subgoal 3.2 Create original art from ideas and contemporary social themes.

Subgoal 3.3 Enhance the ability to display art work.

GOAL 4 **MAKING AESTHETIC JUDGMENTS**

STUDENTS WILL DEVELOP THE ABILITY TO MAKE AESTHETIC JUDGMENTS THROUGH VISUAL ART EXPERIENCES.

Subgoal 4.1 Apply criteria for assessment of artistic work.

Subgoal 4.2 Display sensitivity in applying aesthetic criteria to one's own art works.

Subgoal 4.3 Develop a continuing appreciation for the aesthetics of the visual arts.

Subgoal 4.4 Evaluate aesthetic qualities that exist in both natural and man-made environments.

GOAL 1	Students will develop techniques and skills that will enhance their ability to perceive, create and respond to the visual arts.			
VISUAL ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
1.1 Synthesize an understanding of the elements and principles of the visual arts.	identify colour, shape, texture and line	recognize additional elements and principles of art	distinguish among basic elements and principles of art	synthesize an understanding of the elements and principles of the visual arts
1.2 Relate visual arts as a way to create and communicate meaning to experiences and to the environment.	respond creatively to personal events and things in the world	develop verbal and visually expression	organize thoughts and ideas visually in responding creatively to the environment	relate visual arts as a way to create and communicate meaning to experiences and to the environment
1.3 Evaluate the suitability and safe use of visual arts materials.	describe simple rules involving safe use of art materials	determine best care for equipment	analyse the suitability and safe use of visual arts materials	evaluate the suitability and safe use of visual arts materials
1.4 Create a work of art using techniques in specific media.	differentiate among art materials and basic techniques	develop art techniques in specific media	modify art techniques and use of media	create a work of art using techniques in specific media
1.5 Demonstrate competency in the use of art tools, materials and techniques.	demonstrate simple finger painting and clay work	use tools, materials and techniques that exhibit demonstrated skills	exhibit coordination of skills	demonstrate competency in the use of art tools, materials and techniques

GOAL 2	Students will analyse the interrelationships of visual arts to history, culture and technology.			
VISUAL ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
2.1 Recognise the visual arts as a form of individual and cultural expression.	create art related to one's environment	recognise art of Bermuda as well as in other cultures	analyse art of Bermuda as well as other cultures	recognise the visual arts as a form of individual and cultural expression
2.2 Evaluate visual arts philosophies, styles and genres.	identify Bermuda's artists and art	recognise Bermuda's artists and art from other cultures	analyse visual arts philosophies, styles and genres	evaluate visual arts philosophies, styles and genres
2.3 Analyse the relationship between visual arts and technology.	use laser discs to view art	use computers to learn lettering, poster-making and design techniques	use TV cameras, monitors and VCR machines to record and demonstrate art techniques and lives of artists	analyse the relationship between visual arts and technology
2.4 Analyse interrelationships among visual arts and other arts.	view dance and theatre performances and listen to music in combination and separately in the production of simple puppet plays	identify relationships among visual arts and other arts	recognise relationships among visual arts and other arts	analyse interrelationships among visual arts and other arts
2.5 Evaluate connections among visual arts and other disciplines.	utilize art to communicate mathematics, language and social science experiences	recognise connections among visual arts and other disciplines	analyse connections among visual arts and other disciplines	evaluate connections among visual arts and other disciplines

GOAL 3	Students will develop the ability to creatively express themselves, compose and exhibit art work.			
VISUAL ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
3.1 Compose complex visual images.	combine simple techniques with simple themes to create an image	create art from techniques, ideas and themes	create art from more complex ideas, techniques and themes	compose complex visual images
3.2 Create original art from ideas and contemporary social themes.	compose images from simple themes	compose images/objects from ideas based on popular themes	compose visual images based on contemporary social themes	create original art from ideas and contemporary social themes
3.3 Enhance the ability to display art work.	N/A	create art work within given boundaries	create purposeful work that can be saved for portfolios, art shows and simple class critiques	enhance the ability to display art work

GOAL 4	Students will develop the ability to make aesthetic judgments through visual art experiences.			
VISUAL ARTS	PERFORMANCE INDICATORS			
Sub Goals	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
4.1 Apply criteria for assessment of artistic work.	react to art works of others	develop a sense of discrimination in viewing styles	use knowledge of various styles, techniques and art history to assess works of art	apply criteria for assessment of artistic work
4.2 Display sensitivity in applying aesthetic criteria to one's own art works.	respond to positive criticism	learn to evaluate and take pride in own work	use theory, critiques and visuals to improve one's own works	display sensitivity in applying aesthetic criteria to one's own art works
4.3 Develop a continuing appreciation for the aesthetics of the visual arts.	develop a sense of curiosity about all art forms	respond positively to the aesthetic of visual arts	appreciate how the beauty in visual art influences behaviour	develop a continuing appreciation for the aesthetics of the visual arts
4.4 Evaluate aesthetic qualities that exist in both natural and man-made environments.	identify form, colour, texture and line in the environment	recognize aesthetic qualities in both natural and man-made environments	analyze aesthetic qualities in both natural and man-made environments	evaluate aesthetic qualities that exist in both natural and man-made enviroments

DRAWING (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	**P3 - P6 Learning Phase B**	**M1 - M3 Learning Phase C**	**S1 - S4 Learning Phase D**
Techniques and Materials	• drawing with found objects • finger drawing with paint • drawing with crayon • drawing with chalk	• drawing with found objects • pencil drawing • drawing with chalk	• drawing with found objects • drawing with pen and ink • pencil drawing • sidewalk drawing with chalk	• drawing with found objects • drawing with pen and ink • pencil drawing • mixed media drawing
Elements of Art	• types of lines • types of shape • space big/small • surface texture • tone/value	• types of lines • line and movement • type of shape • seeing and understanding • surface texture • light and shadow	• types of lines • line and movement • the power of shape • space-proportion/angles • light and shadow	• types of lines • line and movement • the power of shape • space-proportion/angles • relative proportion/ foreshortening • diminishing sizes/ converging lines • light and shadow/shading techniques
Principles of Design	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification	• balance/formal and informal • linear patterns • rhythm and movement • pattern identification
Composition	• linear patterns	• seeing and understanding space • linear patterns • rhythm and movement	• seeing and understanding space • rhythm and movement	• seeing and understanding space • rhythm and movement

DRAWING (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 **Learning Phase A**	**P3 - P6** **Learning Phase B**	**M1 - M3** **Learning Phase C**	**S1 - S4** **Learning Phase D**
History and Culture	• pencil and brush drawings	• local art • gallery visits • time-line - prehistoric cave drawings	• 2D artists • drawing relationships • Japanese sumi drawing • drawing with computers	• function • purpose • lithographs • 2D artists • drawing relationships
Aesthetic Judgment	• response to compositions • critiques of local art	• response to compositions • critiques/personal evaluation • use of elements and principles of arts as guides	• response to compositions • critiques/personal evaluation • enjoyment • pride	• response to compositions • critiques • life long interests • enjoyment • pride
Contributions to the Past	• stories • accounts • events • people • places • situations	• stories • accounts • events • people • places • situations	• patterns • rise of civilizations • transport • systems • colonization • ancient cultures	• periods • patterns • nation states • social revolutions • political revolutions • economic revolutions

PAINTING (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	P3 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Media Techniques	• finger painting • crayon resist	• crayon resist • mural painting • brushstrokes • different times	• crayon resist • mural painting • brushstrokes • washes	• brush techniques • easels • air-brush techniques • mixed media • textural effects
Design and Composition	• balance (formal/informal) • concepts	• balance • positive/negative space	• balance • positive/negative space • object placement • focal point/emphasis	• balance • positive/negative space • object placement • focal point/emphasis • atmospheric perspective • issues
Colour Theory	• primary and secondary colours	• primary and secondary colours	• primary and secondary colours • tertiary colours • complementary colours • analogous colours • monochromatic colours • warm/cool colours	• primary and secondary colours • tertiary colours • complementary colours • analogous colours • warm/cool colours • colour and mood

PAINTING (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	**P3 - P6 Learning Phase B**	**M1 - M3 Learning Phase C**	**S1 - S4 Learning Phase D**
History and Culture	• Bermudian and Caribbean painters • prehistoric cave paintings	• Bermudian Caribbean painters • prehistoric cave paintings • Impressionist painters	• Mexican/S. American painters • Japanese Painters • Egyptian paintings • Caribbean/Bermudian painters • Impressionist painters • other connections with social studies	• Mexican/South American painters • Japanese Painters • Egyptian paintings • Caribbean/Bermudian painters • Impressionist painters • other connections with social studies • Cubism • Surrealism • Abstract expressionism • Pop art
Aesthetic Judgment	• critiques of visual slides • personal analysis of work produced based on principles and elements of design	• critiques of visuals slides	• critiques of visual slides • enjoyment • pride	• critiques of visual slides • enjoyment pride

SCULPTURE (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	**P3 - P6 Learning Phase B**	**M1 - M3 Learning Phase C**	**S1 - S4 Learning Phase D**
Techniques	• relief • sculpture in the round • assemblages • materials • visuals	• additive • deductive • kites • paper clips • wire cutters • clay tools • natural materials • visuals	• relief • slab • kites • architecture • paper clips, wire cutters and clay tools • natural materials	• casting in relief • theatre in the round • kites • architecture • paper clips, wire cutters • and clay tools • natural materials
Elements of Art	• shape • texture, visual/tactile • line (defines contours) • colour and mood	• more complex shapes • surface variety/detail • shape • rhythm • colour and mood • natural symbolic	• formal/informal/geometric and amorphous shapes • man made/tools • illusionary surface • illusion of depth	• weight • technical manipulation • special effects • illusionary surface • illusion of depth • movement • vibration
Principles of Design	• balance formal/informal • patterns, rhythm • variety	• balance formal/informal • patterns, rhythm • variety	• balance formal/informal • patterns, rhythm • variety	• balance • patterns, rhythm • variety

SCULPTURE (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	**P3 - P6 Learning Phase B**	**M1 - M3 Learning Phase C**	**S1 - S4 Learning Phase D**
Composition	• vocabulary for sculpture • examples of sculpture	• elements of art • design principle	• centre of interest • directions • elements of art • design principles • contoured surfaces • unity and separation of shape	• centre of interest • movement • direction • elements of art • design principles • unity and separation of shape
History/Culture	• function • purpose • local art	• function • purpose • local art • gallery visits • time line	• function • purpose • architecture • visits by local 3D artists • relationship of sculpture to music, literature, theatre and dance	• function • purpose • architecture • visits by local 3D artists • relationship of sculpture to music, literature, theatre and dance
Aesthetic Judgment	• response to compositions • critiques • personal evaluations	• response to compositions • critiques • personal evaluations	• response to compositions • critiques • personal evaluations • enjoyment • pride	• response to compositions • critiques • life long interests • enjoyment • pride

PRINTMAKING	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	**P3 - P6 Learning Phase B**	**M1 - M3 Learning Phase C**	**S1 - S4 Learning Phase D**
Techniques and Materials	• sponge potatoes, hands, feet, thumbs and leaves	• sponge potatoes, hands, feet, thumbs and leaves • etching-clay • printing with found art objects pasted down • monoprints	• etching - styrofoam • collographs • linoleum • mixed media • stencil	• offset • collographs • printing press • linoleum • woodcut • mixed media • stencil, silk screen
Elements of Art	• shape • colour primary and secondary	• shape/space • texture • colour • line	• shape/space • positive/negative • texture • value-light (tints, tones and shades) • colour • line	• pattern/recognition • variety • rhythm • balance/symmetry
Principles of Design	• pattern/recognition • variety	• pattern/recognition • variety • rhythm • balance/symmetry	• pattern/recognition • variety • rhythm • balance/symmetry	• pattern/recognition • variety • rhythm • balance/symmetry
Composition	• simple pattern through repetition • picture making through prints	• simple pattern through repetition • picture making through prints • centre of interest	• eight pattern recognition	• complete pattern recognition
History and Culture	• hand print • foot print	• Bermudian prints	• prints from other cultures • create prints	• commercial prints

PHOTOGRAPHY AND VIDEO PRODUCTION (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 **Learning Phase A**	**P3 - P6** **Learning Phase B**	**M1 - M3** **Learning Phase C**	**S1 - S4** **Learning Phase D**
Techniques and Materials	• Polaroid • pin hole camera-science and how the eye works • framing and focusing • flip book techniques • live action fiction	• Polaroid • pin hole camera-science and how the eye works • framing and focusing • flip book techniques • live action fiction	• 35mm camera • the lens focusing • dark room techniques • lighting techniques • video-sequencing	• 35mm camera • the lens focusing • dark room techniques • lighting techniques • video-sequencing
Elements of Art	• space-foreground/ background • recognition of colours/ neutrals • elements of art in photographs	• colour - primary, secondary and tertiary • white light and the prism • positive and negative space • perspective	• value- black and white photos • space - near/far/middle, wide angle and close-up • texture - natural/man-made • shape and light	• application of elements of art in still photography • translating art elements to video
Principles of Design	• different principles • identification - photos	• balance - symmetry • repetition/same scene overlapping • flip book, animation	• unity through repetition of the elements of art • balance-arrangement of elements • rhythm	• unity through repetition of the elements of art • balance-arrangement of elements • aspects of trick photography
Composition	N/A	• composition affected by themes • scene composition: - elements of art - principles of design	• production: - elements of art - principles of design • editing for storytelling • video coverage shots/ audio	• composing in the darkroom

PHOTOGRAPHY AND VIDEO PRODUCTION (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 **Learning Phase A**	**P3 - P6** **Learning Phase B**	**M1 - M3** **Learning Phase C**	**S1 - S4** **Learning Phase D**
Theory	• age appropriate vocabulary	• parts of a camera 35mm and video • non western techniques in forms and culture	• parts of a camera 35mm and video • non western techniques in forms and culture	• parts of a camera 35mm and video • non western techniques in form and culture
History/Culture	• short animation from around the world • still photos and video scenes for discussion	• Indian/African/Brazilian themes of still photographs/photo montages • social contexts of films e.g. documentary and still photography	• Indian/African/Brazilian film • effects of film on the audience • social context of documentary film	• photo journalism • history of various forms of documentaries • film/video/still photos as agents of change
Aesthetic Judgment	• different types of photos and short videos	• analysis of pictures • analysis of works of local and foreign artists	• analysis of pictures • critiques of films/photos as social statements: - tourism ads • enjoyment • pride	• analysis of pictures • critiques of films/photos as social statements - tourism ads • enjoyment • pride

COMPUTER GRAPHICS (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 **Learning Phase A**	**P3 - P6** **Learning Phase B**	**M1 - M3** **Learning Phase C**	**S1 - S4** **Learning Phase D**
Techniques	• objects and tools • the mouse and/or graphics tablet	• basic functions and editing: - copy - paste - cut - save - print • letters and text	• scanning • cropping • enlarging and shrinking images • video and computer connection and audio capabilities	• 3D letter forms • rotating text and images • digitizing • animation
Elements of Arts	• lines • shapes • colours	• patterns (through repetition of line, shape, colour and space) • 2D objects	• positive and negative space • 3D images • creating visual texture	• casting shadows • collage images • illustrations • video images
Principles of Design	• size: big and small • dark and light • near and far • simple letter forms - a,b,c's	• visual rhythm and movement • perspective: overlapping, wide and narrow • foreground and background	• proportion to scale and distortion • two point perspective • balance, symmetry • asymmetry, radial	• proportion: caricature • perspective: architectual and interior design • commercial design

COMPUTER GRAPHICS (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 **Learning Phase A**	**P3 - P6** **Learning Phase B**	**M1 - M3** **Learning Phase C**	**S1 - S4** **Learning Phase D**
Composition	• placing objects	• placing objects • focal point	• art elements and principles • typography: - font - types - size • images and text	• media related art: newspaper, magazines and comic books • video games
Theory	• grade appropriate vocabulary	• grade appropriate vocabulary • naming the equipment and parts	• grade appropriate vocabulary	• vocabulary
History/Culture	N/A	• animation: - cartoons - flip book - the abacus	• animation - Walt Disney - Hanna Barbara - The Eniac - Bill Gates	• computers • animation • Japanese culture
Aesthetic Judgments	N/A	N/A	• critiques of computer programmes • computer generated images • page layouts	• page layouts

CRAFTS (1 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 **Learning Phase A**	**P3 - P6** **Learning Phase B**	**M1 - M3** **Learning Phase C**	**S1 - S4** **Learning Phase D**
Techniques	• assemblage • fibre (weaving/applique) • ceramics (exploratory) • kites • simple craft tools • personal safety	• assemblage • fibre (weaving/applique • using local materials • ceramics • wood crafts/kites • appropriate tool use and techniques (basic) • personal safety	• assemblage • textiles (batik/tie dye) • using local materials • ceramics • wood crafts/kites • basic use of tools and materials • personal safety	• assemblage • textiles (batik/tie dye and silk screen) • ceramics • woodcraft/plastics/local materials • advanced tool use • personal safety
Elements of Arts	• texture visual tactiles • colour: - warm - cool - neutral • shape • form	• texture visual • line etched patterns: - colours - shape - form	• fibre arts/weaving • geometric shapes (in kites) • colours • shapes • form	• fibre arts/weaving • geometric shapes (in kites) • patinas on metal • shape • form
Principles of Design	• repetition and rhythm • pattern visual/tactile • variety	• repetition and rhythm • pattern visual/tactile • variety	• repetition and rhythm • pattern visual/tactile • variety	• repetition and rhythm • pattern visual/tactile • variety • repeat patterns (silk screen)

CRAFTS (2 of 2)	VISUAL ARTS SCOPE AND SEQUENCE			
	PS - P2 Learning Phase A	**P3 - P6 Learning Phase B**	**M1 - M3 Learning Phase C**	**S1 - S4 Learning Phase D**
Theory	• vocabulary	• origins of materials (toxic, non-toxic) • design (plans) • how to store and care for materials • safety rules	• art in the market place • vocabulary • recipes/experiments • explore design elements • materials • safety rules	• craft and economics • apprenticeships • recipes/experiments and principles • materials • safety rules
History and Culture	• Bermudian crafts	• Bermudian crafts (banana dolls, etc.)	• crafts of other cultures	• crafts • time lines • economics
Aesthetic Judgment	• observation • simple creations	• creation analysis	• enjoyment • evaluation • pride	• appreciation • criticism • enjoyment • pride

REFERENCES

National Art Education Association, National Standards for Arts Education, Music Educators National Conference, Virginia, 1994

INTRODUCTION TO PRIMARY SCHOOL CURRICULUM

The primary school level continues to provide learning experiences that satisfy the natural curiosity of young children, stimulate their imagination and enhance their appetite for learning. The most important function of the primary level of education is the mastery of the fundamental skills necessary for the continued pursuit of learning.

Primary school education helps all children to:

- acquire permanent literacy and numeracy skills
- communicate effectively
- think scientifically and logically
- develop manipulative skills, artistic talents and physical skills
- cultivate good health habits
- develop spiritual, ethical and social values

The primary school curriculum is a written guide that identifies the goals and curriculum objectives that teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the primary school curriculum is intended to provide students opportunities to:

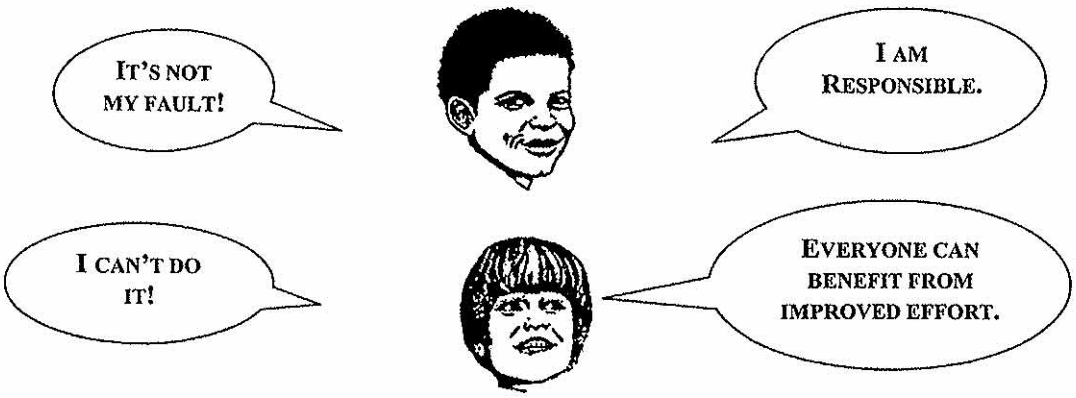
- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in the following areas in Bermuda's primary schools.

- English Language Arts
- Mathematics
- Science
- Social Studies
- Health Education
- Information Technology
- Physical Education
- Music
- Visual Arts

BELIEFS ABOUT STUDENT LEARNING

Where we Were	Where we want to Go
CAUSES	
External Luck Task	Internal Ability Effort
BELIEFS	
Ability defines achievements Ability is limited Intelligence cannot change Intelligence has one dimension Teachers transmit knowledge	Effort improves performance Ability can be acquired Intelligence can be learned There are many intelligent behaviours Learners construct their knowledge
SELF-EFFICACY	
I can not do that I can not learn that	I can learn to do it I can learn the things that I need to know to enable me to do it
CONCEPTS	
Other – referenced They are better than me	Self-referenced I am good at Mathematics
EMOTION	
Negative or Neutral I hate school I do not care	Positive I like to do this Learning makes me happy
OUTCOME	



CURRICULUM TIME ALLOTMENTS

Caroll's (1989) definition of instruction time is "opportunity to learn."

"The amount of time spent on schoolwork influences school learning."
(Evans-Ardriss, 2000; Berliner, 1990)

Instructional time and quality together are one of the three main factors that influences students' educational outcomes.
(Young et. al., 1996)

The Ministry of Education recognizes the importance of learning time and specifies the number of instructional days that government schools must provide. In addition to the number of days the Ministry also specifies the number of hours of instruction that should occur each school day. In order to determine the best way to apportion these hours, a review of literature was conducted to find exemplars, instances of learning times during school weeks in quality school systems. An assessment of current practices was also taken into consideration.

The Ministry of Education has four goals: literacy, numeracy, infusion of technology and staff development. As the Bermuda government schools introduce new curricula for primary education to support these goals, the curriculum allotment chart will provide guidance as to the optimum time that should be spent delivering each area of learning and also the optimum number of instructional hours that will best promote student literacy and numeracy.

The curriculum time allotment chart outlines the total of contact time between teachers and students at Learning Phase A summing to 1335. This figure is composed of 1300 contact minutes and 35 transition minutes. At Learning Phase B 1465 contact minutes plus 35 transition minutes sums to 1500 minutes per week.

Transition time is defined as the non-instructional time before and after some learning activity (Berliner, 1990). Recess and lunch allow for transitions that do not cut into instructional time. Other transitions occurs between subjects. The allocation of transitional time has been included to provide practical expectations.

It is important to note that transition minutes do not constitute lost time. The best-run classrooms require a short period of time to allow students to conclude their work, change their mind sets, put materials away and to prepare for the coming activity.

CURRICULUM TIME ALLOTMENT CHART

LEARNING PHASE A: PRESCHOOL- PRIMARY TWO*
AND
LEARNING PHASE B: PRIMARY THREE-PRIMARY SIX**

Subject	Learning Phase A PS-P2*		Learning Phase B P3-P6**	
	Minutes/Week (min/wk)	% Percentage of Time/Week	Minutes/Week (min/wk)	% Percentage of Time/Week
English Language Arts	450	34	450	30
Mathematics	330	24	330	22
Science	120	9	150	10
Social Studies	120	9	150	10
Health Education	60	4.5	60	4
Information Technology	60	4.5	90	6
Physical Education	90	7	120	8
Music / Visual Arts	90/2	7	120/2	8
Transition Time	15	1	30	2
Totals	**1335**	**100%**	**1500**	**100%**

All subjects have been written with consideration of the allocated time for each discipline. Each subject is to be delivered as specified for the following duration:

Delivery Weeks/year: ..... 34 weeks
Optional Weeks: ..... 4 weeks (school events and special projects)
Total Weeks/year: ..... 38 weeks

NB: For the purpose of this document, time allocations have not been assigned to subjects at the PreSchool level.

Visual Arts - PS
Level Code: PS VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE A OVERVIEW

Subject Title: Visual Arts

Subject Code: PS VR

Time Allotted: 30 min/wk

RATIONALE

In the preschool and primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, to appreciate artistic works and to study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRESCHOOL (PS) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Participation in class discussions - Experiment with printing techniques	**40%**
• **Product Assessment** - Two completed crayon drawings using 2 types of lines - One finger or sponge painting with light or dark colours - One 3D form	**60%**
• **Written Assessment**	**N/A**
Total	**100%**

Art Express (Teacher's Edition). Harcourt Brace & Co, 1998.

SRA Art Connection (Teacher's Edition). McGraw-Hill, 2000

PHASE A OUTLINE

PS Module Titles A - F	P1 Modules Titles A - F	P2 Modules Titles A - F
A. Drawing ..... - types of lines: straight, zigzag - types of shapes: geometric - drawing with found objects - drawings materials - drawing with chalk and crayon - terminology	**A. Drawing** ..... 6 - classroom safety - art elements - art principles - line variations - Bermudian artist - Vincent Van Gogh - art terminology	**A. Drawing** ..... 6 - art safety - types of line - line variations - line and shape - art terminology - drawing found objects - aesthetic judgment
B. Painting ..... - primary colours - finger painting - crayon resist - sponge painting - terminology	**B. Painting** ..... 6 - art safety - finger painting - splatt design - sponge painting - straw painting - art terminology	**B. Painting** ..... 6 - black and white pictures - primary colours - colour mixing - value - painting techniques - secondary colours - warm, cool, dark and light colours - terminology
C. Printing ..... - printing and cutting tools - types of prints - printing techniques - terminology	**C. Printing** ..... 6 - art safety - terminology - printing techniques - patterns and repetition - colour variety - local artists	**C. Printing** ..... 6 - printing tools - types of prints - printing techniques - clean up procedures - Bermudian artists
D. Crafts ..... - safety -simple craft tools -assemblage -3 D forms -collages -terminology	**D. Craft** ..... 6 - art safety - terminology - geometric shapes - craft projects - cards - collage - mosaic - masks - faces, etc	**D. Craft** ..... 6 - types of crafts - materials and tools - history of crafts - self and group critiques

E. Sculpture.....
- -material manipulation
- -shapes clay/play dough sculptures
- -background and relief
- -3 D forms
- -found objects
- -painting

E. Sculpture 6
- safety
- terminology
- art elements
- types of sculptures
- assemblage techniques

E. Sculpture 6
- sculpture and form
- sculpture patterns
- history of sculpture
- assemblage techniques
- Bermudian sculpture
- international sculptor
- critique

F. Photography and Video.....
- camera functions
- picture compositions
- video, photographic images
- painted and drawn images
- terminology
- aesthetic judgement

F. Photography and Video 4
- camera techniques
- still and movable pictures
- video scene
- photographs and photographer
- art criticism

F. Photography and Video..... 4
- technique
- photography and photographer
- on line museum visit
- picture framing
- still and moving pictures
- composition

Subtotal	Subtotal 34	Subtotal 34
Optional Weeks	Optional Weeks 4	Optional Weeks 4
Total Weeks	Total Weeks 38	Total Weeks 38

PRIMARY SCHOOL

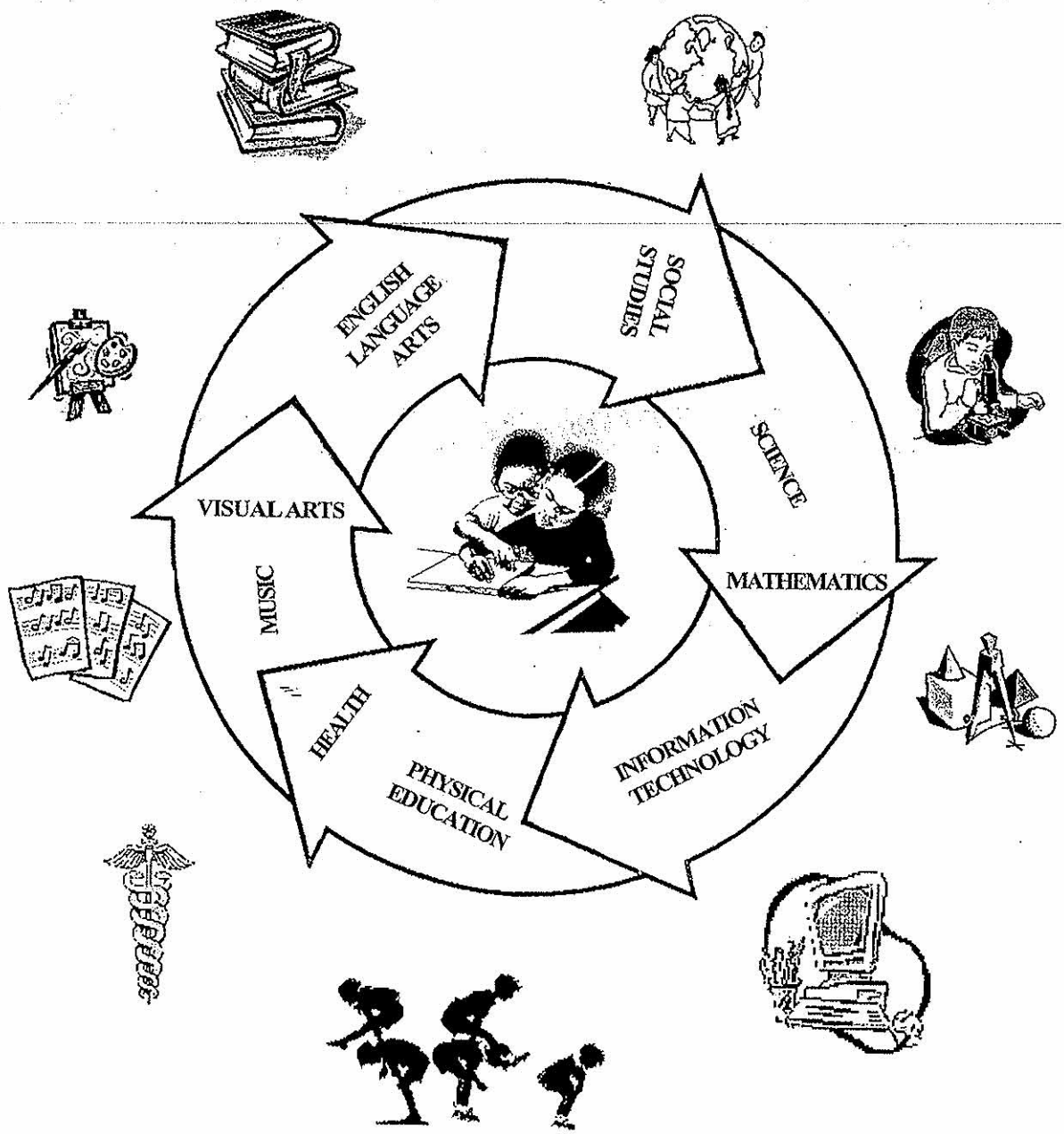
check one: PS ☒ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x		
		1.2	Relationships	x	x	x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique	x	x	x	x		x
2	History and Culture	2.1	Recognition	x	x	x	x	x	
		2.2	Categorization					x	
		2.3	Analysis				x		x
		2.4	Interrelations	x		x			x
		2.5	Connections		x		x	x	
3	Creativity and Composition	3.1	Composition	x	x	x			x
		3.2	Creation	x	x	x	x	x	x
		3.3	Display		x	x	x		x
4	Aesthetic Judgement	4.1	Analysis				x		x
		4.2	Self-Assessment		x			x	x
		4.3	Appreciation	x	x	x	x	x	x
		4.4	Evaluation		x		x		
CONTENT STRUCTURE		Drawing		x		x	x		x
		Painting			x	x	x		x
		Printing				x		x	
		Craft					x		
		Sculpture					x	x	
		Photography							x
		MODULE		A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Paintng
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: PS VR-A

	PHASE A			PHASE B		
PS	P1	P2	P3	P4	P5	P6
☒	☐	☐	☐	☐	☐	☐

Time allotted:

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.4 History and Culture
- 3.1, 3.2 Creativity, Composition and Exhibition
- 4.3 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- identify and name geometrical shapes
- identify several different types of lines, e.g. straight, wavy, zigzag etc.
- differentiate between a line and a shape
- associate the connection between lines and rhythm and music
- know that lines and shapes can make up a whole picture
- draw a picture to express emotion
- use line, shape and space for expression
- utilize a variety of drawing tools: pencils, crayons, chalk, etc.
- hold and handle tools correctly
- understand that drawing is a form of communication
- make translations from an actual object to a drawing of an object
- demonstrate the ability to analyze objects visually
- make size and shape and other comparisons of objects and drawings
- know how to draw basic shapes, circles, squares, triangles, ovals, rectangles
- willingly select one of their own artworks to display

Content Detail:

- drawing with found objects
- types of lines: straight, wavy, zigzag
- types of shapes: geometric
- integrated elements
- small motor skills
- large motor skills
- drawing materials
- expression/emotion
- doodling/scribbling
- movement, rhythm and music
- lines in the environment
- observe, touch, taste, smell
- characteristics of line
- drawing with crayons, pencils, chalk etc.
- art terminology
- texture
- clean up

Module Title: Drawing	**Sequence Reference:** PS VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discussions • teacher reviews • teacher demonstrations • field trips • sensual experiences • co-operative learning • showcase accomplishments art exhibits • act out a story about the artwork • draw to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • completed projects • teacher student discussions • teacher observes and listens to peer discussion

Module Title: Drawing	**Sequence Reference:** PS VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Identifies geometrical shapes
- Knows the difference between shapes and lines
- Identifies abstract forms
- Handles materials correctly
- Communicates through drawing
- Uses comparisons to effectively translate actual objects into a drawing
- Draws a picture to express emotion

Special Resources:

(materials, equipment & community involvement)

- sample drawings
- local artist
- VCR and TV monitor
- drawing tools
- gallery visits
- books
- pictures
- tape recorder/CD's, tapes (music)
- variety of qualities of paper
- art smocks

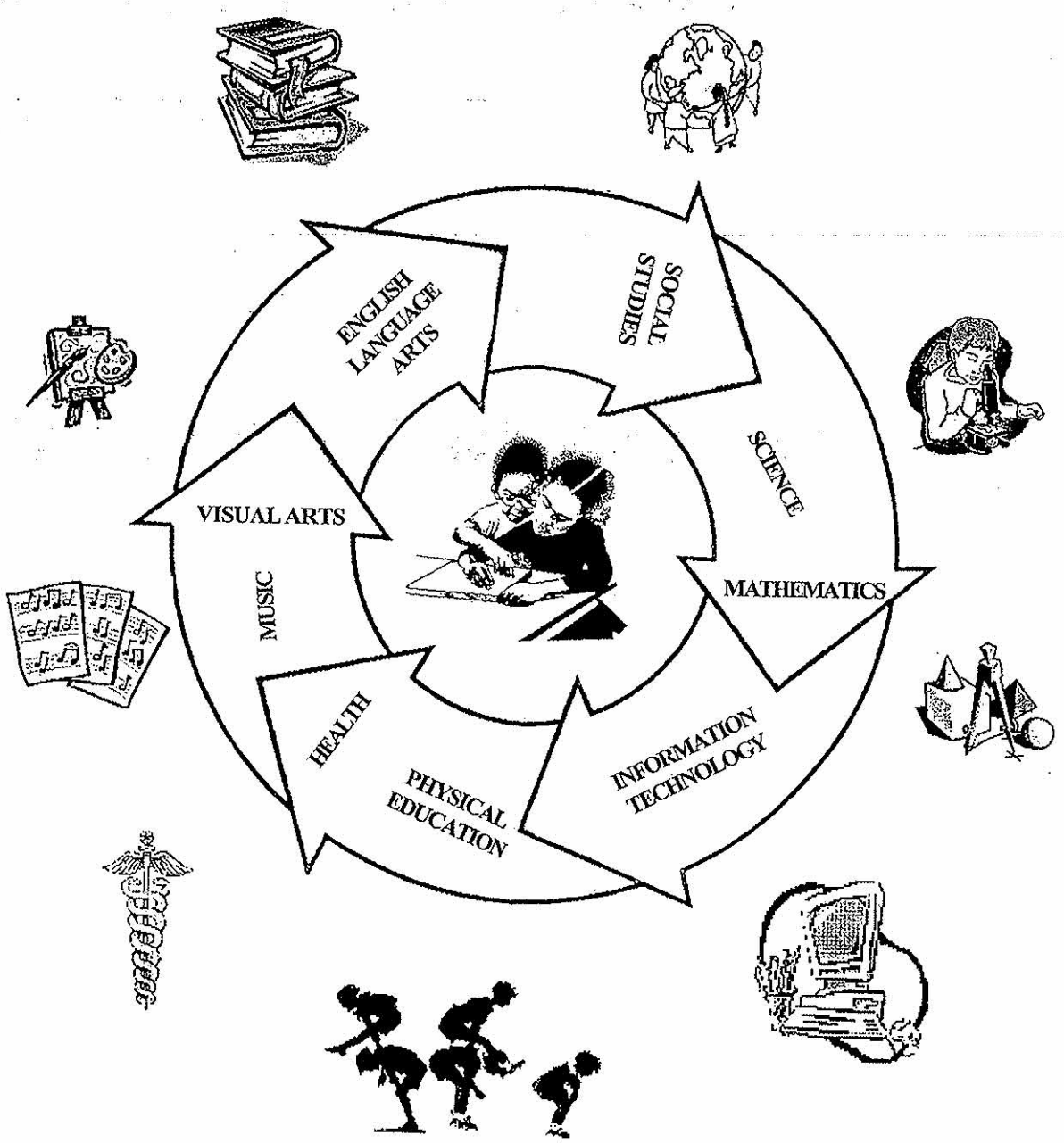
References - Teacher:

- Art in Action. Coronado Publishers, San Diego, Orlando Dallas, Chicago. 1987 p4-5 - Guy Hubbard
- The Natural way to Draw, Houghton Mifflin Co., Boston
- Drawing on the Right Side of the Brain - Betty Edwards

References - Student:

Glossary:

- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: PS VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☒	☐	☐	☐	☐	☐	☐

Time allotted:

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.2 - 4.4 Aesthetic Judgement

Content Focus:

- Painting

Curriculum Objectives:

At the end of this module, students will:

- identify primary colours
- mix two primary colours
- recognize what happens when two primary colours are mixed
- hold and use a paint brush correctly
- differentiate between brush strokes made with brushes of various sizes
- recognize that various tools can be used to apply colour e.g. sponges, fingers, vegetables etc.
- demonstrate awareness of colours in the environment
- differentiate between light and dark colours
- be able to discuss colour in paintings
- identify differences in texture of objects portrayed in artworks
- create stories surrounding viewed paintings
- wear appropriate clothing while painting
- respect and care for art tools and materials

Content Detail:

- primary colours: red, blue, yellow
- mixing primary colours
- mixing all three primary colours
- contrast
- types of painting:
  - finger painting
  - sponge painting
- field trips
- storybook/story-telling
- rules, tools, materials
- contrast
- crayon resist
- art terminology
- colours in the environment
- colours in paintings
- artists and colour
- viewing paintings

VISUAL ARTS

Module Title: Printing

Sequence Reference: P1 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 10 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.2 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1, 4.2, 4.4 Aesthetic Judgement

Content Focus:

- Printing
- Painting
- Drawing

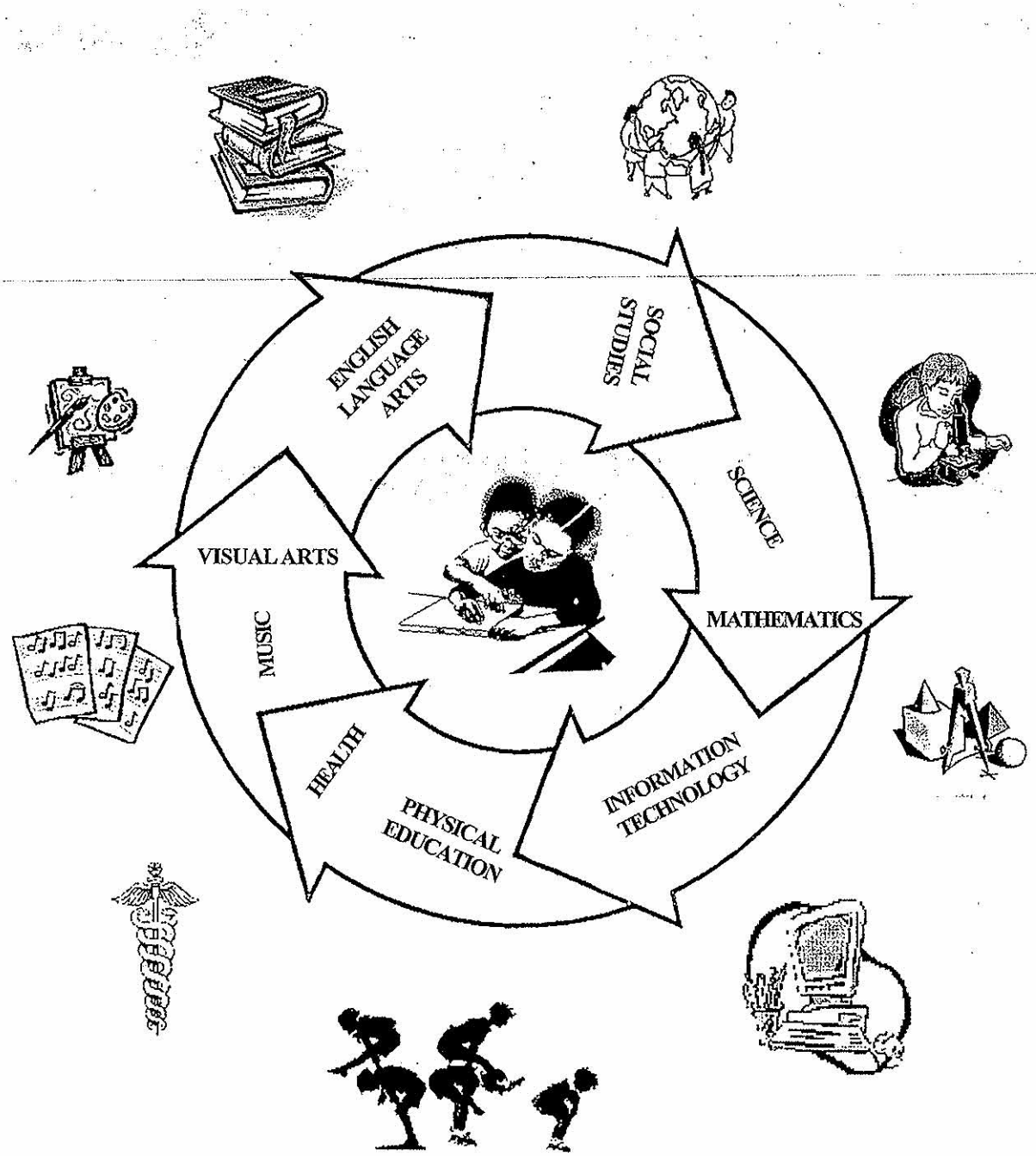
Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- understand that a print can be made by pressing an object with paint on paper (printing process)
- differentiate between many types of prints (potato, sponge, gadgets etc.)
- understand that shapes make patterns
- create simple patterns through repetition
- create variety in patterns using interesting shapes for printing (sticks/cloth/spoons)
- recognize that certain objects for printing create
  - varied line patterns
  - varied texture patterns
  - varied shape patterns
  - varied feelings (through movement)
- make pictures using different printing techniques

Content Detail:

- art safety - materials and tools
- art terminology
- printing techniques using tempera paints:
  - sponge printing using primary colours
  - patterns
  - overlapping
  - potato prints
  - warm colours/patterns and texture
  - leaf prints: (cool colours)
  - shapes
  - patterns (overlapping)
  - texture
  - line variations
  - hand prints
  - gadget printing (found objects)
  - textures
  - varied patterns
  - varied lines
  - varied shapes
- patterns and repetition
- colour/variety
- cleaning procedures
- local artists:
  - Chesley Trott
  - Sharon Wilson


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

Module Title: Painting	**Sequence Reference:** P1 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Recalls and uses colour names
- Identifies the correct way to use a paintbrush
- Differentiates between front and back
- Understands size change
- Two completed painting projects

Special Resources:

(materials, equipment & community involvement)

- art smocks
- suggested Masterworks for viewing:
  - 'Church Picnic' by Faith Ringgdd
  - 'Banjo Lesson' by Henry Tanners
  - works by Sharon Wilson
- paintbrushes
- watercolour paper
- paint trays
- tempera paints
- crayons (wax)
- finger paints
- corrugated cardboard
- sponges
- visit to local galleries
- local artist encounter
- VCR and TV monitor
- instructional video
- overhead projector

References - Teacher:

- Art Connections
- Art Express
- Art Express: Assessment Program

References - Student:

- Art Connections
- Art Express

Glossary:

- primary colours: red, yellow and blue. many other colours are made by mixing the primary colours
- warm colours: colours that seem warm, such as red and yellow etc.
- horizon line: the place in a picture where land or water and sky meet
- unity: parts of an artwork working together

Module Title: Painting	**Sequence Reference:** P1 VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discussions on: - classroom safety and proper use of art tools - primary colours • demonstrations on colour mixing: - proper technique for using a paintbrush - finger painting - splatt painting - sponge painting - corrugated cardboard painting • quiz show using 20 questions on elements and principles of art and art terminology	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • quiz on: - art elements - art principles - relevance techniques • oral quiz (30 seconds) • sharing ideas with a group or partner • critiques (group)

VISUAL ARTS

Module Title: Painting

Sequence Reference: P1 VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1, 4.4 Aesthetic Judgement

Content Focus:

- Painting
- Drawing

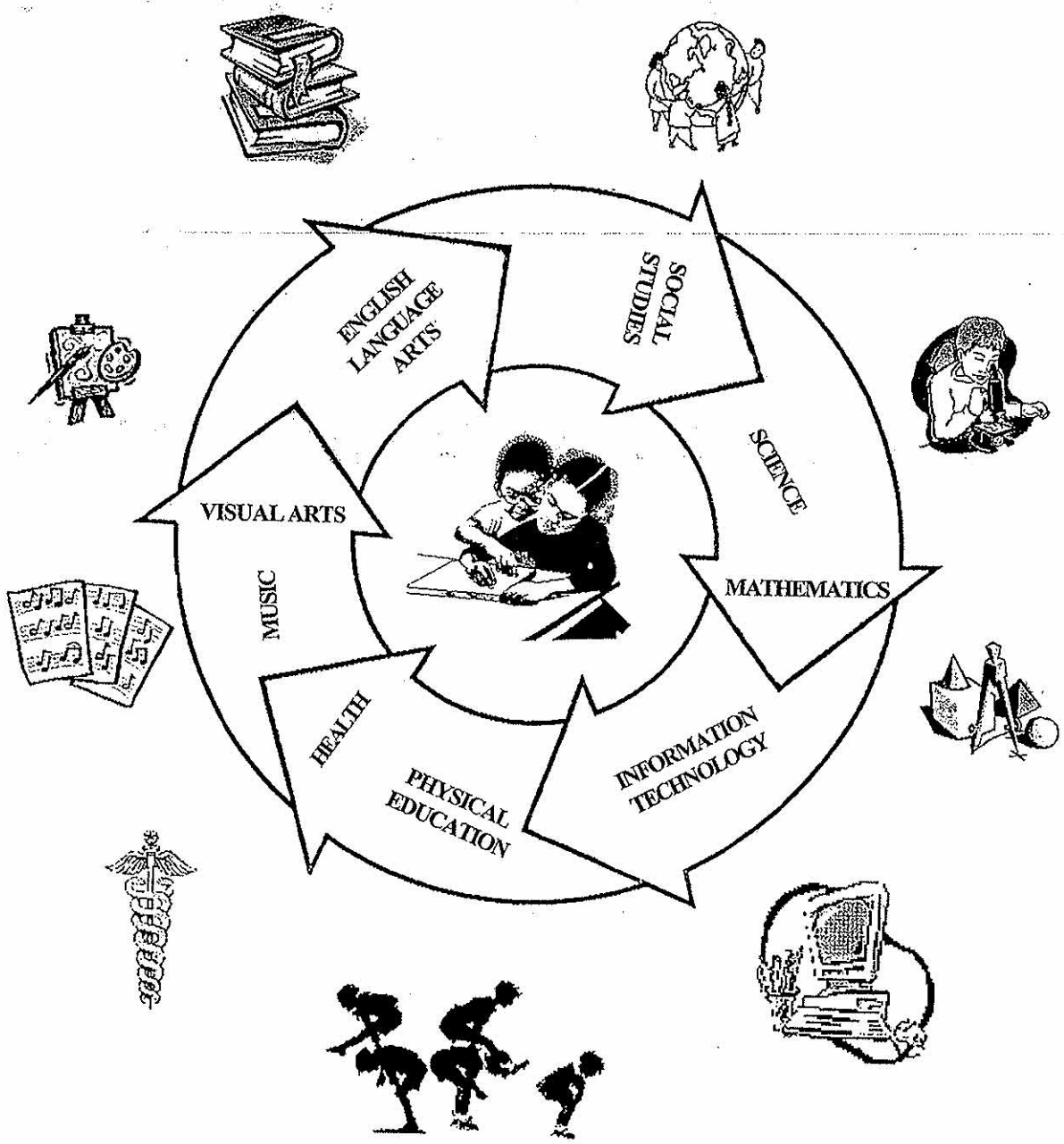
Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for art materials and tools
- demonstrate the proper techniques for using a paintbrush
- colour:
  - know primary colours
  - mix primary colours (two) to get secondary colours
  - differentiate between warm and cool colours
- value:
  - identify colours and patterns in their environment
  - recognize unity in colourful patterns in natural and man-made objects
- balance:
  - recognize balance and the relationship of balance in art and self
- history/culture:
  - recognize appreciation for environments in landscape paintings
  - recognize that different colours create mood (local artist)
- line:
  - understand that different brush strokes create variety in lines
- texture:
  - recognize that different art tools create different types of line/textures

Content Detail:

- art safety - rules, tools and materials
- primary colours (red, yellow, blue)
- colour mixing (primary colours)
- proper holding techniques
- colours and patterns:
  - overlapping (front/behind), lines, shapes, size, unity
- types of paintings:
  - doodle design (warm colours)
  - line variations with paintbrush
  - finger painting.
  - crayon resist (flowers)
  - splatt designs
  - corrugated paper painting (texture)
- viewing paintings
- art terminology
- artists and colour:
  - Master artists
  - Bermuda's artists


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

Module Title: Drawing	**Sequence Reference:** P1 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Identifies and names the five basic lines in a piece of artwork
- Name design (line variations)
- Differentiate between shapes made with straight lines and curved lines within a picture

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- VCR and TV monitor
- local artist
- instructional video tapes (art elements and principles)
- museum visits/local artist, art galleries

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- line: a mark that connects two places. a line can be straight, curved, thick or thin
- vertical: straight up and down lines
- horizontal: straight across from side to side
- curved: lines that are not straight. lines that change direction slowly ( )
- wavy: lines that are not straight ( )
- zigzag: lines that move up and down. diagonal lines that connect. ( )
- shape: a flat space that is closed by a line. circle and squares are shapes

Module Title: Drawing	**Sequence Reference:** P1 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• name and demonstrate the difference between the five basic lines • draw to music (without lyrics) • think, pair and share activities • artist encounter - interview	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz: - art elements - art principles • art vocabulary: - Vincent Van Gogh • completed drawing projects

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P1 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1, 4.2, 4.4 Aesthetic Judgement

Content Focus:

- Drawing

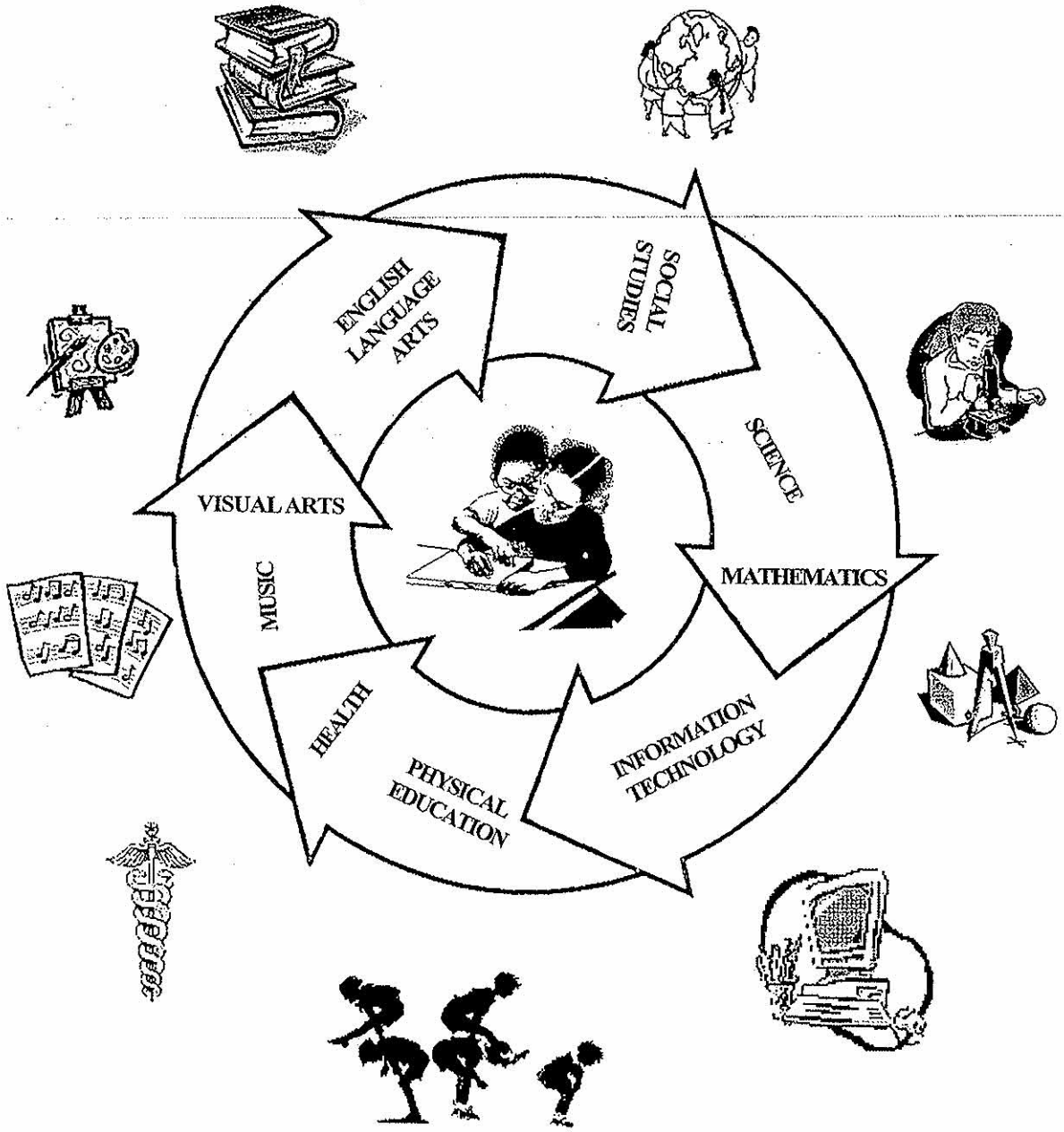
Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- line:
  - create lines using a variety of art tools (pencils, crayons, markers, paint brush etc.)
  - identify types of lines found in the environment
  - analyze how artists use line in artwork
- shape:
  - identify geometric shapes
  - differentiate between shapes made with straight lines and curved lines
  - create a picture using geometric shapes
  - discuss how different types of lines make a picture look different
- identify a Bermudian artist and his/her work
- draw a variety of facial moods and expressions

Content Detail:

- classroom safety
- art elements
- art principles
- line: vertical, horizontal, curved and straight.
- line variations: thick, thin, wavy, sharp, short, long, soft and hard.
- lines and geometric shapes
- drawing tools (materials)
- art terminology
- drawing pictures of:
  - flowers
  - plants
  - line variations, drawings
- Bermudian artist
- Van Gogh
- problem solving/critical thinking
- artist encounter
- clean up
- aesthetic judgement


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

PRIMARY SCHOOL

check one: PS ☐ P1 ☒ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x		x	x
		1.2	Relationships	x	x	x		x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique	x	x	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	x	x	
		2.2	Categorization	x	x	x	x		x
		2.3	Analysis	x	x			x	x
		2.4	Interrelations	x					x
		2.5	Connections	x					
3	Creativity and Composition	3.1	Composition	x	x	x	x	x	x
		3.2	Creation	x	x	x		x	x
		3.3	Display	x	x	x		x	x
4	Aesthetic Judgement	4.1	Analysis	x	x	x	x	x	x
		4.2	Self-Assessment	x	x	x	x	x	x
		4.3	Appreciation		x		x	x	x
		4.4	Evaluation	x	x	x			
CONTENT STRUCTURE			Drawing	x	x	x			
			Painting		x	x	x	x	
			Printing			x			
			Craft				x		
			Sculpture				x	x	
			Photography						x
			MODULE	A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Paintng
C - Printing
D - Craft
E - Sculpture
F - Photography & video

E. Sculpture 6
- safety
- terminology
- art elements
- types of sculptures
- assemblage techniques

F. Photography and Video 4
- still pictures
- photographs and photographer
- art criticism

E. Sculpture 6
- sculpture and form
- sculpture patterns
- history of sculpture
- assemblage techniques
- Bermudian sculpture
- international sculptor
- critique

F. Photography and Video..... 4
- technique
- photography and photographer
- on line museum visit
- picture framing
- still and moving pictures
- composition

E. Sculpture 6
- safety
- types of sculpture
- formal balance
- colour variety
- terminology

F. Photography and Video 4
- safety
- types of camera
- camera techniques
- value and contrast
- picture framing
- pinhole camera
- flipbook

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection (Teacher's Edition). McGraw-Hill, 2000

PHASE A OUTLINE

P1
Module Titles A - F

A. Drawing 6
- classroom safety
- art elements
- art principles
- line variations
- Bermudian artist
- Vincent Van Gogh
- art terminology

B. Painting 6
- art safety
- finger painting
- sponge painting
- art terminology

C. Printing 6
- art safety
- terminology
- printing techniques
- patterns and repetition
- colour variety
- local artists

D. Craft 6
- art safety
- terminology
- craft projects
- cards
- masks
- faces, etc

P2
Modules Titles A - F

A. Drawing 6
- art safety
- types of line
- line variations
- line and shape
- art terminology
- drawing found objects
- aesthetic judgement

B. Painting 6
- primary colours
- colour mixing
- value
- painting techniques
- secondary colours
- warm cool, dark and light colours
- terminology

C. Printing 6
- printing tools
- types of prints
- printing techniques
- clean up procedures
- Bermudian artists

D. Craft 6
- types of crafts
- materials and tools
- history of crafts
- self and group critiques

P3
Modules Titles A - F

A. Drawing 6
- art safety
- types of lines
- line variation
- geometric/abstract shapes
- abstract design
- line and space
- art terminology
- aesthetic judgment

B. Painting 6
- art safety
- colour review
- mixing colours
- colour unity
- positive and negative space
- 2D and 3D works
- artists and their works

C. Printing 6
- art safety
- painting techniques
- types of prints
- formed object prints
- art terminology

D. Craft 6
- types of safety
- texture/balance
- colour variety
- terminology

PRIMARY SCHOOL
PHASE A OVERVIEW

Subject Title: Visual Arts

Subject Code: P1 VR

Time Allotted: 45 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY ONE (P1) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Answer oral questions on Vincent Van Gogh, art elements, art principles - Participate in discussions - Know five basic lines - View art works	**40%**
• **Product Assessment** - Create one picture using geometric shapes - One time variations drawing - draw five basic lines - One sculpture - One print - One painting - One craft	**60%**
• **Written Assessment**	**N/A**
Total	**100%**

Visual Arts - P1
Level Code: P1 VR

MINISTRY OF EDUCATION
Bermuda
2001

Module Title: Photography And Video	**Sequence Reference:** PS VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Class participation in discussions, questions and answers, observations

Special Resources:

(materials, equipment & community involvement)

- camera
- VCR recorder
- television
- photographs
- video camera

References – Teacher:

- Art Connections

References – Student:

- Art Connections

Glossary:

- photography: pictures taken with a camera
- images: the things you see in an artwork
- center of interest: an area of an artwork that the viewer immediately looks at first
- point of view: the position from which the viewer looks at an object
- portrait: a picture of a person
- refer to text

Module Title: Photography And Video	**Sequence Reference:** PS VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • displays • discussions • field trips • question and answer • art exhibits • viewing	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz • picture compositions • discussion of video and photographic images

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: PS VR-F

	PHASE A			PHASE B		
PS	P1	P2	P3	P4	P5	P6
☒	☐	☐	☐	☐	☐	☐

Time allotted:

Subgoal Emphasis:

- 1.2 - 1.5 Technique and Skill
- 2.3, 2.4 History and Culture
- 3.1 - 3.3 Creativity Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgment

Content Focus:

- Photography and Video
- Drawing
- Painting

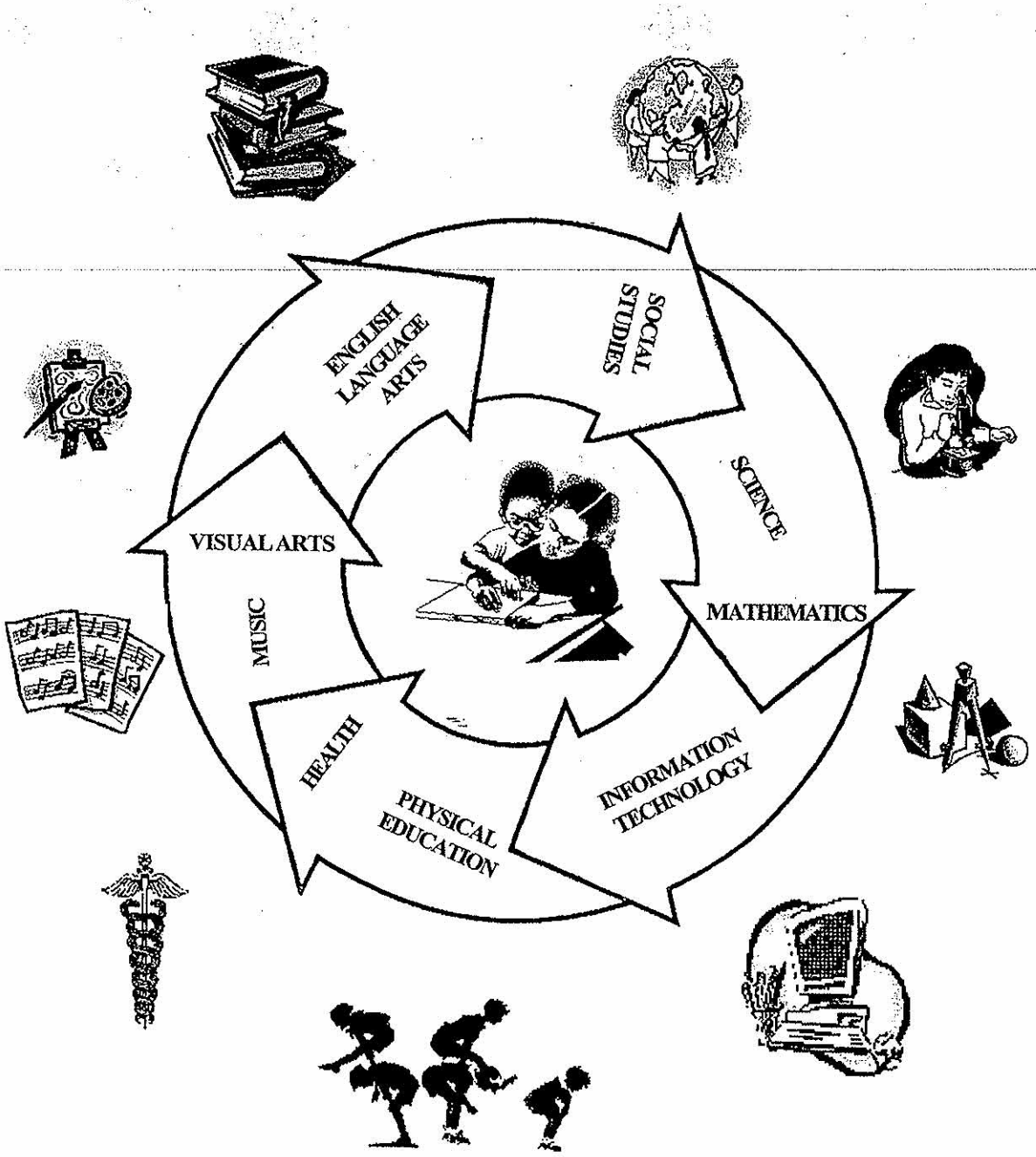
Curriculum Objectives:

At the end of this module, students will:

- understand the function of a camera
- distinguish between a photograph, a painting and a drawing
- explain picture composition

Content Detail:

- photography functions
- viewing
- picture taking
- painted images
- drawn images
- art terminology
- aesthetic judgement


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

Module Title: Sculpture	**Sequence Reference:** PS VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Identifies differences between sculpture and painting
- Creation of a 3D form
- Creates a drama about the sculpture

Special Resources:

(materials, equipment & community involvement)

- art smocks
- clay
- play dough
- recyclables
- paper
- wood
- foam
- card
- magazines
- found objects

References – Teacher:

- Art Connections
- Art Express

References – Student:

- Art Connections
- Art Express

Glossary:

- sculpture: an artwork that can be viewed from all sides
- three dimensional (3D Form): something that can be measured by height, width and depth
- refer to text

Module Title: Sculpture	**Sequence Reference:** PS VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • teacher discussions • displays • teacher and student discussions • students' experiments • task relevant field trips • lecture • student recall • question and answer • story-telling • drama	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • observations - observe finished product - observe students use of materials - observe sequence of execution of an item • informal discussion • listen to discussion between students pertaining to task • student retell • story-telling

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: PS VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☒	☐	☐	☐	☐	☐	☐

Time allotted:

Subgoal Emphasis:

- 1.2 - 1.4 Technique and Skill
- 2.1, 2.2, 2.5 History and Culture
- 3.2 Creativity, Composition and Exhibition
- 4.2, 4.3 Aesthetic Judgement

Content Focus:

- Sculpture
- Painting

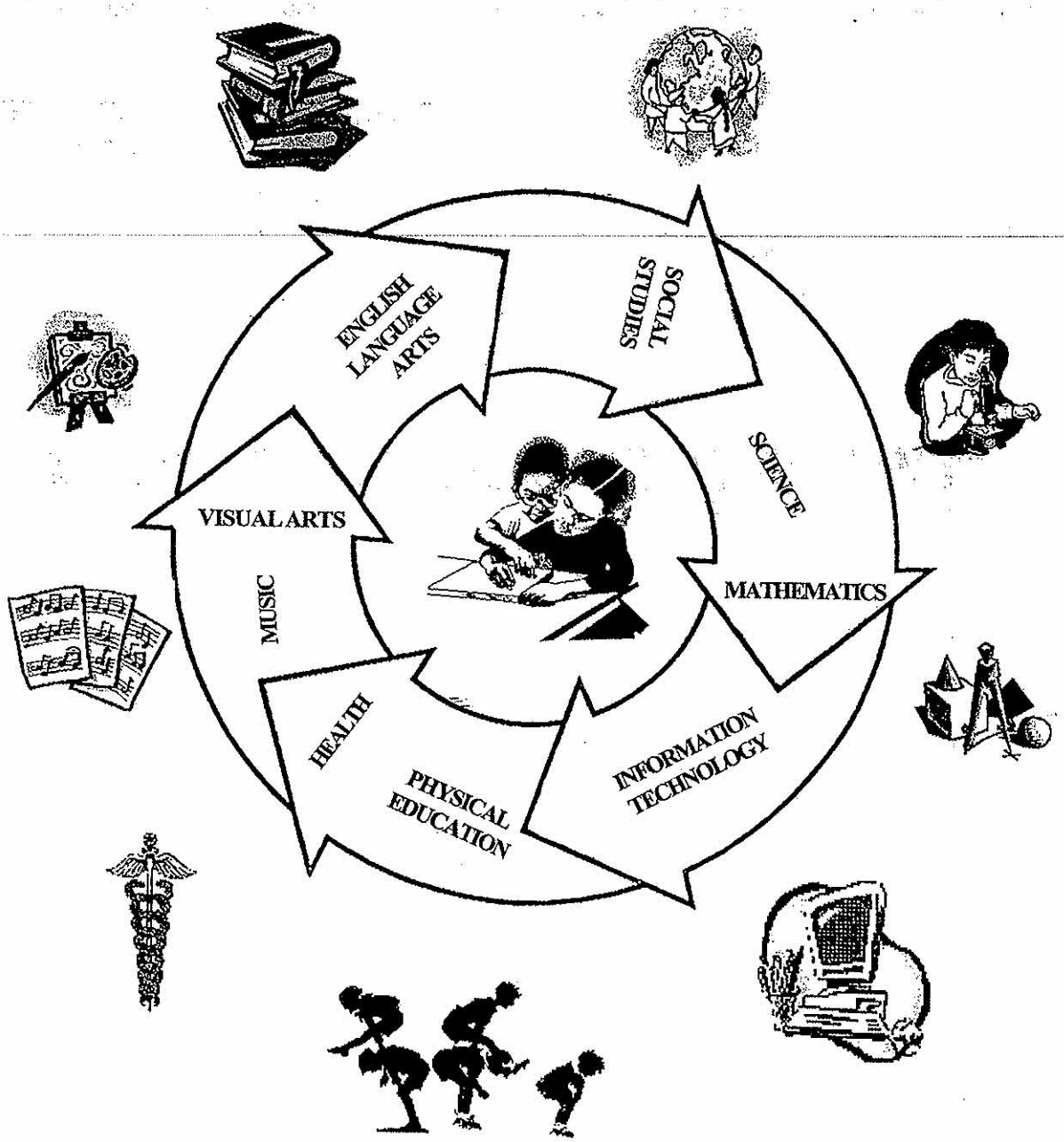
Curriculum Objectives:

At the end of this module, students will:

- know the difference between a painting and a sculpture
- create sculptures using various materials, e.g. play dough, paper, cardboard, found objects
- create three dimensional forms
- explain how to create a sculpture
- create a drama about sculpture
- recognize that people in many places and cultures have made art throughout history
- express feeling about own artwork and the work of others
- wear appropriate clothing while creating sculptures

Content Detail:

- manipulating materials
- shapes
- clay/play dough sculptures
- tools to manipulate clay/play dough etc.
- background and relief
- creation of 3-D forms: paper, cardboard, play dough
- found objects
- painting
- sculpture stories/history
- sculpture drama
- expressionism
- found objects


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

Module Title: Craft	Sequence Reference: PS VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Identifies differences between paper, card and tin
- Class participation
- Discussions

Special Resources:

(materials, equipment & community involvement)

- paper
- card
- scissors
- glue
- string
- computer
- found objects
- video
- visit to parks
- thread
- plastic
- tin
- art smocks
- magazines
- paint
- brushes
- VCR/TV
- field trips

References – Teacher:

- Art Connections
- Art Express

References – Student:

- Art Connections
- Art Express

Glossary:

- craft: things made with a variety of different materials
- collage: bits and pieces of things glued to paper
- refer to text

Module Title: Craft	**Sequence Reference:** PS VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• explains the purpose of scissors and other materials and tools • demonstrates how to use scissors • discusses scissor paper cutting techniques with students • encourages student feedback • discussions • field trips • think, pair, share activities • encourage parents/students to bring in crafts from their ancestors • use tearing activities to promote muscular development	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • informal quizzes to identify parts of scissors and other materials and tools • examine qualities of a good collage • ask questions concerning shapes and patterns • class participation • respect for art ancestry

VISUAL ARTS

Module Title: Craft

Sequence Reference: PS VR-D

	PHASE A				PHASE B		
	PS	P1	P2	P3	P4	P5	P6
Time allotted:	☒	☐	☐	☐	☐	☐	☐

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.3, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1, 4.3, 4.4 Aesthetic Judgement

Content Focus:

- Crafts
- Drawing
- Painting
- Sculpture

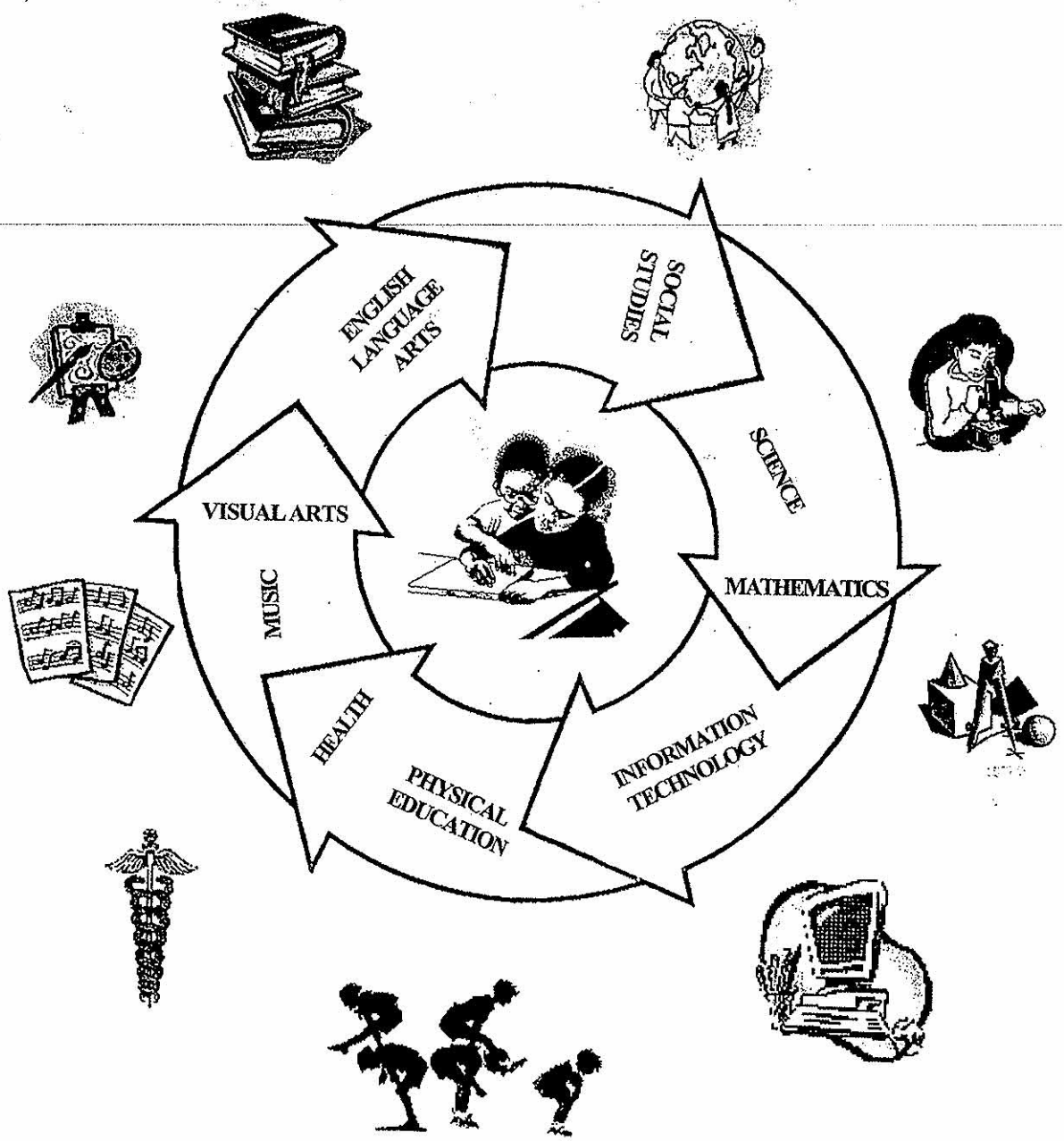
Curriculum Objectives:

At the end of this module, students will:

- use scissors safely to create crafts
- use paper, card and discovered objects to create crafts
- use glue effectively to create crafts
- create objects using recyclable paper, plastic and tin
- design various material collages
- understand the specific functions of string, thread, glue, scissors
- experiment with shape, pattern and design
- integrate drawing, painting and craft
- understand the qualities of a collage
- appreciate computer images of various crafts
- appreciate crafts from varied ancestries
- appreciate the value of found objects in creating art
- improve manual dexterity

Content Detail:

- safety
- simple craft tools
- assemblage
- free hand cutting of newspaper and card
- traced lines on paper/card
- shapes/ forms
- glue to paper/card
- coloured paper collage
- pictured scene, collage faces
- painted collages
- mobiles
- found objects
- 3D forms
- art terminology
- crafts of student ancestry
- weaving


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

Module Title: Printing	**Sequence Reference:** PS VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Handles tools correctly
- Differentiates between printing and other techniques e.g. painting
- Knows various printing techniques
- Demonstrates proper printing techniques
- Completes one print with ink, linoleum or potato, etc.

Special Resources:

(materials, equipment & community involvement)

- brayers
- carving tools
- printing ink
- linoleum
- potatoes
- natural materials
- art smocks
- string
- printing paper
- exhibitions
- prints/paintings
- print artist
- CD player and tapes

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- print making: the art of using a printing plate or stamp to create one or a series of multiple originals called prints
- refer to text

Module Title: Printing	**Sequence Reference:** PS VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• demonstrations • discussions • visual displays • field trips (relevant) • student experimentation • repetition and reinforcement • think, pair, share activities • print to music (without lyrics)	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz • informed discussions • creation of products • visual observation • student to student discussion, while teacher listens • note how tools are handled and cared for • individual explanation by student to teacher of each technique used

VISUAL ARTS

Module Title: Printing

Sequence Reference: PS VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☒	☐	☐	☐	☐	☐	☐

Time allotted:

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.3 Aesthetic Judgement

Content Focus:

- Printing
- Drawing
- Painting

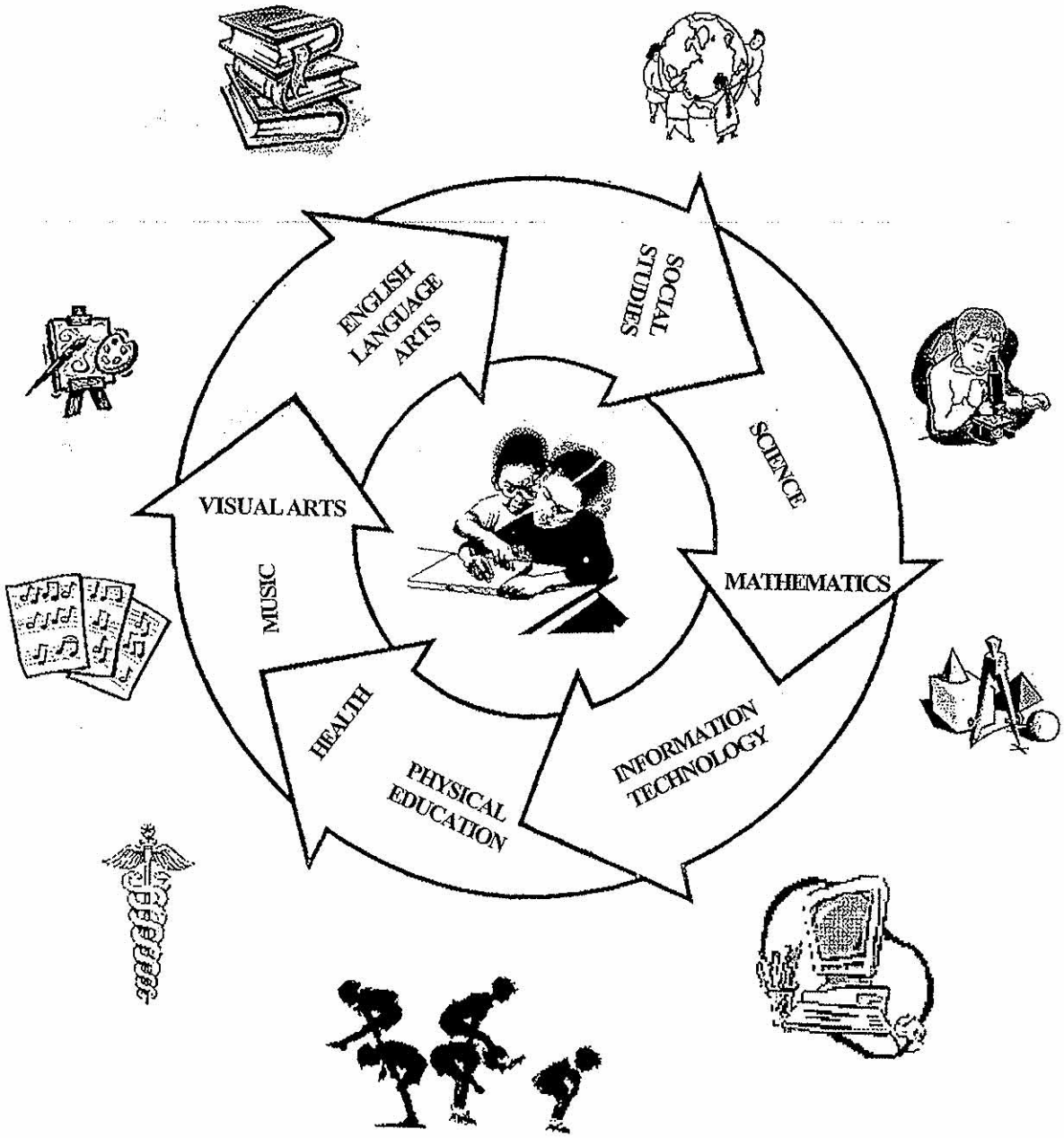
Curriculum Objectives:

At the end of this module, students will:

- demonstrate correct use of printing tools
- create prints using various materials
- demonstrate awareness of printing and other techniques e.g. painting, drawing etc.
- realize possibilities for materials and colours
- demonstrate awareness of the levels of the surface to be printed e.g. raised areas only
- identify the difference between painting, printing
- use objects from nature as printing material e.g. leaves
- print both sides of a single object
- create prints from rubbing, carving, rolling, offsetting, masking
- combine simple techniques with simple themes to create printed images
- wear appropriate clothing while printing

Content Detail:

- brayers
- printing tools
- textures (various)
- surface levels
- types of prints – potatoes, leaves, linoleum
- paintings
- drawings
- painting techniques, rubbing, rolling, marking
- artwork exhibition
- printing with music
- art terminology


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

Module Title: Painting	**Sequence Reference:** PS VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Recalls and uses colour names
- Handles tools correctly
- Explains line differences according to tools used
- Awareness of relationship between colours and colour mixing
- Completes one finger and one sponge painting

Special Resources:

(materials, equipment & community involvement)

- art smocks
- paint
- brushes
- various types of paper
- pallets
- water containers
- vegetables
- CD player and tapes
- visit galleries
- colouring books
- outdoor field trips
- various paintings
- sponges
- suggested masterworks for children's viewing
  - 'Snap the Whip' by Winslow Homer
  - 'Snow Queen' by Lee Bennion
  - 'Boy with a Bean" by James T. Harwood

References – Teacher:

- Art Connections
- Art Express

References – Student:

- Art Connections
- Art Express

Glossary:

- refer to text

Module Title: Painting	**Sequence Reference:** PS VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discussions • question and answer • demonstrations • displays • field trips • experimentation • think pair share activities • story-telling • viewing paintings • paint to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • lesson relevance techniques • completed projects • observation • discussion about viewed paintings • participation in story-telling, discussion

Module Title: Printing	**Sequence Reference:** P1 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discussions: - art safety - materials and tools - terminology - printing techniques - clean up procedure - Bermudian artists • demonstrations: - covering printing surface - preparing surface	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quizzes • sharing ideas with a partner or group • teacher observations of students working on art project • questioning for prior knowledge

Module Title: Printing	**Sequence Reference:** P1 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Differentiates between different types of prints
- Shows an understanding of the printing process (technique)
- Can explain what a print is
- One completed printing project

Special Resources:
(materials, equipment & community involvement)

- various papers for printing
- dollars
- barren
- brayers
- tempera paints
- sponges
- VCR/TV monitor
- overhead projector
- instructional video (P1)
- visit local art galleries
- visit local artist
- dry racks

References - Teacher:

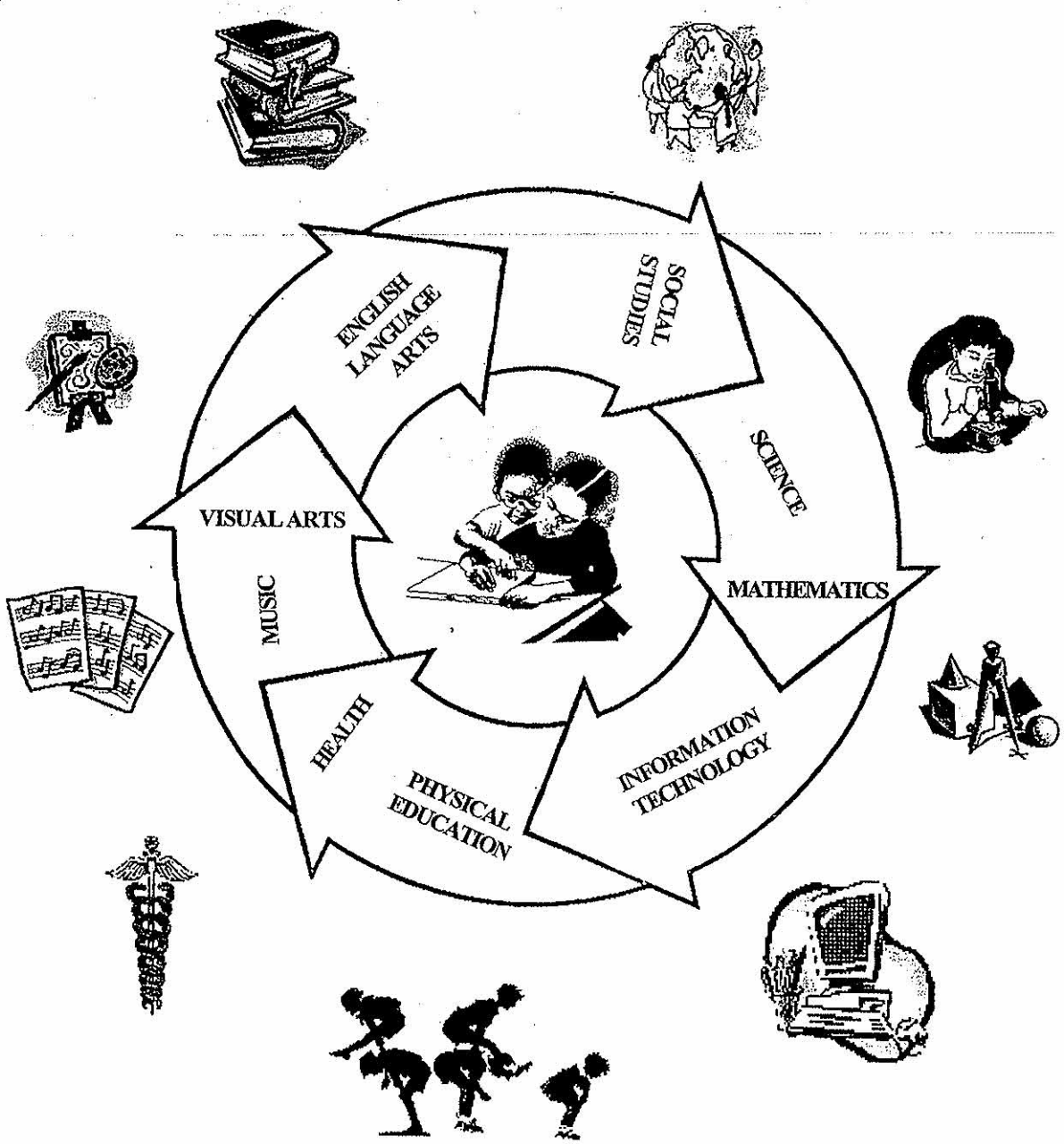
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- printing: an artwork made with a stencil or pressed paint on paper with an object
- sponge: a natural product used to absorb water
- gadgets: are odds and ends used for printing (nails, stones, spoons, sponges etc.)
- patterns: repeating lines, colour or shapes
- variety: the use of different line shapes, colour, and texture to make a work of art interesting
- shapes: a flat two-dimensional area. shapes and measured by length and width
- repetition: repetition of lines, colours or textures
- textures: the way the surface of an object feels or looks as if it would feel
- warm colours: spectral colours that give a feeling of warmth, yellow, orange, and red are warm colours
- overlapping: when one object covers part of a second object


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P1 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 12 weeks

Subgoal Emphasis:

- 1.3, 1.4, 1.5 Technique and Skill
- 2.1, 2.2 History and Culture
- 3.1 Creativity, Composition and Exhibition
- 4.1, 4.2, 4.3 Aesthetic Judgement

Content Focus:

- Craft
- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- understand safety rules and procedures
- demonstrate gluing, pasting and cutting skills
- use varied materials to create interesting crafts:
  - shape cards, soft sculptures, paper mosaic objects
  - beads - necklace
- demonstrate making cards of varied shapes and sizes
- demonstrate printing process in card making
- use proper technique for holding and cutting with scissors
- understand paper mosaic technique

Content Detail:

- art safety - materials and tools
- discuss and demonstrate varied craft techniques
- art terminology
- cards:
  - shape cards (cars, trees etc.)
  - pull-out cards
- print cards: using the basic printing technique (leaves, gadgets)etc.
- soft sculpture: stuffed sea creatures.
- paper mosaic: flowers and vase (using paper balls - tissue paper).
- masks and faces:
  - cardboard, paper plates, paper bags
  - additives (hair, eyebrows etc.)
- artist's use of varied materials for crafts
- paper weaving
- picture frames:
  - craft sticks
- paper hats/found objects
- necklace - beads (jewellery)

Module Title: Craft	Sequence Reference: P1 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussions: - art safety - materials and skills - art terminology • teacher led demonstrations on the following craft techniques: - shape cards - print card - collage card - mosaic card - soft sculpture technique - paper mosaic tile technique - proper cutting, pasting and gluing techniques - basic geometric shapes used in craft making - proper holding or scissors • create to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz • share ideas with partner or group • 4 sentence written critique of own work • write a two sentence poem about any craft studied (put to music)

Module Title: Craft	**Sequence Reference:** P1 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Oral presentation of craft project
- Demonstrates proper gluing, cutting and pasting and paper weaving techniques
- Use basic geometric shapes to create craft objects
- Two completed craft projects

Special Resources:

(materials, equipment & community involvement)

- craft sticks
- paper mosaic tiles
- poster board
- paper bags
- paper plates
- visit local art galleries
- visit by local artist
- VCR/TV monitor
- beads
- sponges (printing)
- tempera paints
- paint brushes
- glue
- scissors
- painting trays
- art smock

References - Teacher:

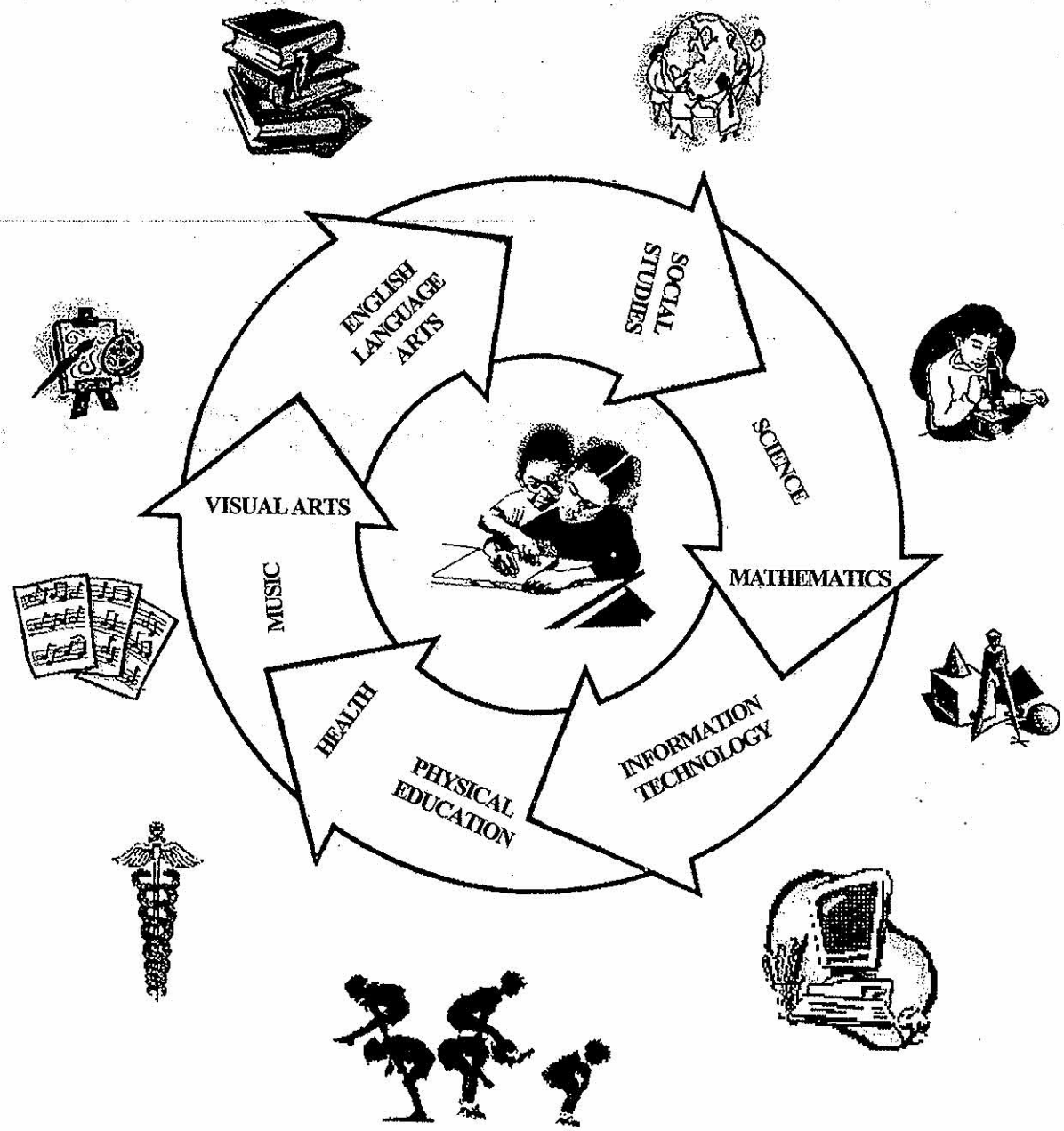
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- craft: things that are made with a variety of different materials
- overlap: when one thing is put over another
- cards: rectangular piece of paper or paperboard
- weaving: putting threads or strips of paper or cloth over and under one another
- tile: a slab of baked clay
- gluing: pasting things together
- frame: is like an outline, the edge of a shape
- shape: a flat space that is closed by a line. circles and squares are shapes


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P1 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 12 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Sculpture
- Painting

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- define sculpture as having a front, sides and back
- identify basic shapes found in sculptures (square, rectangle etc.)
- make soft sculptures based on observation of flowers and butterflies, etc.
- make found object sculpture using recycled materials (cans, plastic bottles and egg cartons) etc.
- make paper plate sculptures

Content Detail:

- art safety – materials and tools
- art terminology
  - front, side, bottom, space (takes up)
- basic shapes found in sculpture:
  - circle, square, rectangle, triangle
- art elements in sculpture:
  - shape (free form/geometric), space (positive/negative)
  - form, texture
- paper plate sculpture
- soft sculptures: (paper)
  - flowers, butterflies, sun, toys, faces, fish
- found object sculpture
- assemblage techniques

Module Title: Sculpture	**Sequence Reference:** P1 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussion on: - art safety – materials and tools - safety rules and procedures - soft sculptures - paper plate sculpture - found object sculpture • demonstrations on how sculptures take up space - assemblage techniques - soft sculpture - paper plate sculpture - found objects • work in pairs to present basic shapes found in sculptures • visuals/examples of sculptures • visit the museum of Fine Art, Houston, on line http://www.Mfah.org/	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz (30 seconds) • teacher observations of: - 2 completed sculpture projects - 4 sentence written critique of own work

Module Title: Sculpture	**Sequence Reference:** P1 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Two completed sculpture projects
- Four sentence written critique of own work

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- VCR/TV monitor
- visits to local art galleries
- visits by local artist
- poster board etc.
- paper plates

References - Teacher:

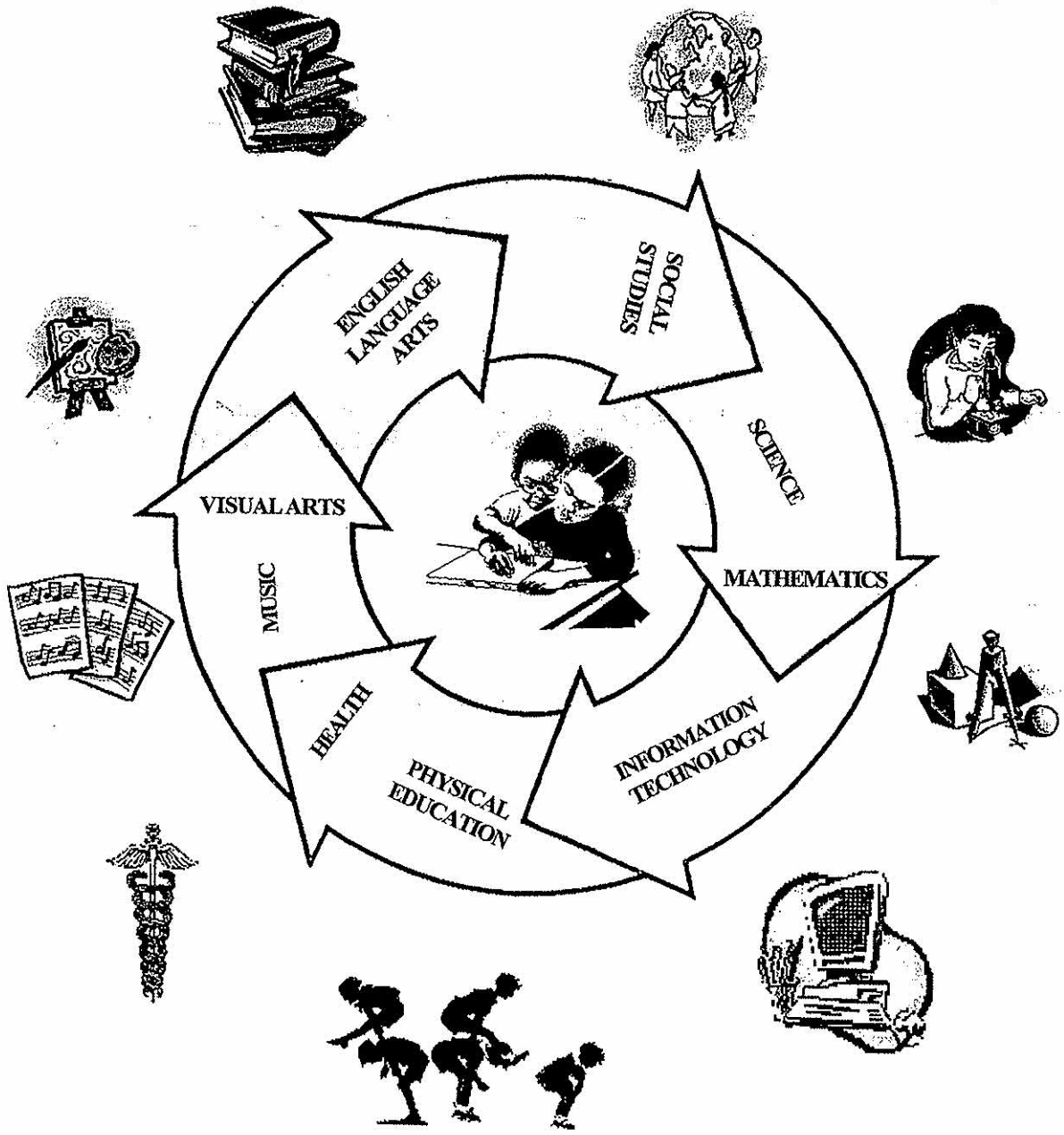
- Art Connections
- Art Express
- Art Express. Assessment Program

References - Student:

- Art Connections
- Art Express

Glossary:

- Sculpture: – an artwork that can be looked at from all sides
- Front: – situated at the front
- Side: - the outer portion of a thing considered as facing in a particular direction
- Back: – behind or at the back
- Space: – the distance between things
- Shape: – a flat space that is closed by a line. circles and square are shapes
- Form: – something you can see from all sides
- Texture: – the way something feels or looks like it feels
- Square - □ a two-dimensional geometric shape
- Rectangle ▭ a two-dimensional geometric shape
- Triangle - △ a two-dimensional shape geometric shape
- Circle - ◯ a two-dimensional, geometric shape
- Spiral (curved lines) – lines that are not straight
- Found Objects – materials, such as trash, scraps of wood, or other junk, that people might use to create an artwork


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P1 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☒	☐	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.2 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgment

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- demonstrate proper holding technique for a camera
- differentiate between still and moveable pictures
- understand that photos create feelings or moods
- differentiate between a photograph and a painting
- interpret the mood in a photograph and video scene

Content Detail:

- art safety - materials and tools
- art terminology
- photographs and the photographer
- still pictures
- geometric and free form shapes
- problem solving/critical thinking
- art criticism
- dramatization

Module Title: Photography and Video	**Sequence Reference:** P1 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discussions on: - art safety - materials and tools - still and moveable pictures - photographs and paintings - proper holding technique for a camera - picture framing • teacher demonstrations of: - correct camera holding - correct use of tools - picture framing • visit the High Museum of Art on line at http://www.High.org	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz • shares ideas with a partner or group • role play the scene in a photograph • look and note geometric and free form shapes in the assembly hall and or classroom • write a 2 line poem about a scene from a video or photograph • interview a local photographer • deliver a 45 second speech on one art element, principle, still photo or video scene • teacher observations of students working on specific projects

Module Title: Photography and Video	**Sequence Reference:** P1 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Holds camera properly
- Identifies a photograph from a painting
- Differentiates between still and moveable pictures
- Differentiates between a standard and video camera
- Poem creation
- Forty five second speech

Special Resources:

(materials, equipment & community involvement)

- polaroid cameras
- VCR/TV monitors
- visits from local photographer
- visit to local gallery
- video movies
- photographs (Bermuda scenes)

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- photograph: a picture taken with a camera
- photographer: artist that takes pictures with a camera
- still: something that does not move
- moving: something that moves, shows motion
- film: used by photographer to take pictures with a camera
- camera: something that is used to take pictures

Visual Arts - P2
Level Code: P2 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE A OVERVIEW

Subject Title: Visual Arts **Subject Code:** P2 VR

Time Allotted: 45 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY TWO (P2) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Oral quiz on art elements, principles - Self and group critiques - Discussions - Impromptu speech	**30%**
• **Product Assessment** - 2 drawing projects - 2 craft projects - 2 printing projects - 1 photo demonstrating mood	**60%**
• **Written Assessment** - Show knowledge of 3 local artists - Art terminology: primary, secondary colours, complimentary colours, mono chromatic, etc.	**10%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection (Teacher's Edition). McGraw-Hill, 2000

PHASE A OUTLINE

P1
Module Titles A - F

A. Drawing 6
- classroom safety
- art elements
- art principles
- line variations
- Bermudian artist
- Vincent Van Gogh
- art terminology

B. Painting..... 6
- art safety
- finger painting
- sponge painting
- art terminology

C. Printing..... 6
- art safety
- terminology
- printing techniques
- patterns and repetition
- colour variety
- local artists

D. Craft..... 6
- art safety
- terminology
- craft projects
- cards
- masks
- faces, etc

P2
Modules Titles A - F

A. Drawing..... 6
- art safety
- types of line
- line variations
- line and shape
- art terminology
- drawing found objects
- aesthetic judgement

B. Painting 6
- primary colours
- colour mixing
- value
- painting techniques
- secondary colours
- warm cool, dark and light colours
- terminology

C. Printing 6
- printing tools
- types of prints
- printing techniques
- clean up procedures
- Bermudian artists

D. Craft 6
- types of crafts
- materials and tools
- history of crafts
- self and group critiques

P3
Modules Titles A - F

A. Drawing 6
- art safety
- types of lines
- line variation
- geometric/abstract shapes
- abstract design
- line and space
- art terminology
- aesthetic judgment

B. Painting 6
- art safety
- colour review
- mixing colours
- colour unity
- positive and negative space
- 2D and 3D works
- artists and their works

C. Printing 6
- art safety
- painting techniques
- types of prints
- formed object prints
- art terminology

D. Craft 6
- types of safety
- texture/balance
- colour variety
- terminology

E. Sculpture 6
- safety
- terminology
- art elements
- types of sculptures
- assemblage techniques

F. Photography and Video 4
- still pictures
- photographs and photographer
- art criticism

E. Sculpture 6
- sculpture and form
- sculpture patterns
- history of sculpture
- assemblage techniques
- Bermudian sculpture
- international sculptor
- critique

F. Photography and Video..... 4
- technique
- photography and photographer
- on line museum visit
- picture framing
- still and moving pictures
- composition

E. Sculpture 6
- safety
- types of sculpture
- formal balance
- colour variety
- terminology

F. Photography and Video 4
- safety
- types of camera
- camera techniques
- value and contrast
- picture framing
- pinhole camera
- flipbook

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

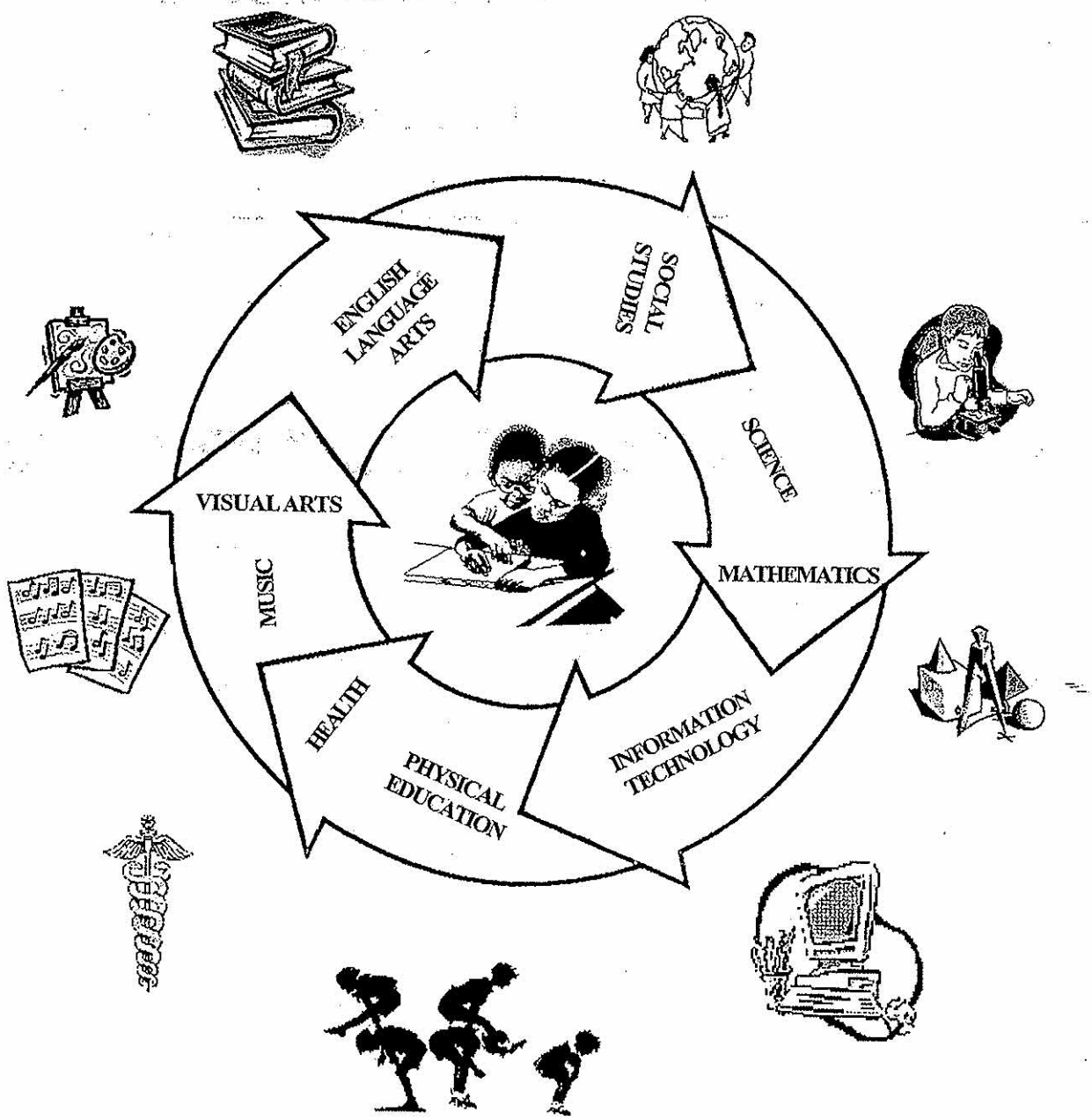
check one: PS ☐ P1 ☐ P2 ☒ P3 ☐ P4 ☐ P5 ☐ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x	x	x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique	x	x	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	x	x	x
		2.2	Categorization	x	x	x	x		x
		2.3	Analysis			x		x	x
		2.4	Interrelations	x	x		x		x
		2.5	Connections	x					x
3	Creativity and Composition	3.1	Composition	x	x	x	x	x	x
		3.2	Creation	x	x	x	x	x	x
		3.3	Display	x	x	x		x	x
4	Aesthetic Judgement	4.1	Analysis	x	x			x	x
		4.2	Self-Assessment	x	x			x	x
		4.3	Appreciation		x	x	x	x	x
		4.4	Evaluation			x	x		
CONTENT STRUCTURE		Drawing		x	x				
		Painting			x				
		Printing				x			
		Craft						x	
		Sculpture						x	
		Photography and Video							
		MODULE		A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P2 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☒	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1, 4.2 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- create lines using a variety of art materials and tools (pencils, markers, crayons, paintbrush and paper etc.)
- identify five types of lines
- understand that line is the main building block for a work of art
- recognize line qualities - (thick, thin, smooth etc.)
- demonstrate knowledge of line variations to show feelings and excitement
- use lines and basic geometric shapes to create interesting pictures
- recognize the effects and characteristics of different art tools
- continue to develop appropriate art vocabulary
- illustrate poems, stories, art terminology or rhymes
- understand the relationship between geometric math shapes and geometric art shapes

Content Detail:

- art safety - rules, tools and materials.
- types of lines - vertical, horizontal, diagonal, curved and zigzag lines.
- line variations: thick, thin, smooth rough, solid and broken
- expression through lines (calm, quiet and excited)
- line and shape:
  - geometric shapes
  - square, rectangles, circle and triangles
- art terminology
- drawing tools (pencils, crayons, markers, paintbrush and chalk)
- drawing with found objects
- crayon drawings - seascape
- basic shapes drawings:
  - line variations
  - overlapping etc.
- illustrations from poems, stories
- aesthetic judgement/art criticism

Module Title: Drawing	**Sequence Reference:** P2 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher lead discussions on: - classroom safety and proper use of art tools - the five types of lines in art - line variations and show examples of local artists' artwork - lines to create a mood within work of art • local artist visits - discuss lines and shapes within works of art • museum visit: history/culture • demonstrations • critiques • essays • drawing stimulated from poems and stories	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • questions on: - art elements - art principles - lesson relevance techniques - oral quiz (30 seconds) - complete 2 drawing projects - group critiques - self critique - demonstrations • teacher observations of: - students creating doodle designs using line variations - students using basic geometric shapes to create an interesting picture filling the background with lines

Module Title: Drawing	**Sequence Reference:** P2 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create a name design showing five types of lines inside the letters of the name
- Create a doodle design showing shapes and line movement
- Quiz on terminology, types of lines, line and shape, etc.

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- VCR and monitor
- local artist
- instructional video tapes
- museum visits

References - Teacher:

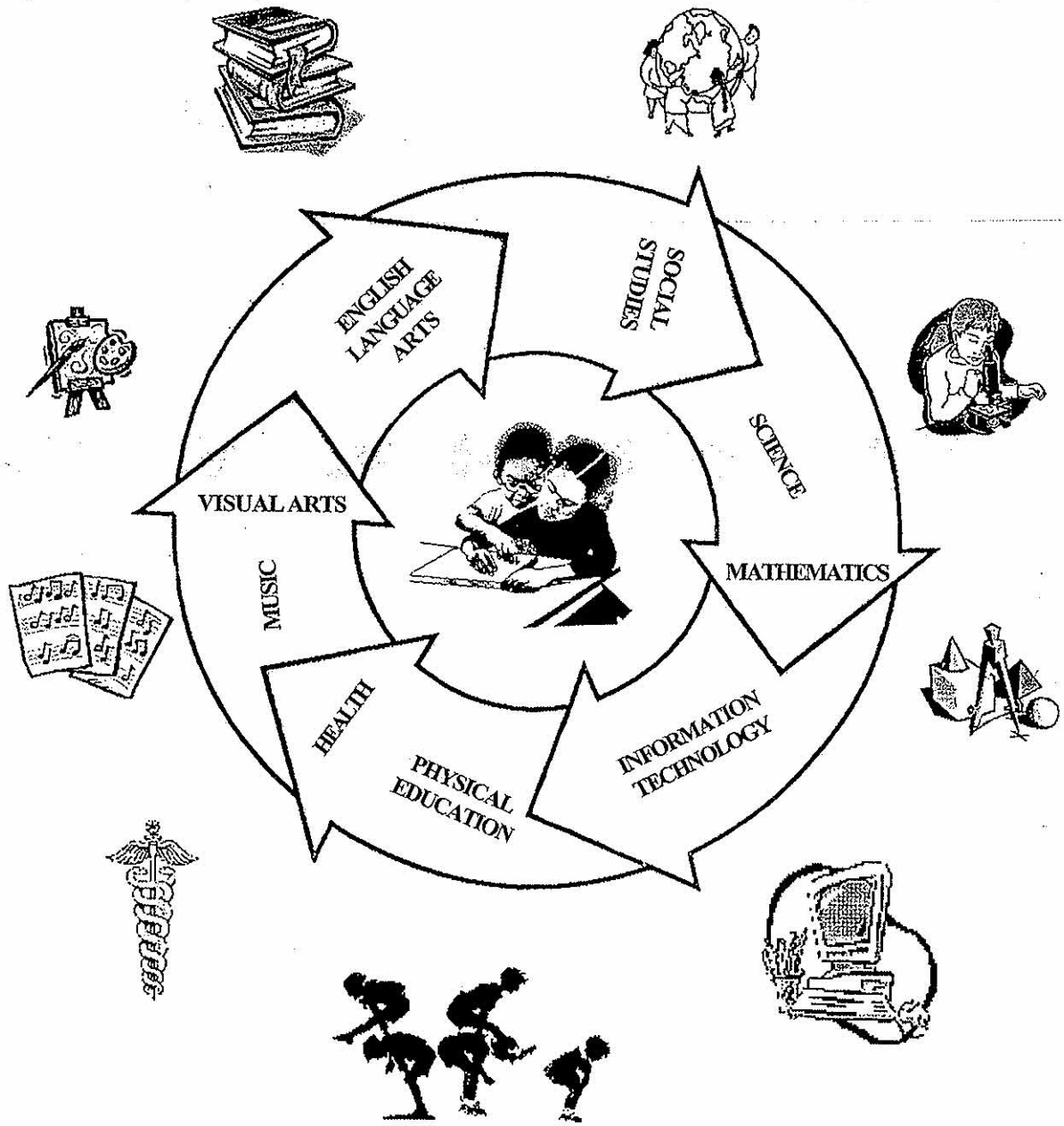
- Art Connections
- Art Connections Art Across the Curriculum
- Art Connections Overhead Transparencies
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- line: a mark that connects two places. a line can be straight, curved, thick or thin
- vertical: straight up and down lines
- horizontal: lines that are straight across from side to side
- diagonal: slanted lines
- curved: lines that are not straight. lines that bend and change directions slowly
- zigzag: diagonal lines that connect
- thick: lines that have thickness, or width
- thin: lines that are thin, or narrow
- smooth: something that is not rough or has an even surface
- rough: something that is not smooth, or has an uneven surface
- solid: something has thickness
- broken: broken lines (----)
- geometric shapes: a math shape, such as a circle, triangle, rectangle, or square
- curve: lines that bend and change direction slowly
- square: a two dimensional geometric shape (□)
- rectangle: a two dimensional geometric shape (▭)
- triangle: a two dimensional geometric shape (△)


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P2 VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☒	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4 History and Cultural
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Painting
- Drawing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for art, materials and tools
- name and identify the primary colours
- mix any two primary colours to get secondary colours
- name and identify secondary colours
- value:
  - differentiate between light and dark colours
  - differentiate between warm and cool colours
  - name and identify warm colours in works of art and their environments
  - name and identify cool colours in works of art and in the environment
  - demonstrate basic paintbrush techniques
  - know at least one or two local artists
  - name and discuss Bermudian artwork (painting)
  - recognize that art is made to meet personal and/ or societal needs
  - demonstrate respect for the artwork of others
  - create original pictures from observation and imagination

Content Detail:

- art safety - materials and tools
- primary colours (red, yellow, blue)
- colour mixing (mixing two primary colors gives a secondary colour)
- secondary colours (orange, green, violet)
- value:
  - black and white pictures
  - light values (white mixed to a colour) - tints
  - dark values (black mixed to a colour) - shades
  - warm colours
  - cool colours
  - paintbrush techniques (line variety)
- monochromatic design:
  - shades and tints, still life, front and back
- cool colour name design
- warm colour - landscape:
  - foreground, background
- painting techniques:
  - sponge painting
  - found objects painting
  - crayon resist (seascape)
  - string painting (block prints)
  - finger painting over crayon
  - primary colour splatt designs
  - brush painting (techniques)
  - tap, twist, roll, spilt
- complementary colour 2-D mask
- stuffed fish sculpture picture (relief)
- interpretative art
- local artists:
  - e.g. Chesley Trott, Sharon Wilson, Otto Trott, Diana Amos, Eric Amos, Joan Forbes, Birdsey
- art terminology

Module Title: Painting	**Sequence Reference:** P2 VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discussions about: - classroom safety and proper use of materials - colours on the colour wheel - primary colours - proper techniques for using a paintbrush - secondary colours • journal writing examples of all art projects (activities): - crayon resist - sponge and crayon - paintings - finger painting etc. • make up an art game using art vocabulary • visit Bermudian resident artists in studio or gallery: - Chesley Trott, Diana Amos, Otto Trott, Eric Amos, Sharon Wilson, Birdsey • paint to music (without lyrics) • demonstrations of: - colour mixing of primary colours to get secondary colours - paintbrush techniques • paint to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz (30 seconds) • 2 completed painting projects • think, pair, share activities • critiques • preparation for 45 second impromptu speech on any aspect of painting

Module Title: Painting	**Sequence Reference:** P2 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Two completed painting projects
- Delivery of a 45 second impromptus speech on any aspect of painting
- Draws a still life

Special Resources:

(materials, equipment & community involvement)

- art smocks
- paintbrushes
- watercolour paper
- painting trays
- tempera paints
- crayons
- finger paints
- visits from local artist
- visit art galleries
- VCR/TV monitor
- instructional video tapes on art (level 2)
- overhead projector

References - Teacher:

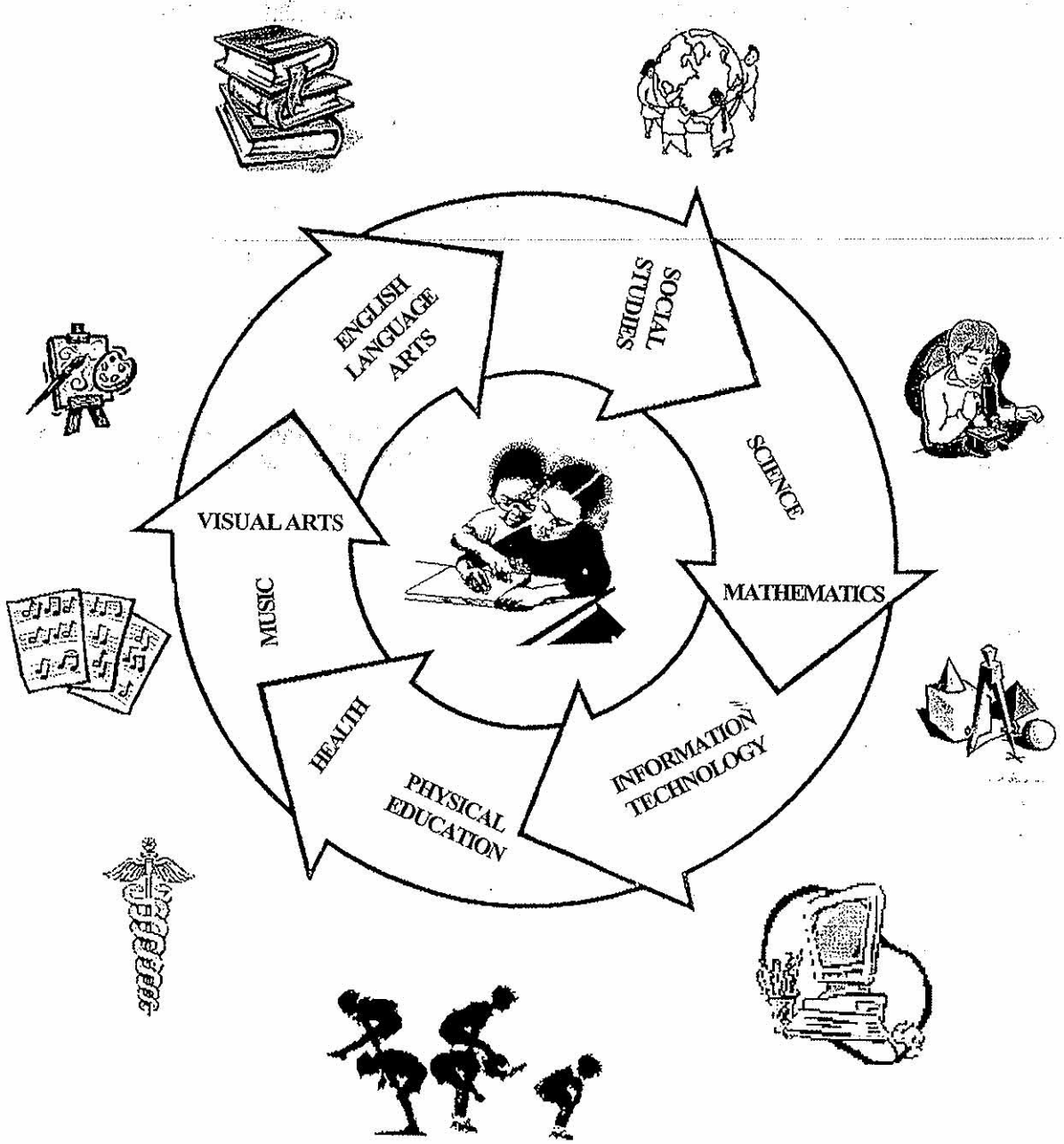
- Art Connections
- Art Connections – Overhead Transparencies
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- colour wheel: a chart that shows how colours can be mixed to make new colours
- primary colours: red, yellow and blue. many other colours are made by mixing the primary colours
- secondary colours: orange, green and violet. these colours are made from the primary colours
- warm colours: colours that seem warm, such as red and yellow etc.
- cool colours: colours such as green and blue, that seem cool
- paintbrush: a tool for applying (such as paint)
- monochromatic: a colour scheme using only one hue and its variations
- crayon resist: a type of picture in which wax crayon is used to cover certain areas of a surface that the artist does not want to be affected by paint (repels water, the paint will not cover the crayon)
- sculpture: an artwork that can be looked at from all sides
- complementary colours: colours that are considered opposites because they share no hue in common and contrast with each other
- value: the lightness or darkness of tones or colours (examples white and yellow have a light value, and black and purple have a dark value)
- shades: a variation of a hue created by adding varying amounts of black to that hue
- tints: a variation of a hue created by adding varying amounts of white to that hue
- still life: a drawing, painting, collage or artwork that shows an arrangement of non moving, nonliving objects (fruit, flowers, bottles, books etc.)
- background: parts of an artwork that are in the distance and appear behind the objects nearest to the viewer, in the foreground
- foreground: parts of an artwork that appear to be in front, nearest to the viewer


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P2 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☒	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.3, 4.4 Aesthetic Judgement

Content Focus:

- Printing

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- understand that a print can be made by pressing an object with paint on paper (printing process)
- differentiate between many different types of prints (potato, sponge, gadgets)
- understand that shapes and lines make patterns
- understand that simple patterns are created through repetition
- create a variety of patterns using interesting shapes for printing (sticks/cloth etc.)
- recognize how artists create interesting pictures using the printing process
- use proper cleaning techniques
- name Bermudian artists that use printing techniques
- identify a print work by a Bermudian artist

• Content Detail:

- art safety - materials and tools
- art terminology
- various printing techniques
- patterns/repetition
- picture making and the printing technique
- gadget printing (found objects):
  - thread spoons, bottle caps, hair curlers, spoons
  - forks etc.
- symmetrical prints - double design prints:
  - identical sides
- sponge prints.
- potato prints: (cut shapes)
- vegetable prints:
  - varied textures, varied lines, varied patterns
  - varied shapes (carrots, cabbage, turnips, etc.)
  - leaf prints (variety of leaves), monochromatic scheme
  - varied lines, shapes, patterns, textures
- flower prints
- use of certain printing tools (roller, brayer etc.)
- clean-up procedures
- Bermudian artists

Module Title: Printing	**Sequence Reference:** P2 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussions on: - safety - materials and tools - art terminology - types of printing - placements of prints - clean-up procedures - techniques (sponge, potato, gadgets etc.) • teacher demonstrations: - printing on a flat surface, paper must be completely flat - covering the printing surface with paint • use overhead projector to show prints by Bermudian artists • mime different printing techniques • debate the value of one printing technique over another • invent a story about one type of print	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz/debate • share ideas with partner or group • work on printing projects

Module Title: Printing	**Sequence Reference:** P2 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Differentiate between types of prints
- Show an understanding of the printing process
- One paragraph critique of own print work
- Two completed printing projects

Special Resources:

(materials, equipment & community involvement)

- art smock
- various papers for printing
- rollers
- brayers
- tempera paints
- sponges
- VCR/TV monitor
- overhead projector
- instructional video
- visit local art galleries
- visit local artist
- dry racks

References - Teacher:

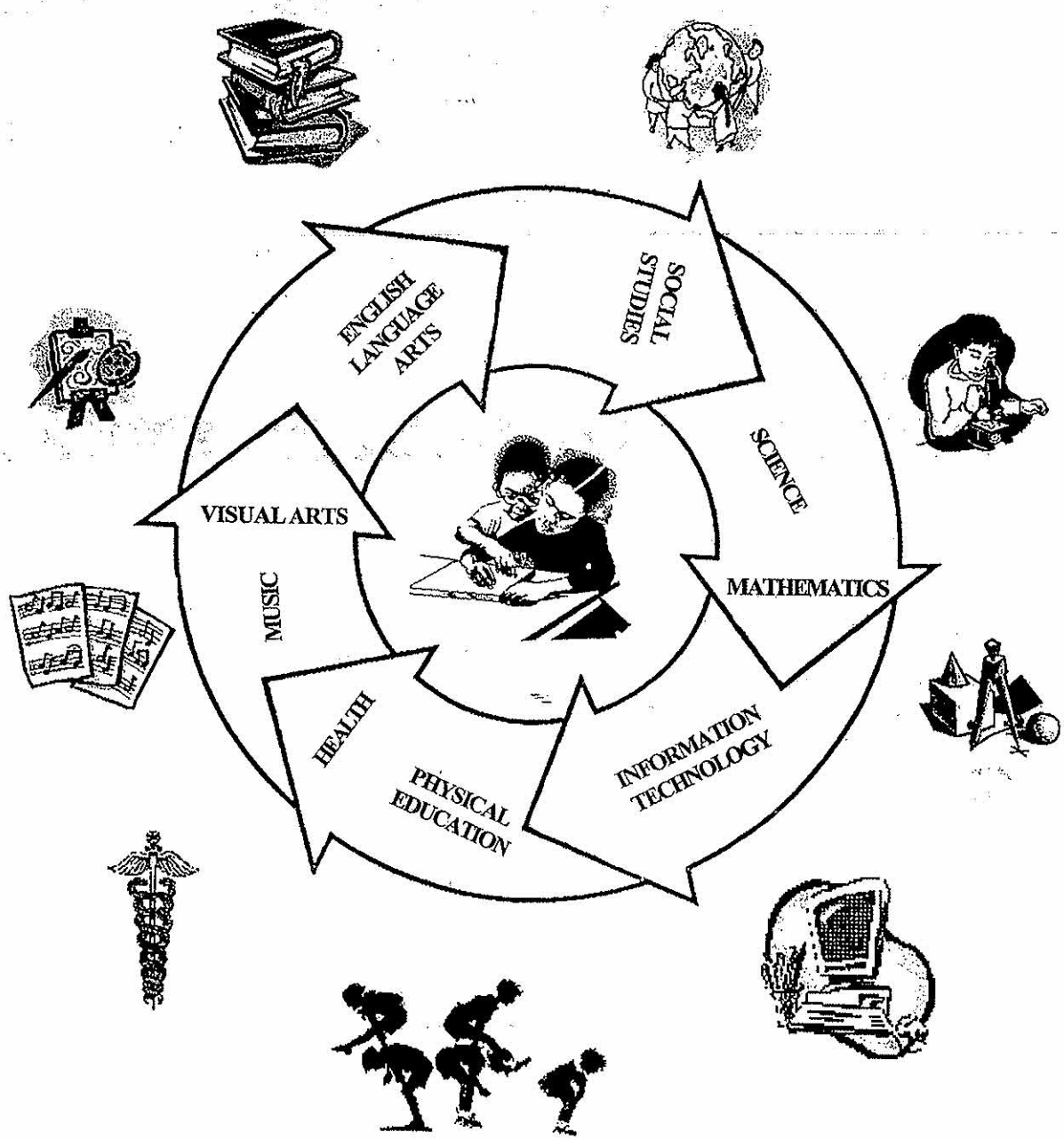
- Art Connections
- Art Connections - overhead transparencies
- Art Connections - Assessment Book
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- printing: artwork made with a stencil or pressed paint on paper with an object
- sponge: an object (natural) used to absorb water
- roller: a rod used for rolling out ink or paint on paper etc.
- brayer: a small, hand-held rubber roller used to spread printing ink evenly over a surface before printing
- gadgets: odds and ends used for printing (nails, stones, spoons, sponges etc)
- vegetable: squash, greens, pumpkin etc.
- symmetrical: same on both sides ψ
- found objects: old odds and ends (nails, spoons, rocks etc.)
- variety: many different kinds of lines, shapes, colours, forms and textures
- dry racks: use for drying art pictures


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P2 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☒	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4 History and Culture
- 3.1, 3.2 Creativity, Composition and Exhibition
- 4.3 - 4.4 Aesthetic Judgement

Content Focus:

- Craft
- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- understand that crafts are 2-D and 3-D works of art
- relate crafts to a specific type of sculpture
- understand the making of crafts
- analyze different types of textures (rough, smooth)
- demonstrate proper safety procedures
- relate how to make different types of crafts
- explain the history of crafts

Content Detail:

- art safety - materials, tools and procedure
- terminology
- radial, formal and informal balance
- rope critters (fibre art)
- craft wire/rope
- weaving (paper)
- rag bear (paper)
- jewellery making:
  - necklace
  - bracelet
- t-shirt printing (splatt)
- shape cards:
  - Bermuda map
  - lighthouse
  - gombeys, etc.
- collage card
- toy cards (trunk, car, etc.)
- pop-ups (3-D art) cards:
  - soda tins
  - flowers
- craft history
- seed designs:
  - sun - radial
  - flowers - radial
  - birds - informal
- critique:
  - self
  - group

Module Title: Craft	**Sequence Reference:** P2 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussions on: - art safety - materials, tools and procedures • poster of art terminology • demonstrations of craft techniques: - fibre art (rope critters) - paper weaving - jewellery making: - beads and charms - t-shirt painting (splatt) - (fabric paints) - card designs: - shape - printing - collage - seed designs: (showing) • balance: - radial balance - formal balance - informal balance (flowers, sun, masks) - proper technique for holding and cutting with scissors • mime the making of different craft techniques • create crafts to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz • teacher observations on the creation of craft projects • share ideas with partner or group

Module Title: Craft	**Sequence Reference:** P2 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Two completed craft projects
- Incorporating art elements and principles (line, shape, texture, colour, balance etc.)

Special Resources:

(materials, equipment & community involvement)

- art smock
- craft sticks
- seeds (variety)
- fabric paint
- fibre rope
- wire
- beads
- elmer's glue
- visits local art galleries
- visits from local artist
- scissors
- fabric glue
- VCR/TV monitor
- poster board
- magazines
- construction paper
- fabric (various colours)
- tempera paints

References - Teacher:

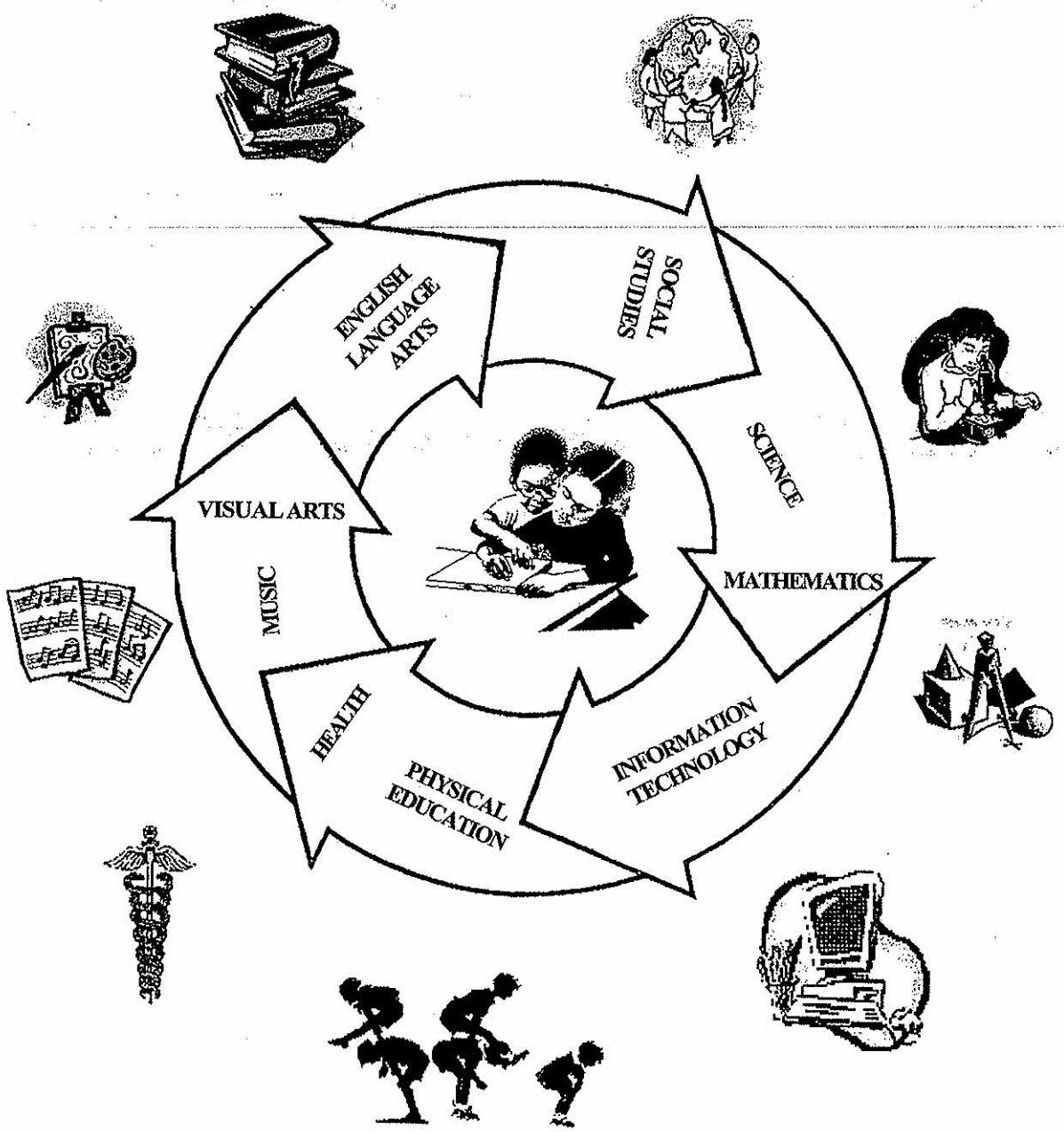
- Art Connections
- Art Connections – Assessment Program
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- craft: occupation requiring manual dexterity
- necklace: an ornament worn around the neck
- bracelet: a chain worn around the wrist
- collage: bits and pieces of things glued on paper
- weaving: putting threads or strips of paper or cloth over and under one another
- pop-ups: three dimensional piece of artwork made out of paper or cardboard
- radial balance: a type of balance in which parts are arranged in a regular pattern around a central point
- formal balance: when both halves are the same in a composition having equal visual weight
- informal balance: different parts on the opposite sides of a composition
- texture: the way something feels or looks as if it feels
- splatt design: a design made by splatting the paint over a piece of a paper using a paintbrush


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P2 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☒	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- describe and identify how different artists use different materials to create certain types of sculptures
- differentiate between 2-D and 3-D works of art
- understand that sculptures have a front, sides and back
- recognize that sculptures take up space showing height, width and depth
- describe and recognize what basic shapes, colours and lines are found in sculptures
- name one Bermudian sculptor
- analyze formal balance in 3-D masks
- create a 3-D mask showing balance
- differentiate between soft sculptures and other types of artworks (paintings/drawings)
- create soft sculptures, pop art sculptures and clay sculptures
- understand the relationship between basic shapes used in math and art

Content Detail:

- art safety - materials and tools
- art terminology
- sculpture:
  - brief history, front, side, back
- sculpture and form:
  - height, width, depth
- basic shapes found in sculptures:
  - geometric shapes, free forms
- patterns in sculpture:
  - visual (arrangements of objects, lines, shapes and colour)
- 3-D paper mask (face forms):
  - formal balance
- soft sculptures:
  - vegetables, fish, fruits
- clay animals:
  - form
  - technique
  - pinching, pulling, joining
- pop art sculpture (fast foods):
  - giant pizza, soda tins, hot dogs
- assemblage techniques
- Bermudian sculptors Chesley Trott, Desmond Fountain
- international sculptor (Louise Nevelson, etc.)
- critiques

Module Title: Sculpture	**Sequence Reference:** P2 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• make up a song about art safety materials and tools • teacher led discussions on: - assemblage techniques for sculptures - sculpture and form - height - width - depth - sides - back - front - formal and informal balance (mask) • encounter with sculptors Chelsey Trott, Desmond Fountain • make up a song using art vocabulary • use overhead projector to show examples of certain sculptures and discuss differences (students artwork)	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • quiz on: - art elements - art principles - lesson relevance - techniques • oral quiz • think, pair, share activities • one paragraph written critique of own sculpture • forty second impromptu discussion on sculpture

Module Title: Sculpture	**Sequence Reference:** P2 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Differentiates between 3-D and 2-D works of art
- Understands that sculptures have a front, sides, back and takes up space
- Differentiates between soft and clay sculptures
- Understands that artists use a variety of materials to create sculptures
- One completed sculpture

Special Resources:

(materials, equipment & community involvement)

- art smock
- overhead projector
- VCR/TV monitor
- visits art galleries
- visits by local artist
- poster board
- clay/plasticine

References - Teacher:

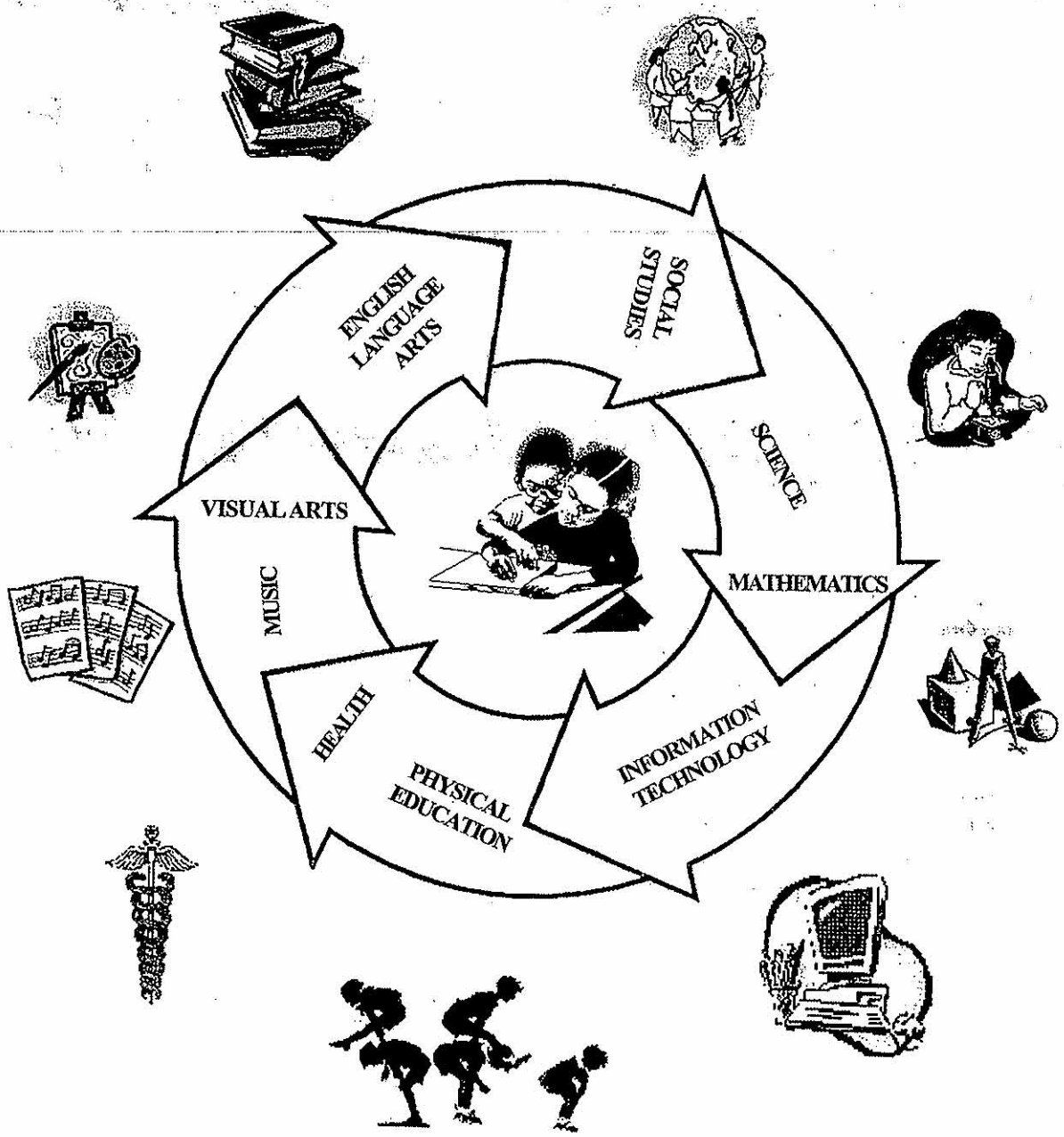
- Art Connections
- Art Connections: Overhead Transparencies
- Art Connections: Assessment Program
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- 3-D Art: (three dimensional) having height, width and depth
- 2 –D Art: (two-dimensional) having height and width
- front: situated at the front
- side: the outer portion of a thing considered as forcing in a particular direction
- back: behind or at the back
- sculpture: an artwork that can be looked at from all sides
- balance (formal): when both sides are the same
- pop art: using popular contemporary images as subject matter
- soft sculpture: using items such as paper, and cloth, etc.
- space (positive/negative): positive space is the area filled with objects and shapes
- negative space: is the empty area around these objects or shapes
- height: how tall something is
- width: how wide something is
- depth: 
- pinching: holding a ball of clay in one hand, pressing the thumb in and carefully squeezing the clay between thumb and forefinger
- putting: another word used for punching the clay into form
- joining: putting clay pieces together by using the pinch or slab methods
- form: something you can see from all sides


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P2 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☒	☐	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.3 Creativity Composition and Expression
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- demonstrate proper camera holding technique
- differentiate between still and moving pictures
- paint a picture showing shades and tints (black and white)
- paint a landscape showing depth:
  - foreground
  - background
- list the differences between a photo and a painting
- explain the likeness between a photo and painting
- understand how a photographer creates works of art through pictures
- explain what a photograph is
- analyze and understand that photographs create certain moods and feelings
- understand that video cameras create moving pictures
- differentiate between video and standard cameras

Content Detail:

- art safety - materials, tools and procedures
- art terminology
- techniques (polaroids)
- cameras:
  - standard
  - polaroid
  - video
- still and moving pictures
- black and white paintings:
  - shades
  - tints
- black and white photograph:
  - shades
  - tints
- likeness and differences between black/white paintings and black/white photographs
- photographer and photography
- picture framing:
  - composition
  - camera lens - composition
- still photographs and videos
- photos and video stories:
  - create moods
  - create feelings
- landscape:
  - photo - likeness
  - painting - differences
- critique
- on line visit to the Los Angeles Museum of Art http://www./acma.org

Module Title: Photography and Video	**Sequence Reference:** P2 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher lead discussion on: - art safety - materials and tools - holding techniques - still and moveable pictures - differences and likenesses between paintings and photographs - photographs and video film stories, mood creations and feelings - colour found in photographs and paintings • write a letter to a friend about the importance of video and photography • take a photograph of a favourite person demonstrating a mood or feeling • visit the Los Angeles Museum of Art, on line at http://www./acma.org • draw a graphic depicting art vocabulary for this module	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • quiz on: - art elements - art principles - lesson relevance techniques • write a one paragraph critique of a still photo • photo demonstrating a particular mood or feeling • oral quiz • shares ideas with a partner or group • proper holding technique for a camera

Module Title: Photography and Video	Sequence Reference: P2 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Defines photograph as a picture taken with a camera
- Defines photographer - person-taking pictures
- Differentiates between still and moveable pictures
- Demonstrates proper holding technique (camera)
- Identifies a photo from a painting

Special Resources:

(materials, equipment & community involvement)

- polaroid cameras
- VCR/TV monitor
- visit local galleries
- visits by local photographers
- instructional video (P2)

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- photograph: a picture taken with a camera
- photographer: an artist that takes pictures with a camera
- camera: a lightproof box fitted with a lens through which an image of an object is recorded on a material sensitive
- video: relating to or used in the transmission or reception of a television image
- polariod: a camera that gives instant pictures
- framing: (frame) a single picture in a series of pictures making up the length of an animated film
- space: the element of art that refers to the area between, around, above, below and within an object
- depth: the appearance of distance on a flat surface
- moods: how an artwork makes you feel
- value: the lightness or darkness of a colour or picture
- colour: a hue of an object, red, yellow and blue are primary colours. orange, green and violet are secondary colours.

Visual Arts - P3
Level Code: P3 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE A OVERVIEW

Subject Title: Visual Arts

Subject Code: P3 VR

Time Allotted: 60 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY THREE (P3) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - 30 second oral presentation - Participation in discussions	**50%**
• **Product Assessment** - Two completed drawings - Two completed paintings - One print - One completed craft project - One completed sculpture - One flip book	**30%**
• **Written Assessment** - Quiz on art principles and elements, terminology, group critique	**20%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection (Teacher's Edition). McGraw-Hill, 2000

PHASE A OUTLINE

P1 **Module Titles A - F**	**P2** **Modules Titles A - F**	**P3** **Modules Titles A - F**
A. Drawing ..... 6 - classroom safety - art elements - art principles - line variations - Bermudian artist - Vincent Van Gogh - art terminology	**A. Drawing** ..... 6 - art safety - types of line - line variations - line and shape - art terminology - drawing found objects - aesthetic judgement	**A. Drawing** ..... 6 - art safety - types of lines - line variation - geometric/abstract shapes - abstract design - line and space - art terminology - aesthetic judgment
B. Painting ..... 6 - art safety - finger pai[illegible] - sponge p[illegible]ng - art termi[illegible]y	**B. Painting** ..... 6 - primary colours - colour mixing - value - painting techniques - secondary colours - warm cool, dark and light colours - terminology	**B. Painting** ..... 6 - art safety - colour review - mixing colours - colour unity - positive and negative space - 2D and 3D works - artists and their works
Printing ..... 6 - art safety - terminolog[illegible] - printing tec[illegible]ques - patterns and [illegible]petition - colour variety - local artists	**C. Printing** ..... 6 - printing tools - types of prints - printing techniques - clean up procedures - Bermudian artists	**C. Printing** ..... 6 - art safety - painting techniques - types of prints - formed object prints - art terminology
D. Craft ..... 6 - art safety - terminology - craft projects - cards - masks - faces, etc	**D. Craft** ..... 6 - types of crafts - materials and tools - history of crafts - self and group critiques	**D. Craft** ..... 6 - types of safety - texture/balance - colour variety - terminology

E. Sculpture 6
- safety
- terminology
- art elements
- types of sculptures
- assemblage techniques

F. Photography and Video 4
- still pictures
- photographs and photographer
- art criticism

E. Sculpture 6
- sculpture and form
- sculpture patterns
- history of sculpture
- assemblage techniques
- Bermudian sculpture
- international sculptor
- critique

F. Photography and Video..... 4
- technique
- photography and photographer
- on line museum visit
- picture framing
- still and moving pictures
- composition

E. Sculpture 6
- safety
- types of sculpture
- formal balance
- colour variety
- terminology

F. Photography and Video 4
- safety
- types of camera
- camera techniques
- value and contrast
- picture framing
- pinhole camera
- flipbook

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

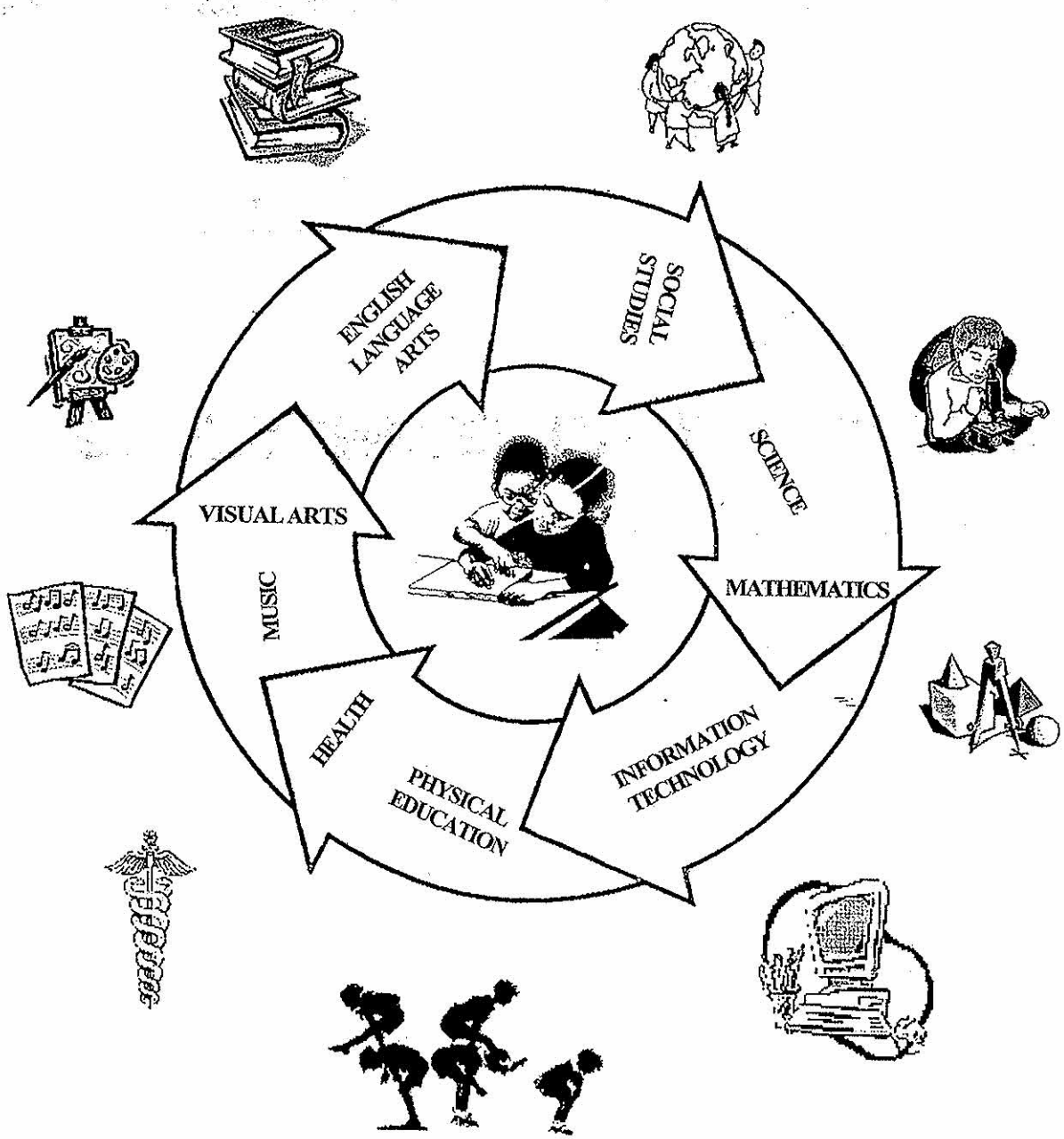
check one: PS ☐ P1 ☐ P2 ☐ P3 ☒ P4 ☐ P5 ☐ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x	x	x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique	x	x	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	x	x	
		2.2	Categorization	x	x	x	x	x	x
		2.3	Analysis					x	x
		2.4	Interrelations		x				
		2.5	Connections	x					x
3	Creativity and Composition	3.1	Composition	x	x	x	x	x	x
		3.2	Creation	x	x	x	x	x	x
		3.3	Display	x	x	x	x	x	x
4	Aesthetic Judgement	4.1	Analysis					x	x
		4.2	Self-Assessment					x	x
		4.3	Appreciation	x	x	x	x	x	x
		4.4	Evaluation	x	x	x	x		
CONTENT STRUCTURE			Drawing	x					
			Painting		x		x		
			Printing			x			
			Craft				x		
			Sculpture					x	
			Photography And Video						x
			MODULE	A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P3 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.3, 4.4 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- line:
  - recognize line directions (vertical, diagonal etc.) using a variety of art tools
  - discuss line in nature, manufactured objects, and
  - artists' works
  - identify lines that create movement (colour or excitement)
  - recognize how lines can create texture, value, patterns and depth
  - understand that line and shape are interrelated
  - analyze how artists use line, shape, overlapping and perspective
  - recognize the relationship between geometric shapes in math and art

Content Detail:

- art safety - rulers, tools and materials
- types of lines - (review):
  - horizontal, diagonal, vertical, curved and zigzag (review)
- line variations - thick, rough, thin, smooth, wavy etc. (review)
- line and repetition - value, texture and patterns
- geometric and organic (free form) shapes
- abstract design - (simplified)
- line and depth (simplified):
  - direction (converging lines)
  - detail change
  - overlapping
  - size change
  - placement of line
- line and space
- complex geometric shapes:
  - diamond
  - pentagon
  - hexagon
  - octagon
- aesthetic judgment
- art terminology

Module Title: Drawing	**Sequence Reference:** P3 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discuss classroom safety and proper use of art tools • line: • show how line can create depth by using: - detail change - overlapping - size change - direction (converging lines) - line placement • - line variations to show texture, patterns and value • space: - use an overhead projector to introduce contour drawing showing line and space relationship - group critiques	**Assessments that are part of regular teaching learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • short quiz on terminology • oral presentation (30 seconds) • projects • group critiques • portfolio of students artwork (2 pieces)

Module Title: Drawing	**Sequence Reference:** P3 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- To demonstrate learning, the students will discuss:
  - the five basic lines
  - line variations
  - line repetition creates texture, value and patterns
- Two completed drawings

Special Resources:
(materials, equipment & community involvement)

- overhead projector
- VCR and TV monitor
- local artist
- instructional video tapes
- museum visits/local artist art galleries

References - Teacher:

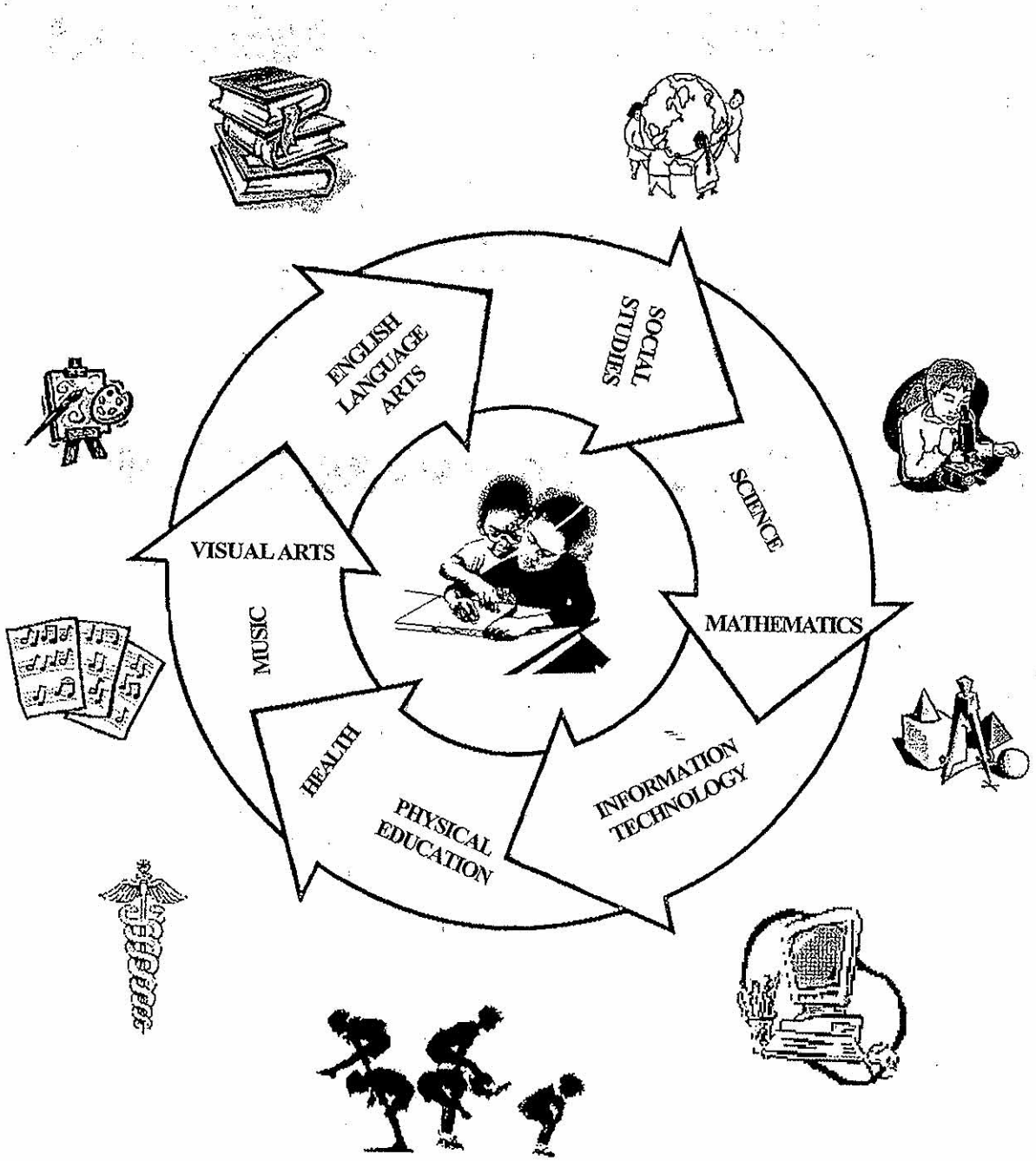
- Art Connections
- Art Connections: Art Across the Curriculum
- Art Connections: overhead transparencies
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- line - a mark that connects two places. a line can be, straight, curved, thick or thin
- vertical - straight up and down lines
- horizontal - lines that are straight across from side to side
- diagonal - lines that are slanted
- zigzag - diagonal lines that connect
- curved - lines that bend and change directions slowly
- line variations
  - short - lines that have no length (-)
  - long - lines that have length (_ ————)
  - thick - lines that are thick (▬) or wide
  - thin - lines that are thin, (~~) or narrow
  - rough - lines that are not smooth ( ) or has an uneven surface
  - smooth - lines that are smooth (___) or has an even surface


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P3 VR-B

Time allotted: 6 weeks

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.3, 4.4 Aesthetic Judgement

Content Focus:

- Painting
- Drawing

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- color:
  - know how to mix primary colours to create secondary colours
  - explain how to mix primary and secondary colours to create intermediate colours
  - recall twelve colours in the colour wheel
  - understand that hue is another name for colour
- contrast:
  - differentiate between light and dark colours or bright and dull colours
  - create a focal point in works of art
  - explain how to mix black and white to colours to create shades and tints
  - identify tints within their own artworks
- identify warm and cool colours on the colour wheel
- create works of art using warm or cool colours (sculpture, still life/landscape)
- create a picture using the spectral colours (rainbow)
- identify colour unity in works of art showing moods etc.
- analyze works of local artists
- differentiate between complementary and monochromatic designs (colour schemes)
- identify Bermudian artists and their paintings
- wear appropriate clothing when painting

Content Detail:

- art safety - materials and tools
- the relationship of the colours on the colour wheel
- colour review:
  - primary colours, secondary colours, warm colours, cool colours
- value: shades and tints
- hue - another name for colour
- mixing primary and secondary colours to get intermediate colours
- intermediate colours:
  - yellow orange, red violet, blue violet, blue green, red orange, yellow green
- neutral colours:
  - white, grey and black
- complementary colours:
- spectral colours: - colours of the rainbow (red, orange, yellow, green, blue, violet)
- colour scheme:
  - monochromatic design, complementary design
- colour unity: - colour repetition (feeling of stability)
- value (depth) cityscape
  - colour contrast, light versus darks
- colours and emotions
- positive and negative space in works of art
- line - brushstrokes
  - line variety, movements, patterns, texture
- 2-D and 3-D works of art
- create any three of the following:
  - crayon and wax resist (underwater seascape)
  - monochromatic abstract painting design
  - complementary colour still life painting

Module Title: Painting	**Sequence Reference:** P3 VR-B
Curriculum Objectives:	**Content Detail:**
	- 3-D marks (poster board) - colour variety, formal balance sculpture - name design (using brushstrokes, lines) - string painting (primary colours) - stencil pictures (warm and cool colours) - wrinkle paper painting (cityscape - warm colours) - flowers - self portrait - colour contrast, shades, tints - crayon rubbing resit - rag painting • texture painting (Popsicle sticks as palette knives) • landscape (foreground, middle ground, background) • art vocabulary • dry brush stencil technique
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• discussion on classroom safety and proper use of materials: - primary and secondary colours - colour relationships on the cool wheel - colour mixing of primary colours - shades and tints of colours - complementary and monochromatic colour schemes found in works of art - colour unity - colour contrast using light and dark colours or bright and dull colours - colour and emotions in regards to warm and cool colours - positive and negative space in relation to works of art • paint to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • sharing ideas with a partner or group • teacher observation of painting projects • teacher led discussions

Module Title: Painting	**Sequence Reference:** P3 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Quiz on primary, secondary and intermediate colours, monochromatic and complementary colour schemes
- Creation of 2-D and 3-D artwork

Special Resources:

(materials, equipment & community involvement)

- art smock
- paintbrushes
- watercolour paper
- painting trays
- tempera paints
- crayons (wax)
- visit local artist
- visit art galleries
- VCR/TV monitor
- instructional video tapes (level 3)
- overhead projector

References - Teacher:

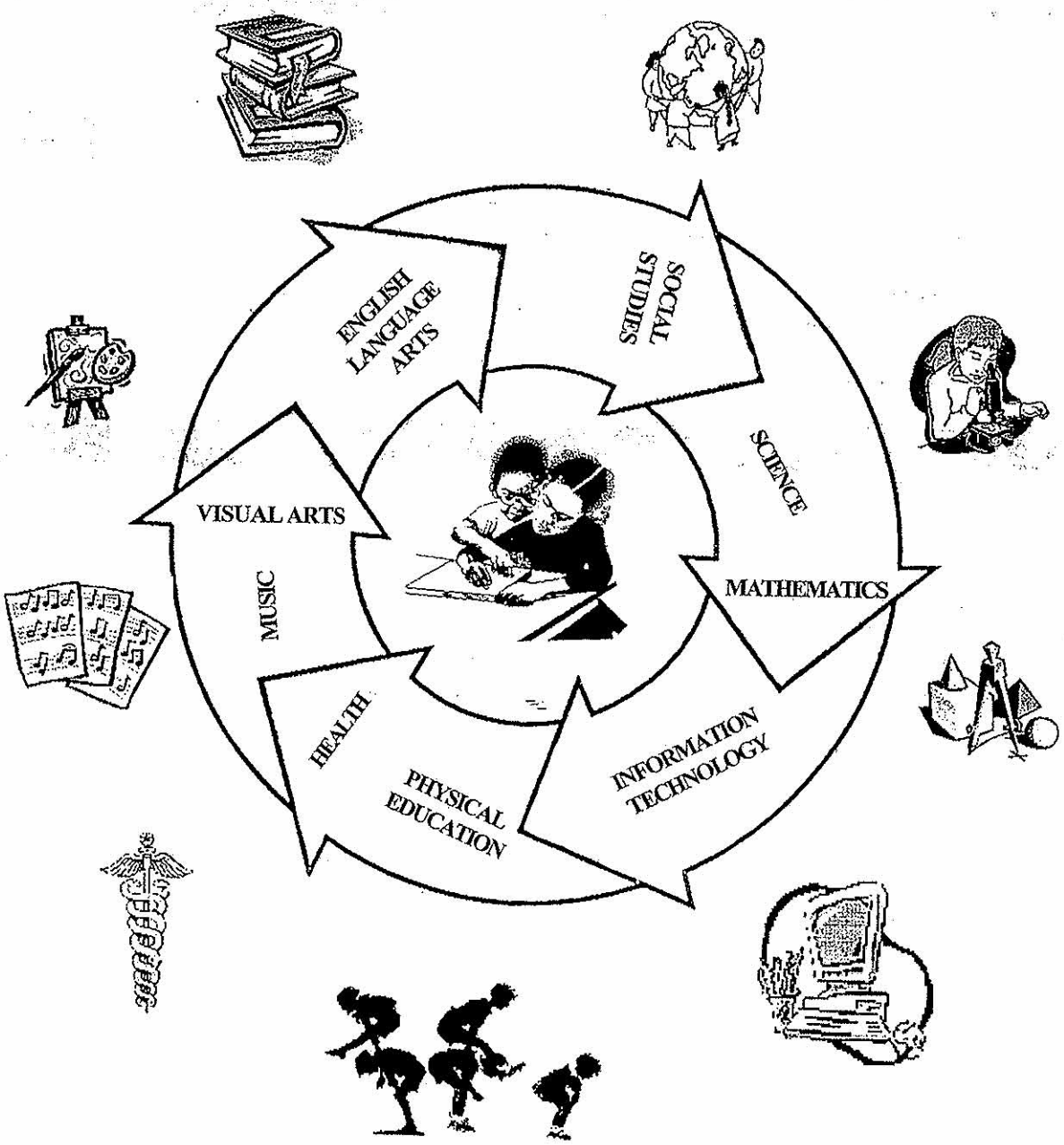
- Art Connections:
- Art Connections: overhead transparencies (3)
- Art Connections: Assessment

References - Student:

- Art Connections

Glossary:

- primary colours: red, yellow and blue. many colours are made by mixing the primary colours
- secondary colours: orange, green, and violet. these colours are made from the primary colors
- intermediate colours: are the colours located on the colour wheel between the primary and secondary colours
- (red, orange, yellow, orange etc.) primary and secondary colours mixed
- contrast: a difference between two things in a work of art
- emotions: strong feelings (as anger, joy, hate, or fear) created through colour
- positive space: the area in artwork filled with objects and shapes
- negative space: the empty area around these objects and shapes
- spectral colours: (colours spectrum): the range of colours that come from light. one of the six colours of the rainbow (red, orange, yellow, green, blue and violet)
- neutral colours: white, gray, and black
- hue: another name for colour
- shade: a variation of a hue created by adding varying amounts of black to the hue
- tint: a variation of a hue created by adding varying amount of white to the hue
- unity: parts of an artwork working together
- 2-D art (2 dimensional): artwork having height and width
- 3-D art (3 dimensional): artwork having height, width and depth
- sculpture: an artwork that can be looked at from all sides


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P3 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.3, 4.4 Aesthetic Judgement

Content Focus:

- Printing

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- understand the printing process
- use various objects to create prints
- analyze how artists use printing techniques in creating pictures
- demonstrate the printing process using various printing tools for many effects
- understand that shapes make patterns, textures, lines etc.
- differentiate between the many types of prints (potato, sponge, gadgets, etc.)
- create variety in patterns using the printing process
- make pictures using the printing process
- recognize how artists use the printing process

Content Detail:

- art safety – materials and tools
- art vocabulary
- printing techniques
- picture and the printing technique
- objects and effects:
  - line variations
  - patterns
  - textures
  - shapes (free form/geometric)
  - space (positive and negative)
  - form
  - feelings (repetition/movement)
- varied printing techniques
  - sponge and stencil prints
  - roller and glue prints
  - string-on-wood prints
  - found object prints
  - vegetable prints
  - corrugated cardboard prints
  - plasticine prints
  - paper shape prints
  - monotype prints (leaves)
  - tin can prints

Module Title: Printing	**Sequence Reference:** P3 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussions on - art safety – materials and tools - art vocabulary - printing techniques - artists use the printing process to create interesting pictures - clean-up procedures • teacher demonstrations	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • quizzes, written and oral • share ideas with partner or group • teacher observations of student created work

Module Title: Printing	**Sequence Reference:** P3 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Quiz on the printing process and types of printing techniques
- Create prints

Special Resources:

(materials, equipment & community involvement)

- art smocks
- various papers for printing
- rollers
- brayers
- tempera paints
- sponges
- plasticine/clay
- corrugated cardboard
- VCR/TV monitor
- overhead projector
- instructional video (p3)
- visit local art galleries
- visit local artist
- dry racks

References - Teacher:

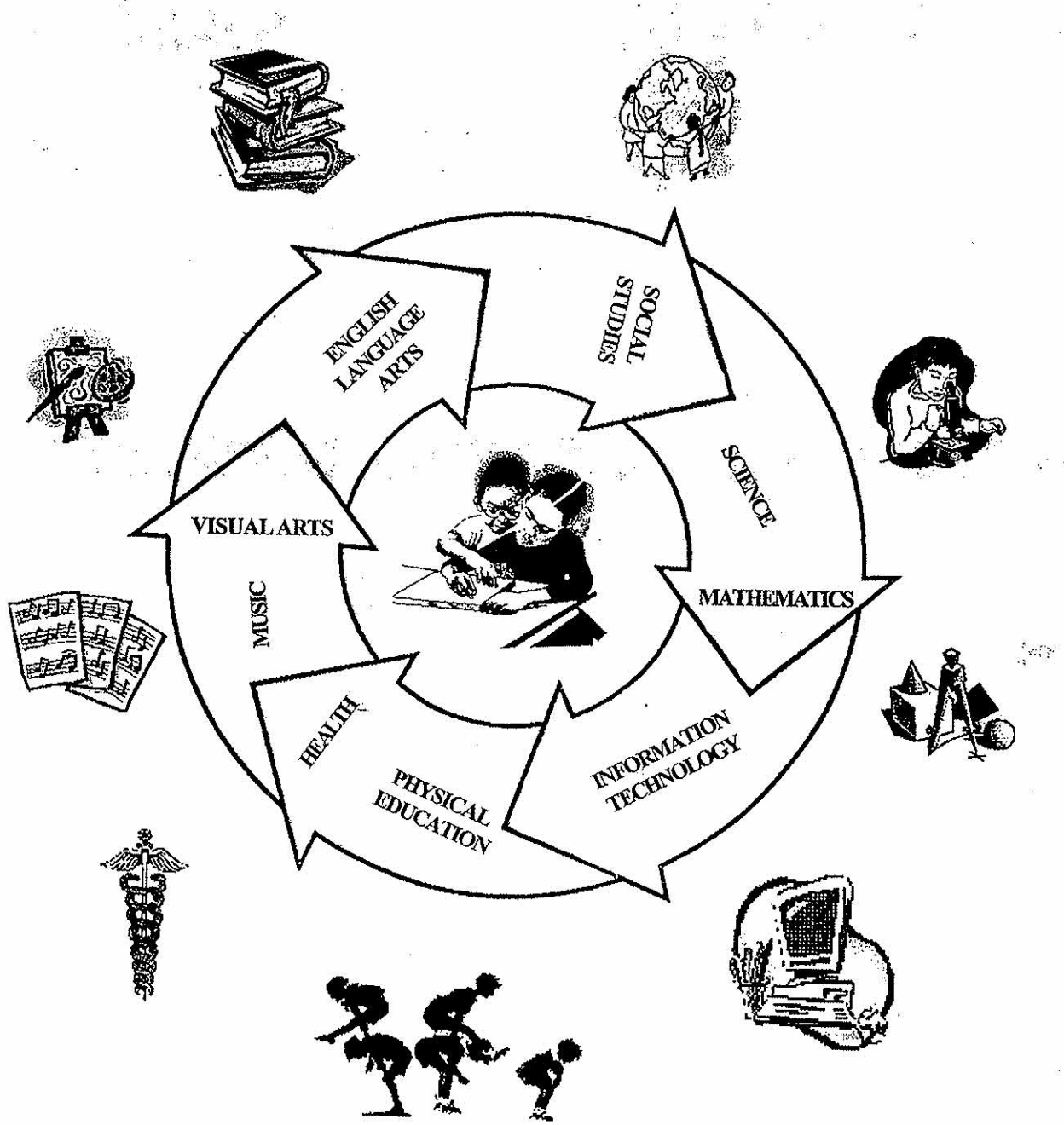
- Ragans Rosalind, Ph.D.
- Art Connections
- Art Connections: Overhead transparencies
- Art Connections: Assessment book

References - Student:

- Art Connections

Glossary:

- printing – artwork made with a stencil or pressed print on paper with an object
- sponge – an object (natural) used to absorb water
- roller – a rod used for rolling out ink or paint on paper etc.
- brayer – a small, hand-held rubber roller used to spread ink (painting) evenly over a surface before printing
- gadgets – odds and ends used for printing (nails, spoons, stones, sponges etc.)
- dry racks – used for drying works of art
- tin prints – prints made by using tin cans
- plasticine prints – prints made with plasticine
- Corrugated cardboard – cardboard that has wrinkles or folds
- mono prints - a kind of print made from a flat surface that has been painted
- paper shapes - shapes made from paper
- string prints - prints made with string
- stencil – a design cut out of heavy paper


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P3 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.3, 4.4 Aesthetic Judgement

Content Focus:

- Craft
- Painting

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- create a variety of crafts using different types of materials etc.
  - soft sculptures, felt patch, fish headdress etc.
- incorporate the art elements and principles in works of art
  - line, shape, texture, balance, colour, unity
- use different techniques
  - gluing, cutting, tie-dye, collage, mosaic, folding
- understand how crafts are made

Content Detail:

- art safety – materials and tools
- art vocabulary
- types of crafts (choose three)
  - soft sculptures
  - paper bag sculptures
  - seed pictures (birds, sun, flowers etc)
  - hardware art – wood sculpture
  - trophy art (tin cans)
  - cards
  - puzzle cards, yarn cards, trickster cards, name cards
  - masks (poster board):
  - African, gombey
  - tie-dye t-shirts
  - colour variety
  - cloth collage
  - felt patch (sign, seascape)
  - fish headdress
  - colour, line, balance, texture
- texture:
  - variety materials

Module Title: Craft	Sequence Reference: P3 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussions on: - classroom safety – materials and tools - art vocabulary - how artists use a variety of materials in crafts - radial balance, formal balance, informal balance - soft sculptures • teacher demonstrations of - tie-de, collage, fish headdress, different types of cards, seed pictures, masks, tin trophies - gluing and pasting techniques - proper use of scissors for cutting	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • teacher observations of students working on craft projects • discussion of prior knowledge

Module Title: Craft	**Sequence Reference:** P3 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Demonstrates proper pasting, (gluing) and cutting skills
- Quiz on art elements and principles in craft projects (line, shape, texture, colour etc.)
- Creation of crafts

Special Resources:

(materials, equipment & community involvement)

- variety seeds
- felt
- fabric glue
- poster board
- tie-dye
- wood (scrapes)
- paper bags
- craft sticks
- art smock
- scissors
- visit local art galleries
- VCR/TV monitor
- tempera paints
- overhead projector
- visits by local artist
- paint brushes
- painting trays

References - Teacher:

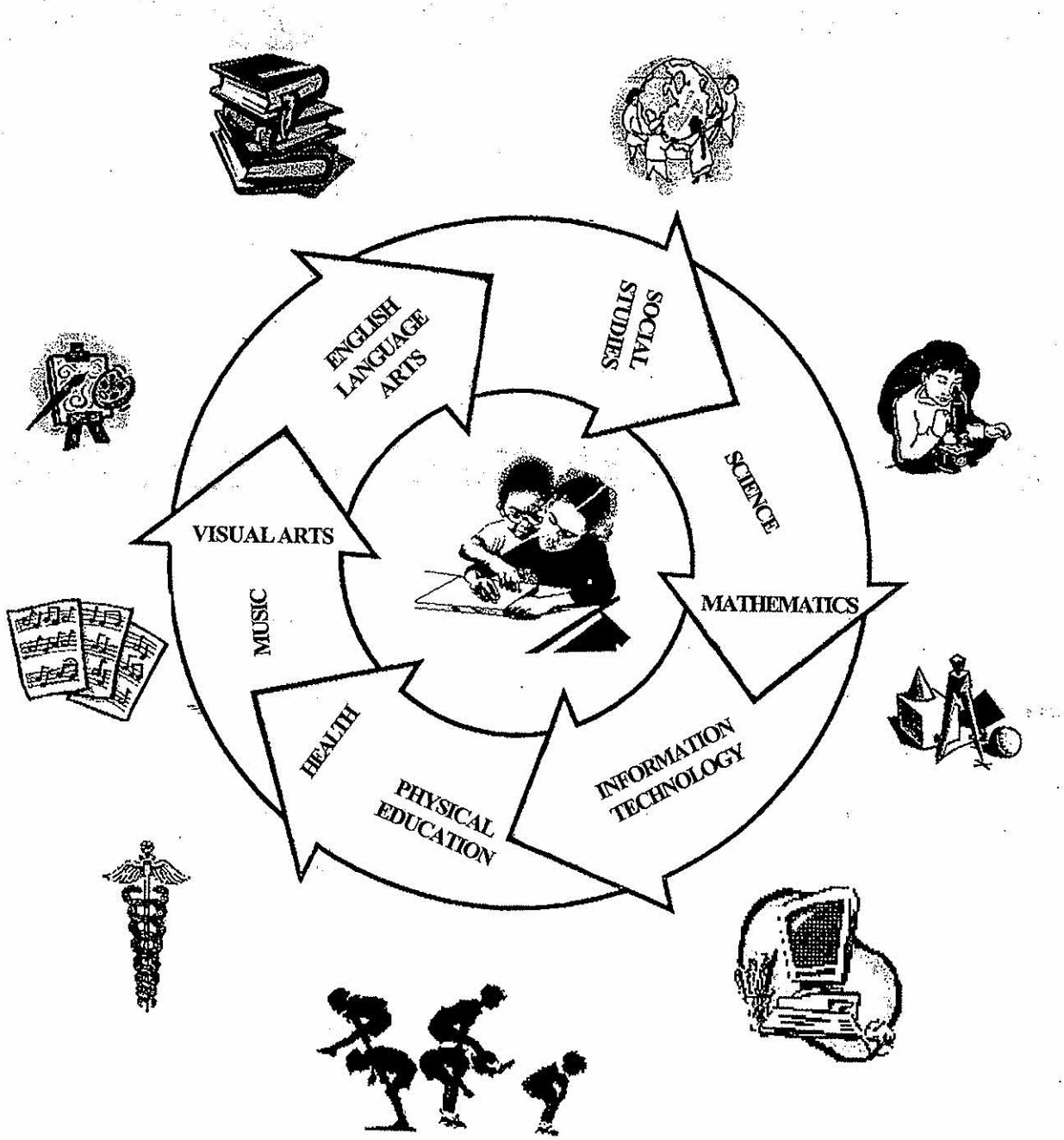
- Art Connection
- Art Connections: Assessment Program

References - Student:

- Art Connection
- Art Express

Glossary:

- craft: occupation requiring manual dexterity
- tie-dye: hard method of ornamenting textiles by tying portions of the fabric or yarn so that dye is not absorbed
- collage: bits and pieces of things glued on paper
- mosaic: an artwork made with small pieces of tile, glass, stone or paper
- sculpture: an artwork that can be looked at from all sides
- felt patch: cloth made of wool and fur often mixed with natural or synthetic fibres
- hardware: articles as fittings, cutlery, tools utensils, or parts of machines
- seeds: the grains of plants
- headdress: something that is worn on top of the head


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P3 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Sculpture
- Craft

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- use a variety of materials to create different types of sculptures
- identify three dimensional forms used by artist in sculptures:
  - sphere, cone, cylinder, free form, pyramid
- differentiate between form and shape
- understand the basic preparation procedures and technique for clay sculptures:
  - pinch, pull, scoring, slip, join
- incorporate the following elements and principles in works of art
  - line, shape/form, colour/texture, balance
  - formal/informal

Content Detail:

- art safety – materials and tools
- art vocabulary
- sculpture: history and visuals
- sculpture: (review)
  - front, side, back
- sculpture and form (review)
  - height, width, depth
- review basic shapes and forms in sculptures
- relief sculpture:
  - forms stand out from a flat surface
- types of sculptures (choose three)
  - free-standing sculptures
  - formal balance
  - simple paper masks
  - soft sculpture: (paper)
  - fish, people, animals, toys (trucks/cars) etc.
  - colour variety
  - paper bag sculptures
  - figures
  - funky junk sculptures
  - found objects
  - clay slab sculptures: (deductive)
  - texture
  - patterns
  - pinch
  - technique
  - joining
  - scoring
  - slip
  - cardboard relief sculpture
  - use warm colours
  - pattern
  - line, shape, colour and texture variety

Module Title: Sculpture	Sequence Reference: P3 VR-E
Curriculum Objectives:	**Content Detail:**
At end of this module, students will:	• types of materials (used by different artists) • sculpture and unity: • local sculptors - Chesley Trott - Desmond Fountain - Elizabeth Ann Trott - differences in sculptures • assemblage techniques • shape and form - shape – flat - form – non flat
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussions and demonstrations on - art safety materials and tools - art vocabulary - form and shape - basic forms used in sculptures by local artists - the differences between free-standing and relief sculptures - formal balance - proper clay preparation techniques for removing air bubbles in clay - joining a clay slab by using the slip and scoring method (slip = water & clay mixture) - assemblage procedures for all sculptures • discuss how sculptures tell stories and create moods • artists visits • gallery visits • question and answer • music inspired work	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • written test • oral test • critique of projects • share ideas with partner or group • teacher observations of student experimentations

Module Title: Sculpture	**Sequence Reference:** P3 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Analyse and differentiate between different types of sculptures
- Identify how shape and form become related in sculptures
- Create a free-standing and a relief sculpture
- Quiz on artists and their works

Special Resources:

(materials, equipment & community involvement)

- art smock
- overhead projector
- VCR/TV monitor
- visit local art galleries
- visits by local artists
- poster board
- clay
- paper bags

References - Teacher:

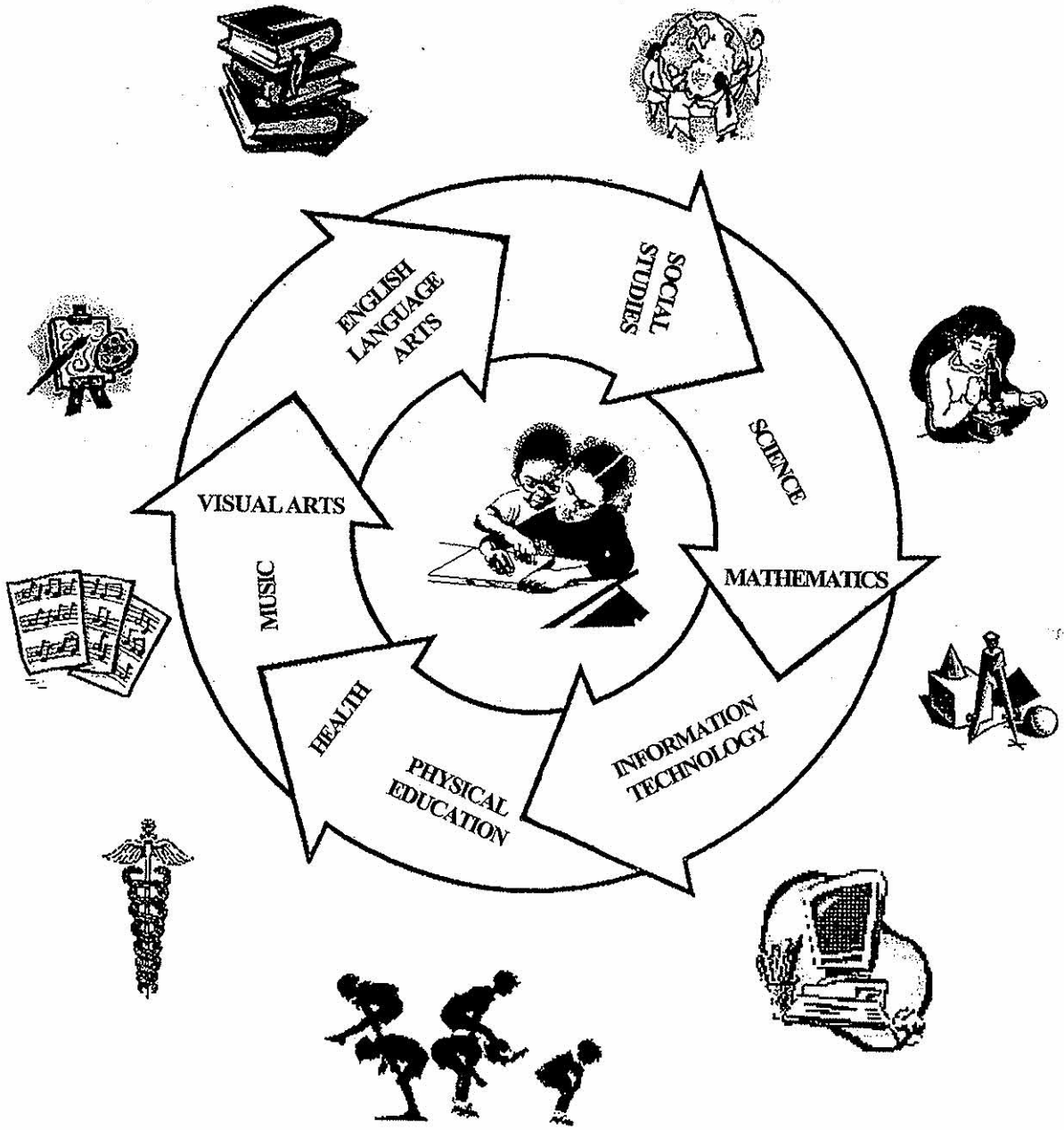
- Art Connection:
- Art Connections: Overhead Transparencies
- Assessment Program – Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- clay: substance come from the ground, usually a gray or reddish colour
- slab: a rolled chunk of clay about an inch thick
- sculpture: an artwork that can be looked at from all sides
- sculptor: a person that does three dimensional artwork
- slip: clay and water mixed together to form a paste for clay
- scoring: when water-based clay is rubbed on certain parts with a toothbrush dipped in water
- form: can see from all sides
- cylinder: a three dimensional, geometric shape
- free-form (shape): a shape that is not geometric is an irregular shape
- cone: ▽ a three-dimensional geometric
- pyramid: - ▲ a three-dimensional geometric shape
- sphere: - a three-dimensional geometric shape
- relief: (sculpture) artwork in which forms stand out from a flat surface
- balance: an arrangement of parts so that they have equal force
- formal: (balance) – when both halves are the same
- informal: (balance) – when both halves are different


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P3 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☒	☐	☐	☐

Time allotted: 4 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique Skill
- 2.2, 2.3, 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- display an awareness and respect for art materials and tools
- follow safety rules and procedures
- demonstrate proper technique for holding a camera. (Polaroid)
- differentiate between still and moving pictures
- create a picture using black and white paint showing shades and tints
- paint a landscape showing depth:
  - foreground
  - background
  - middle ground
- analyze elements of art in a photo
- understand that photography is an important form of art
- understand that a photocopier is like a large camera using
  - heat
  - light
  - toner
- create an image from natural objects using a photocopier (print)
- understand photographs as records
- create moving pictures (flipbooks)
- have knowledge of a pinhole camera

Content Detail:

- art safety materials and tools
- art vocabulary
- black and white photography
  - tints, shades
- value and contrast
  - black and white photo, colour photo
- space: (photo)
  - positive, negative
- depth: (photo)
  - foreground, background, middle ground
- types of cameras:
  - video, standard, Polaroid
- picture framing:
  - eyes, camera lens, composition
- still and moving pictures
  - photographs, video pictures
- the photocopier as a large camera
- photocopier
  - strong light (flash)
  - toner (special chemical)
  - heating element (printing)
- photocopier – image, heat, light, powder – work together to create a print
- pinhole camera – science
- flip book technique

Module Title: Photography and Video	**Sequence Reference:** P3 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher led discussions on - art safety – materials and tools - picture framing - space in photographs - positive - negative - art elements and principles found in photographs - art vocabulary - depth in photos - foreground - background - middle ground - change in size - overlapping • brief history: - photograph - photographer - cameras • use transparencies to project artwork • individual and group work	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quiz • share ideas with partner or group • work on flipbook • discussions • participation in think, pair share activities

Module Title: Photography and Video	**Sequence Reference:** P3 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Defines photograph and photographer
- One completed flipbook

Special Resources:

(materials, equipment & community involvement)

- Polaroid cameras
- VCR/TV monitor
- local gallery visits
- visits from local photographers
- instructional video (P3)

References - Teacher:

- Art Connection
- Art Connections: Overhead Transparencies
- Art Connections Assessment Program

References - Student:

- Art Connections

Glossary:

- photograph: a picture taken with a camera
- photographer: a person/artist who takes pictures with a camera
- image: the thing seen in a piece of artwork
- space: the element of art that refers to the area between, around, above, below and within an object
- depth: the appearance of distance on a flat surface
- foreground: the part of the picture plane that appears closes to the viewer
- background: the part of the picture plane that seems to be farthest from the viewer
- middle ground: area of the picture that is between the foreground and background
- Polaroid: a camera that gives instant pictures
- camera: a lightproof box fitted with lens through which an image of an object is recorded on a material sensitive to light
- video: relating to or used in the transmission or reception of transmission or reception of television image
- framing: (frame) a single picture in a series of pictures making up the length of an animated film
- composition: the arrangement of the elements of art (shape, line, colour, value, texture and space) in an artwork according to the principles of design to create unified, balanced artwork
- flipbook: an animated sequence book form made by drawing a single action on each page and flipping the pages from back to front
- value: the lightness or darkness of a colour or picture
- contrast: a difference created when elements are placed next to each in a work of art

Visual Arts - P4
Level Code: P4 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE B OVERVIEW

Subject Title: Visual Arts

Subject Code: P4 VR

Time Allotted: 60 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY FOUR (P4) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Experiment with landscape, gesture, still life, monochromatic and perspective painting. - Class participation in discussions, dramatic skits, role playing, debates, think, pair, share, etc.	**50%**
• **Product Assessment** - Worksheet activities: - Create a poster using different kinds of lines and symbols to represent a cause - One observation drawing - One completed painting - Create a one stamp print - Create a book jacket, flip book or another craft - Create a sculpture	**30%**
• **Written Assessment** - Quiz on: art terminology, artists and their works, art history - Write a short description of a completed drawing activity - Write a page critique on own artwork - Write a two page research paper on the history of the camera, photographers and videographers or master photographers	**20%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express. (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection. (Teacher's Edition). McGraw-Hill, 2000.

PHASE B OUTLINE

P4
Module Titles A - F

A. Drawing 6
- drawing materials
- types of lines
- types of shapes
- light and shadow
- observation drawings
- perspective drawings
- art terminology

B. Painting 6
- balance (symmetrical and asymmetrical)
- colour and emotion
- monochromatic design
- gesture drawing
- types of paintings
- artists and their works
- non objective art
- viewing

C. Printing 6
- types of prints
- rhythm
- printing techniques
- master printers
- viewing
- criticism

D. Craft 6
- types of crafts
- history
- elements of art
- principles of art
- technology and craft
- visual texture

P5
Modules Titles A - F

A. Drawing 6
- types of drawing
- line
- shape
- value
- drawing tools
- balance and harmony
- artists and their works

B. Painting 6
- colour
- rhythm and movement
- cultural perspective
- artists and their works
- art criticism

C. Printing 6
- tools and materials
- types of prints
- history of print making
- master printers
- terminology

D. Craft 6
- history
- care of materials
- types of crafts
- shadow puppet
- stained glass
- string art
- masks

P6
Modules Titles A - F

A. Drawing 6
- art history
- tools, materials and techniques
- line, shape, balance
- light and shadow
- one and two point perspective
- computer generated drawings

B. Painting 6
- colours
- renaissance
- baroque
- impressionism
- modern art
- Bermudian and master artists

C. Printing 6
- element and principles of art
- history of printing
- master printers
- types of printers
- glue line
- mono print
- critiques

D. Craft 6
- history
- elements and principals of art
- local material
- types of crafts
- Bermudian crafts
- flipbook
- masks
- jewellery

E. Sculpture 6
- types of sculpture
- master sculptors
- artist profiles
- scale and structures

F. Photography and Video.... 4
- care of the camera, video
- camera functions
- point of view
- shadow and highlights
- illusion of texture
- master photographers
- criticism

E. Sculpture 6
- non objective art
- materials
- types of sculptures
- perspectives
- artist profiles
- artist encounters

F. Photography and Video 4
- history
- types of cameras
- care and handling
- composition
- photographic techniques
- video and sound

E. Sculpture 6
- history
- types of sculptures:
  - abstract
  - foil
  - soap
- artist profile
- internet research
- local/Bermudian sculptors

F. Photography and Video 4
- basic elements
- time line
- photographic styles
- the pinhole camera
- photography today
- Bermuda's architectural forms criticism

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

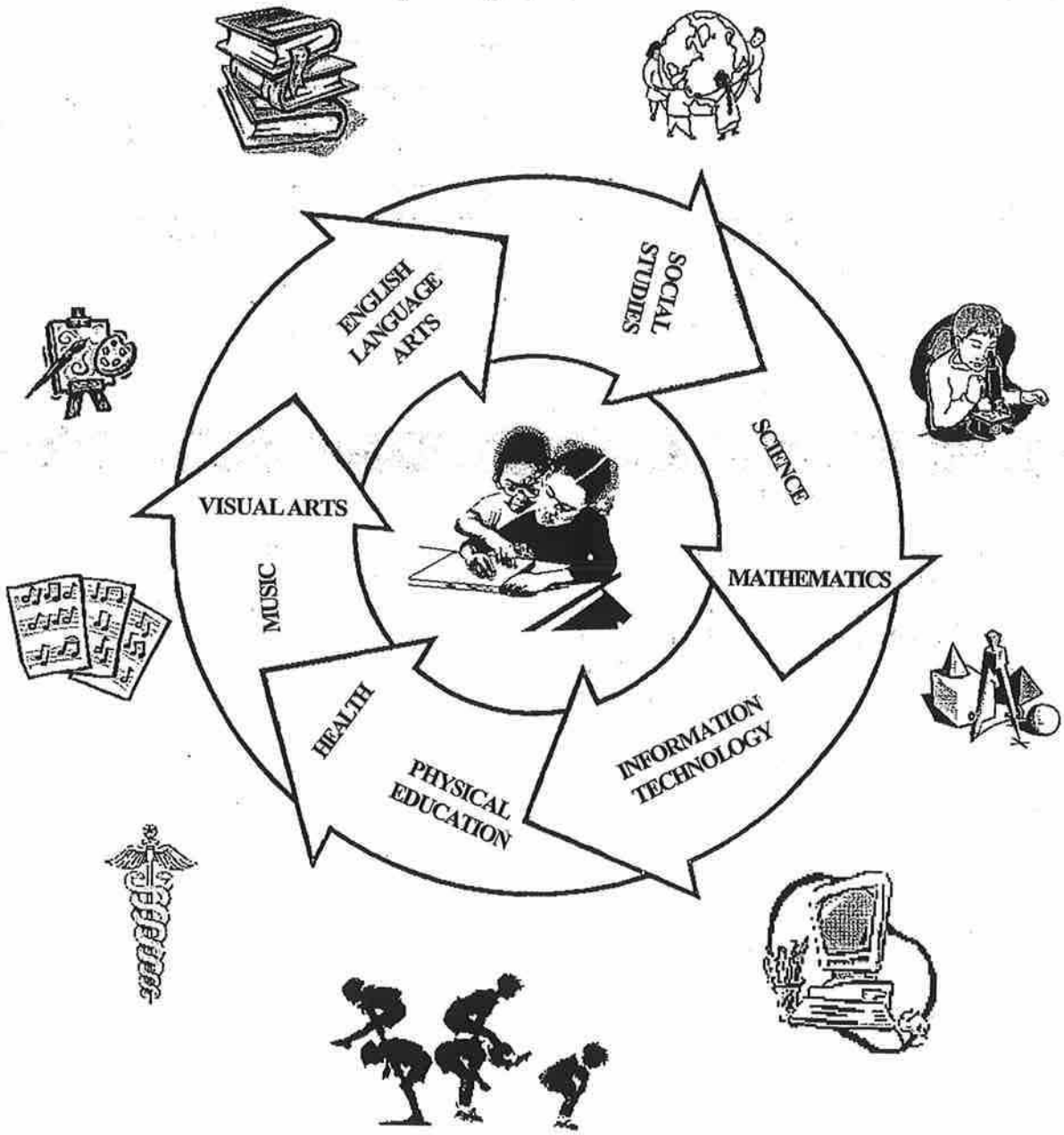
check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☒ P5 ☐ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x	x	x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique		x	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	x	x	x
		2.2	Categorization	x	x	x	x	x	x
		2.3	Analysis		x		x		x
		2.4	Interrelations	x	x			x	x
		2.5	Connections		x		x	x	
3	Creativity and Composition	3.1	Composition	x	x	x			x
		3.2	Creation		x	x	x	x	x
		3.3	Display	x	x	x	x	x	x
4	Aesthetic Judgeement	4.1	Analysis		x	x	x	x	x
		4.2	Self-Assessment		x	x	x	x	x
		4.3	Appreciation		x	x	x	x	x
		4.4	Evaluation	x	x	x	x	x	x
CONTENT STRUCTURE			Drawing	x	x				
			Painting		x				
			Printing			x			
			Craft				x		
			Sculpture					x	
			Photography						x
			MODULE	A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P4 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.4 Techniques and Skill
- 2.1, 2.2, 2.4 History and Culture
- 3.1, 3.3 Creativity, Composition and Exhibition
- 4.2, 4.4 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- explain the basic use of drawing materials
- identify elements and principles of art
- analyze line as the basic building block of all drawing
- recognize art of Bermuda as well as in other cultures
- create art using different techniques, ideas and themes
- analyze patterns in nature, repetition and of shapes, rhythms
- discuss differences between two dimensional and three dimensional art
- explain how textures feel
- identify balance
- recognize aesthetic qualities in both natural and man-made environment
- discuss drawn objects from a variety of perspectives
- know how to draw details of real objects with a high degree of accuracy
- demonstrate knowledge of
- draw shadows cast from objects

Content Detail:

- elements and principles of art
- drawing materials (found objects)
  - pens, pencils, crayons, pastels, markers
  - types of lines
    - vertical, horizontal, diagonal, zigzag, curved
  - types of shapes
    - geometric, free form
  - light and shadow
    - blending
    - hatching
    - crosshatching
    - highlights
- perspective
- realism
- art terminology
- observation drawings
- contour drawings

Module Title: Drawing	**Sequence Reference:** P4 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• use various pencil media to create a work of art • compare different techniques and processes using pencils, pastels, markers and crayons • use magazines and newspapers to explore line quality (thick, thin, smooth, rough, light and dark) • have pictures of natural items and man-made things in class and group them according to shape • brainstorm and list types of causes that concern students • have students observe an object from beneath, above, close up, and far away. discuss what they see • use drawings to support themes of by contrasting different emotions exhibited in each drawing • use a chart design to explain the procedures needed to make a visual movement picture • use illustrated books for reinforcement • draw to music • use poetry to create drawings	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • portfolio of assigned drawings • observe students in the handling of art tools (pencils, crayons, etc.) • drawing of imaginary creatures using lines and shapes • worksheet activities • using a pen, draw two views using the techniques of contour drawing

Module Title: Drawing	Sequence Reference: P4 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Write a short description of the completed activity
- Create a poster using different kinds of lines and a symbol to represent a cause
- Produce an artwork showing the festive technique in a drawing
- An observation drawing

Special Resources:

(materials, equipment & community involvement)

- VCR and TV
- instructional video tapes
- instructional posters
- artwork materials
- newspapers
- magazines
- paper
- pencils

References - Teacher:

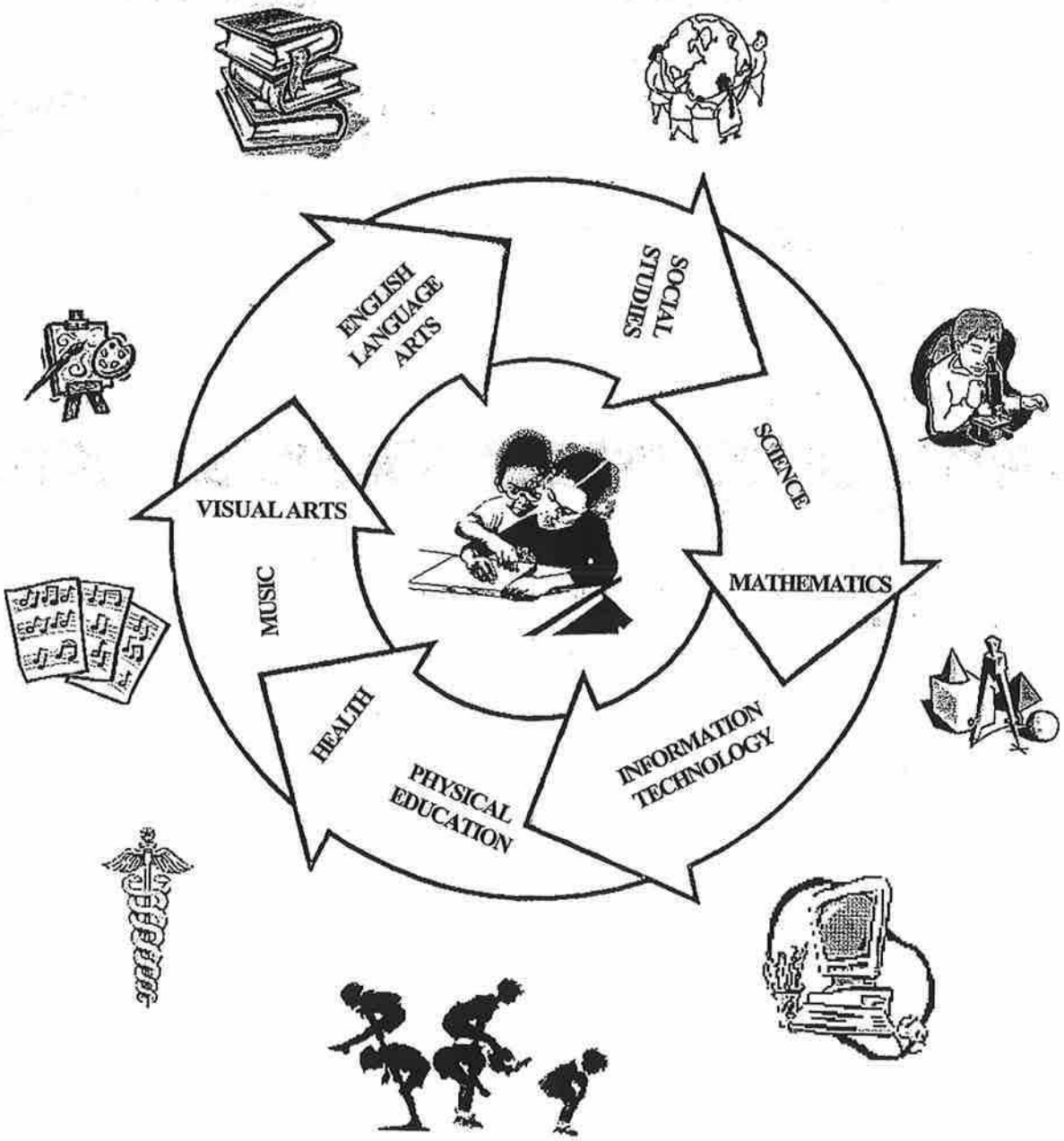
- Art Connections
- Art Connections: Art across the connection
- Art Connections: Assessment art connection
- Art Connections: Vocabulary
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- line: a movement made by a region medium on paper
- rhythm and movement: repeated areas of colours and shapes
- contour lines: drawing an object by keeping eyes on the subject and not the paper
- still life: a drawing of things that do not move
- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P4-VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Performance
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Painting
- Drawing

Curriculum Objectives:

At the end of this module, students will:

- identify symmetrical and asymmetrical balance
- create portraits, still life and landscapes from real life observations and imagination
- develop the ability to discuss personal artwork and the artwork of others in terms of principles and elements
- use value, colour and texture to create interest
- critique art work using appropriate terminology
- name selected works by Bermudian and other master artists

Content Detail:

- symmetrical and asymmetrical balance
- colour and emotion
- monochromatic abstract painting design
- perspective
- gesture drawing
- landscape painting
- still life painting
- art and culture/history
- artists and their works
  - Bermuda's artists
  - master artists (other)
- non objective painting
- viewing master artworks
- art terminology

Module Title: Painting	**Sequence Reference:** P4VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • overhead transparencies • video presentations on artist biographies • discussions • debate • questions and answers • recall/retell • paint to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • experimentation with - landscape painting - gesture painting - still life painting - monochromatic painting - perspective painting • discussion on - artists and their works - art terminology - art history

Module Title: Painting	Sequence Reference: P4 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Quiz on artists and their works, art terminology
- Two completed art pieces (landscape, still life, abstract/non objective painting)
- One page written critique on own artwork

Special Resources:

(materials, equipment & community involvement)

- art smock
- Video and TV
- overhead projector
- art transparencies
- paints
- cameras
- paper
- paint brushes
- art gallery visits
- on site art visits
  - San Diego Museum of Art http//sdmart.com
  - Smithsonian museum http//www.si-edu

References - Teacher:

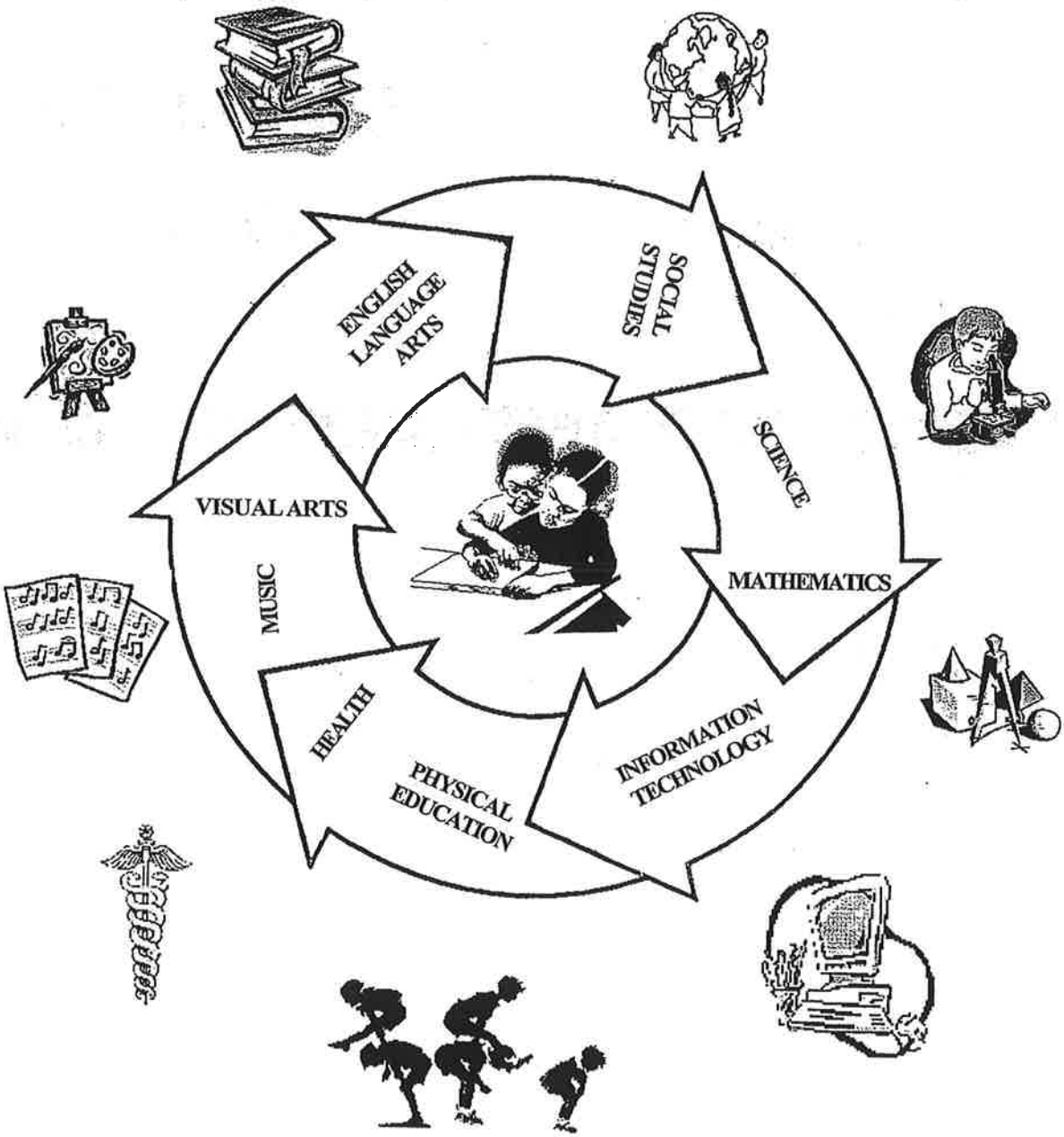
- Art Connection
- Art Express

References - Student:

- Art Connection
- Art Express

Glossary:

- asymmetry: informal balance aware of organizing parts of a design so that unlike objects have equal visual weight
- symmetry: formal balance in which two halves of an object or composition are identical
- culture: how a group of people, thinks, believes and acts
- non objective painting: painting with no recognizable subject matter


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P4 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Printing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for art tools and materials
- create a motif from lines and shapes
- use imagination to create an artwork
- demonstrate the handling and inking the motif
- demonstrate how to press the motif onto paper to create a print
- demonstrate the pulling of the print
- explain the number on the print (3/5) the third print of five
- discuss the art of print making
- identify master printers and their worker

Content Detail:

- history of print making
- print making
  - repetitive card prints (gift wrap paper with emphasis on lines and shapes)
  - random rhythm
  - regular rhythm
  - alternating rhythm
- printing techniques
  - block prints
  - regular prints
- master printers
- viewing prints
- critique/criticism
- artist encounter

Module Title: Printing	**Sequence Reference:** P4 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• display a few examples of (a) block prints and (b) natural prints and observe • demonstrate how large, light coloured objects look closer than small dark objects • instructional posters • bring in printer to talk and demonstrate the basic steps in printing • teacher demonstrations - divide a piece of paper into three sections. Print a random print in one section and a regular print in another section. In the third, create an alternating rhythm - use the plastic shapes from the art manipulative kit to create a regular rhythm, with an equal amount of space between each shape on an overhead projector (do the same for other rhythms)	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • continue practise with a variety of printing media (tempera paints, acrylic paints, watered down) • have a checklist guide, to assist students in print • observation of - preparation of activity - performance on tasks - clean up

Module Title: Printing	Sequence Reference: P4 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- The students will select their best prints and explain why they have selected them
- Create a printing stamp

Special Resources:

(materials, equipment & community involvement)

- art smock
- flat pan (cookie sheet)
- water-based printing ink (different colours)
- pencil, erasers, scissors, glue
- cardboard (thin), brayer paper (newsprint)
- newspaper (old)
- instructional posters
- TV and VCR
- field trip to a printing press
- guest visitor
- man made objects (kitchen utensils, erasers)
- solid vegetables (carrots, potatoes, turnips)
- fruits (apples, oranges (cut in half) sheets, cloth)
- art manipulative kit

References - Teacher:

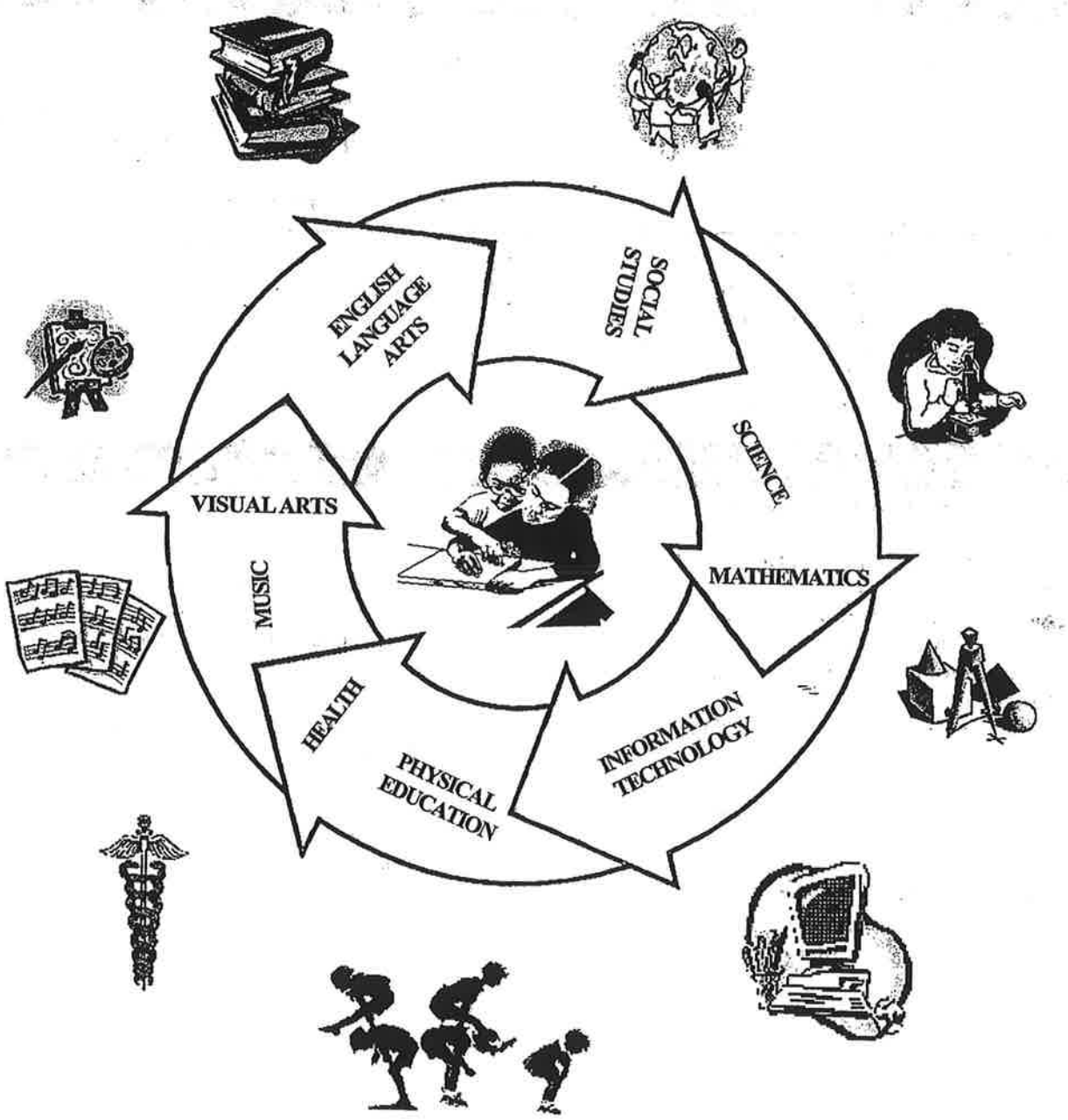
- Art Connections
- Art Connection: Assessment At Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- rhythm: a feeling or movement created by using the same line or shapes several times in a work of art
- visual rhythm: rhythm in art, created by the repetition of lines, shapes, and colour
- random rhythm: motif that appears in no order or spacing
- regular rhythm: motif that appears in equal amount of order and spacing
- alternating rhythm: when the motif is changed in someway, a second motif is introduced or the space between the motifs has changed
- motif: when a pattern or part of the pattern is repeated
- printing: pressing a shape from one thing to another many times


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P4 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2 .3, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Craft

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care and use of tools, materials and art area
- display a variety of expressive qualities or moods, meanings, symbols and themes in artworks
- critically evaluate art from various historical backgrounds
- identify and discuss the artworks of a particular artist
- analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object
- identify and combine several approaches in the production of a single craft object
- understand the cultural traditions that influence the making of crafts
- use the computer to design a craft
- create different crafts using different shapes, textures and patterns
- perform a skit explaining the creation of a craft

Content Detail:

- weaving
  - history/cultural perspective
  - store and care for materials
  - elements of art (line, shape, colours, form, texture)
  - principles of art (balance pattern unity)
  - other crafts
- making a diorama
- candle making
- book cover/album
- an assemblage
- technology and craft
- visual texture
- computer generated designs

Module Title: Craft	**Sequence Reference:** P4 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• provide examples of a completed activity to give students ideas for creating their own craft • have pictures available • provide examples of an uncompleted activity • demonstrate the sequence order of creating a craft • collect items several weeks before starting the craft • show various kinds of crafts • take students on a field trip • have students close their eyes and feel an object, explain what they feel • dramatic skit	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • practice perceptual activities by moving and observing • critically analyze craft using the four criticism questions:- (oral or written) - describe - analyze - interpret - decide • participate in class dramatizations

Module Title: Craft	Sequence Reference: P4 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Produce an original mask which is adorned with objects found in the environment
- Create a book jacket
- Create a flip book

Special Resources:
(materials, equipment & community involvement)

- baby bottles
- wool
- string
- paper
- scissors
- glue
- pencils

References - Teacher:

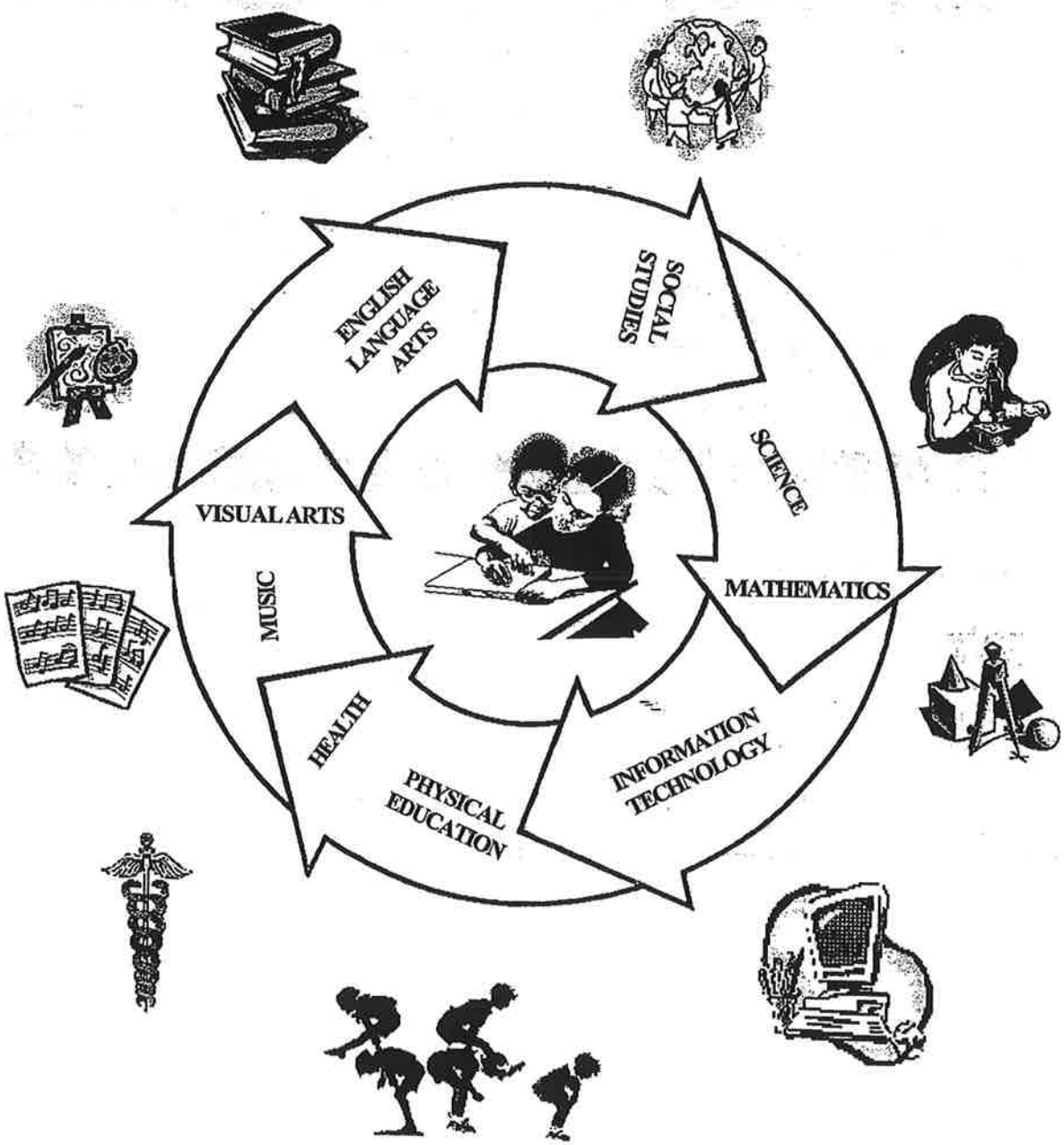
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- weaving: The process of turning thread or yarn into cloth. Artwork created by lacing together fibres – such as threads or yarn on a loom.


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P4 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care and use of tools, materials and art areas
- critically evaluate art forms from various art historical backgrounds
- display a variety of expressive qualities or moods, meanings and symbols and themes in artwork
- explain the similarities and differences in two different sculptures
- identify and analyze the types of forms and lines used in a sculpture to communicate feeling
- create individual relief on sculpture, a mask and or a diorama
- add or subtract from a sculpture and discuss the change in feeling that results

Content Detail:

- diorama
  - time line
  - purpose
  - additive/subtractive
- relief sculpture
  - purpose
  - additive/subtractive
- mask making
  - natural symbolic
  - variety
- master sculptors
- artist profiles
- scale and structure

Module Title: Sculpture	**Sequence Reference:** P4 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• have examples on hand for class to study (teacher made, student made) • demonstrate the appropriate skill for the project at hand	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • develop fluency in the use of vocabulary of the elements and principles of art and in discussing own artwork and works of others • have students evaluate completed projects according to standards of quality for a particular media • keep records of student progress (written) in art notebook/or portfolio • use charts for measurement of personal objective or goals

Module Title: Sculpture	**Sequence Reference:** P4 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Teacher critique one of the following:
- Diorama
- Relief sculpture
- Mask making

Special Resources:

(materials, equipment & community involvement)

- clay
- overhead projector
- transparencies
- on site visit
- www.sra4kids.com

References - Teacher:

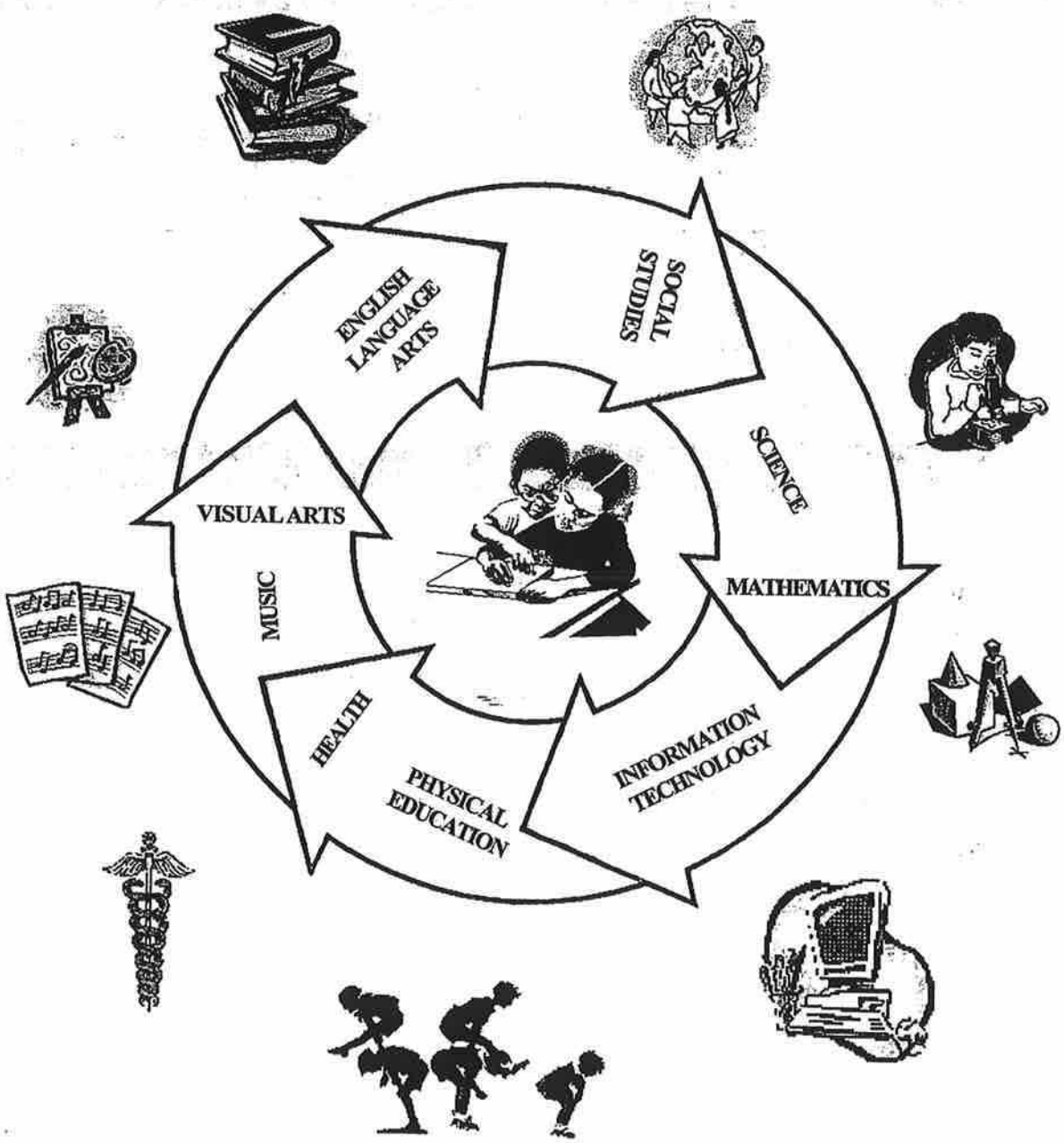
- Art Connection
- Art Express

References - Student:

- Art Connection
- Art Express

Glossary:

- two dimensional – a shape that can be measured in two ways by height and depth
- three dimensional – a shape that can be measured in three ways, by height, width and depth
- diorama – small representation of scene with three-dimensional figures
- additive sculpture – a type of sculpture to which something is added
- subtractive sculpture – a type of sculpture made from carving a form. The original material is taken away.


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P4 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 4 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Performance
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- look carefully at an object and photograph it from three points of view
- create an illusion of texture in a photographic composition
- discuss a video taped scene (e.g. of an artist explaining point of view in work of art Henri Rousseau)
- appreciate how background can enhance a composition/photograph
- analyze a video scene and discuss how it can be improved
- critique individual and group work
- research master photographers

Content Detail:

- care of the camera
- camera functions
  - master photographers and videographers
    - foreign
    - Bermudian
- background/foreground
- shadows and highlights
- illusion of texture
- video taped scenes
- criticism

Module Title: Photography and Video	**Sequence Reference:** P4 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**

• demonstrations of camera usage
• explanations
• experimentation
• role playing
• dramatic skits/scenes
• group discussions
• think, pair, share activities
• questions and answers
• computer research
• overhead projections
• internet searches
	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.
	
	• class participation in group discussions
	  - group discussions
	  - think, pair, share activities
	  - debates
	  - dramatizations
	  - question and answers
	  - experimentation
	  - role play
	• general knowledge quiz on
	  - camera and video functions
	  - techniques
	  - artists

Module Title: Photography and Video	**Sequence Reference:** P4 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Class participation
- General knowledge quiz
- Two page research paper on the history of the camera or photographers and videographers or master photographers
- Production of a well composed photograph with an interesting point of view

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- transparencies
- large prints
- camera/film
- video camera
- computer
- internet links

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- point of view: the angle from which an object or scene is viewed
- photographer: an artist who takes pictures with a camera

Visual Arts - P5
Level Code: P5 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE B OVERVIEW

Subject Title: Visual Arts

Subject Code: P5 VR

Time Allotted: 60 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY FIVE (P5) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Experiment in drawing, painting, printing, craft, sculpture and photography and video - Class participation in discussions, debates, think, pair, share activities	**50%**
• **Product Assessment** - Create two different types of drawings (portrait, still life, gesture, etc.) - Create two paintings - One page written critique of own work - Create a relief block print - Create a three dimensional sculpture	**30%**
• **Written Assessment** - Quiz on: - variety, balance, harmony, emphasis and unity - art terminology - artists and their work - Two page research paper on types of cameras, sound production, the history of photography or photographic techniques	**20%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection (Teacher's Edition). McGraw-Hill, 2000.

PHASE B OUTLINE

P4
Module Titles A - F

A. Drawing 6
- drawing materials
- types of lines
- types of shapes
- light and shadow
- observation drawings
- perspective drawings
- art terminology

B. Painting 6
- balance (symmetrical and asymmetrical)
- colour and emotion
- monochromatic design
- gesture drawing
- types of paintings
- artists and their works
- non objective art
- viewing

C. Printing 6
- types of prints
- rhythm
- printing techniques
- master printers
- viewing
- criticism

D. Craft 6
- types of crafts
- history
- elements of art
- principles of art
- technology and craft
- visual texture

P5
Modules Titles A - F

A. Drawing 6
- types of drawing
- line
- shape
- value
- drawing tools
- balance and harmony
- artists and their works

B. Painting 6
- colour
- rhythm and movement
- cultural perspective
- artists and their works
- art criticism

C. Printing 6
- tools and materials
- types of prints
- history of print making
- master printers
- terminology

D. Craft 6
- history
- care of materials
- types of crafts
- shadow puppet
- stained glass
- string art
- masks

P6
Modules Titles A - F

A. Drawing 6
- art history
- tools, materials and techniques
- line, shape, balance
- light and shadow
- one and two point perspective
- computer generated drawings

B. Painting 6
- colours
- renaissance
- baroque
- impressionism
- modern art
- Bermudian and master artists

C. Printing 6
- element and principles of art
- history of printing
- master printers
- types of printers
- glue line
- mono print
- critiques

D. Craft 6
- history
- elements and principals of art
- local material
- types of crafts
- Bermudian crafts
- flipbook
- masks
- jewellery

E. Sculpture 6
- types of sculpture
- master sculptors
- artist profiles
- scale and structures

F. Photography and Video.... 4
- care of the camera, video
- camera functions
- point of view
- shadow and highlights
- illusion of texture
- master photographers
- criticism

E. Sculpture 6
- non objective art
- materials
- types of sculptures
- perspectives
- artist profiles
- artist encounters

F. Photography and Video 4
- history
- types of cameras
- care and handling
- composition
- photographic techniques
- video and sound

E. Sculpture 6
- history
- types of sculptures:
  - abstract
  - foil
  - soap
- artist profile
- internet research
- local/Bermudian sculptors

F. Photography and Video 4
- basic elements
- time line
- photographic styles
- the pinhole camera
- photography today
- Bermuda's architectural forms criticism

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

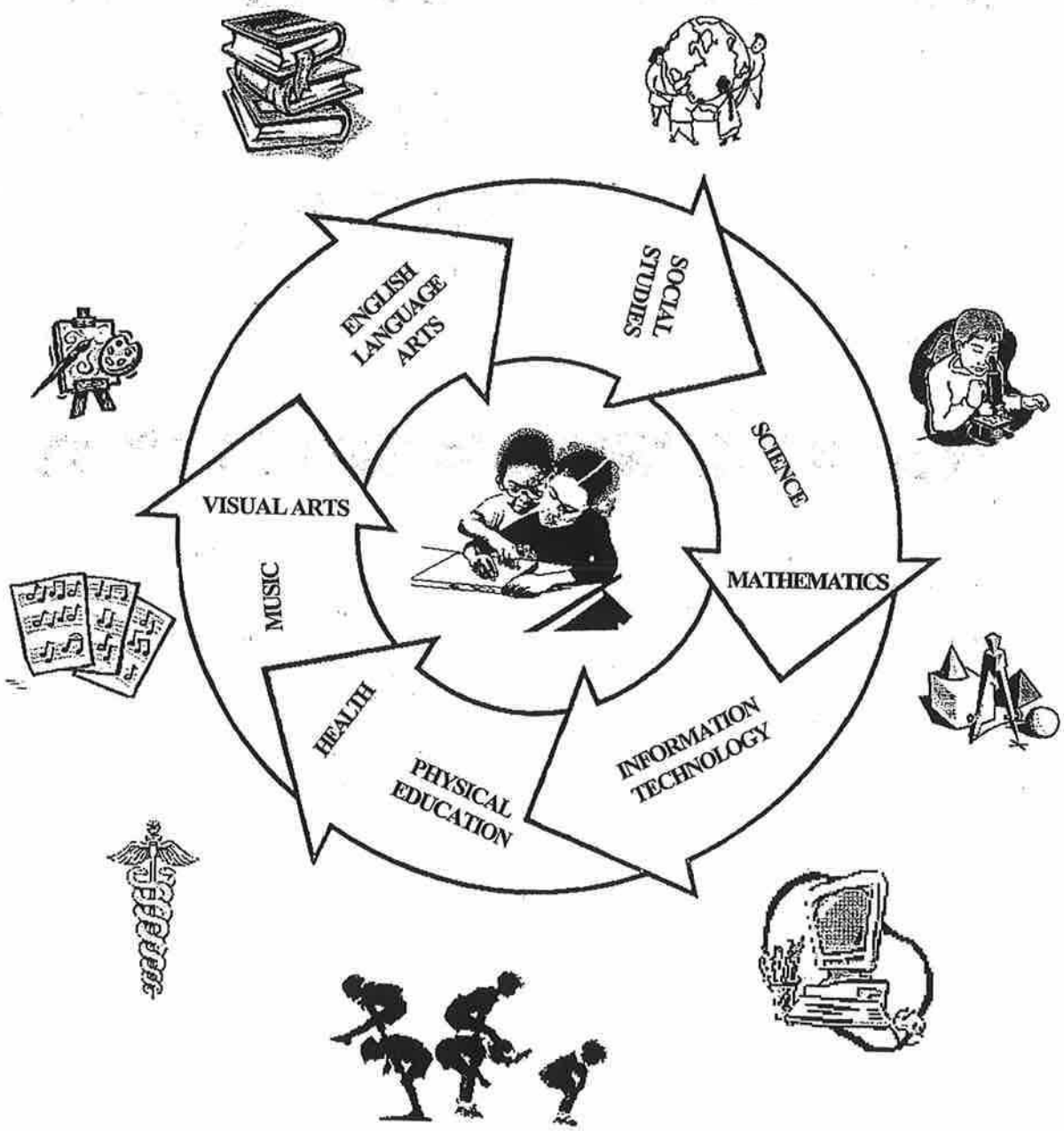
check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☒ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x		x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique		x	x	x	x	x
2	History and Culture	2.1	Recognition		x	x	x	x	x
		2.2	Categorization	x	x		x	x	x
		2.3	Analysis		x				x
		2.4	Interrelations		x		x	x	x
		2.5	Connections	x			x	x	
3	Creativity and Composition	3.1	Composition	x	x	x			x
		3.2	Creation	x	x	x	x	x	x
		3.3	Display	x	x	x	x	x	x
4	Aesthetic Judgement	4.1	Analysis		x		x	x	x
		4.2	Self-Assessment	x	x	x	x	x	x
		4.3	Appreciation		x		x	x	x
		4.4	Evaluation		x	x	x	x	x
CONTENT STRUCTURE		Drawing		x					
		Painting			x				
		Printing							
		Craft					x		
		Sculpture						x	
		Photography And Video							
		MODULE		A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P5 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.4 Technique and Skill
- 2.2, 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.2 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- describe the strengths and limitations of various art tools, materials and techniques
- create lines using a variety of tools (crayons, pencils, pastels, charcoal)
- discuss lines in nature, manufactured objects, artists' works
- relate how lines create rhythm and movement
- analyze how artists use line in many ways; materials, form, texture, pattern, space, shape etc.
- shape:
  - relate geometric shapes, free form shapes
  - analyze how artists use shapes
- value:
  - apply shading techniques to geometric shapes to create the illusion of form
  - use gradations of value in a work of art
  - identify the usage of lighting to create highlights and shadows in artwork
  - look at a still life drawing and outline its free-form shape
  - identify balance, harmony, variety, emphasis and unity in a drawing
  - analyze different types of drawings

Content Detail:

- line – vertical, horizontal, diagonal, zigzag, curved
- shape – geometric, free form
- value – shading, gradation
- line and value – hatching, crosshatching stippling
- value – perception, shadows, highlights
- vocabulary and drawing tools
- types of drawings
  - portrait – flowing lines
  - action gesture drawing
  - imaginary scene
  - landscape
  - still life
- balance, harmony
- variety, emphasis
- unity
- artists and their works

Module Title: Drawing	**Sequence Reference:** P5 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
the teacher will demonstrate: • using magazines to find the 5 types of lines • students will play "go fish" with cards "highlight and shadow" • students will tell the story "the missing area" • students will recall art terminology • discussions • think, pair, share activities	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** chart use for ticking of complete work in the area of (a) line (b) shape (c) value • assessment quizzes • oral or written presentation analyzing balance, harmony, emphasis, variety and unity in a drawing • experiment on different types of drawings

Module Title: Drawing	**Sequence Reference:** P5 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Mixed media collage or name tag demonstrating the use of line
- A self portrait demonstrating use of the value scale

Special Resources:

(materials, equipment & community involvement)

- overhead projectors, transparencies
- instructional video tapes on line, shape and space
- local artists to demonstrate in class
- VCR and TV
- elements of art

References - Teacher:

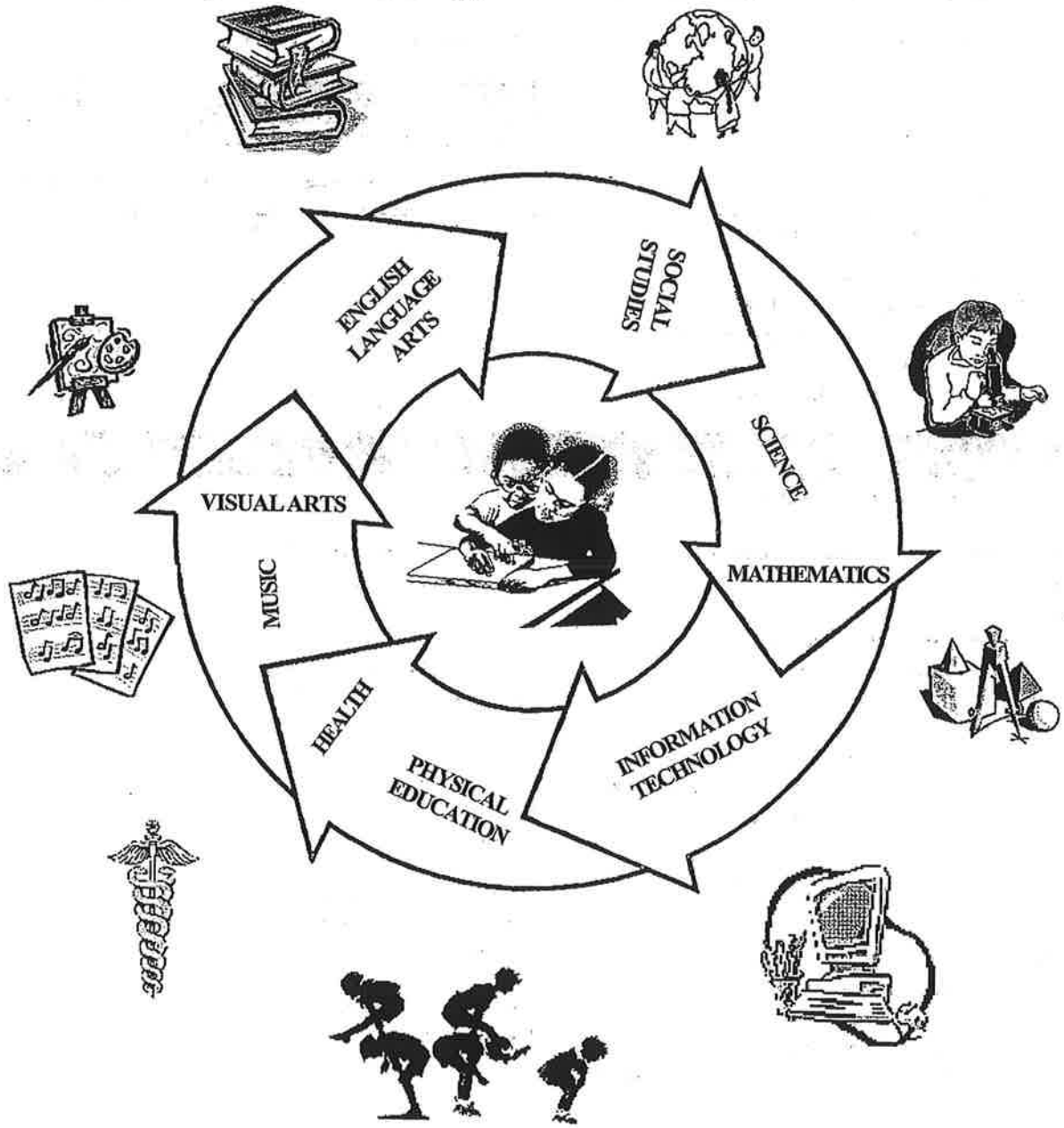
- Art Connections
- Art Connections: Art across the curriculum resource book
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- horizontal: straight up and down
- crosshatch: a shading technique in which two or more sets of parallel lines cross each other
- geometric: a math shape, such as a circle, triangle, rectangle or square
- balance: the principle of design that deals with visual weight in a work of art
- harmony: the principle of design that creates unity by stressing similarities of separate but related parts; a pleasing relationship between parts of an artwork
- emphasis: the principle of design that makes one part of the artwork stand out more than the other parts
- variety: the use of different lines, shapes, colours and textures to make a work of art interesting
- unity: parts of an artwork working together
- vertical: straight up and down
- free form: an irregular and uneven shape. Any shape that is not geometric


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P5 VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1, 1.3 - 1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Painting

Curriculum Objectives:

At the end of this module, students will:

- use art materials safely and responsibly
- paint, identify and organize colours into groups or schemes
- analyze how colour influences moods, feelings
- analyze how artists use colour in artwork
- identify and use tints and shades with paints
- critique paintings/slides/posters
- analyze colours in nature, in manufactured objects
- recognize how art relates to holidays and festivals
- study perspective – space – and how it changes colour and light
- discuss artists, their paintings and interpretation
- observe how colours are influenced by colours in the environment
- identify specific paintings belonging to various artists
- identify media/techniques used by different artists
- critique paintings using appropriate vocabulary
- recognize diversity in paintings
- compare works of art in Bermudian versus another culture

Content Detail:

- primary and secondary colours
- analogus colours
- complementary colours
- warm and cool colours
- visual rhythm and movement
- colour and visual rhythm
  - tints
  - shades
- transparency

<u>artists</u>

Michelangelo Winslow Homer Sharon Wilson
Rembrandt Lawrence Charles Zuill Otto Trott
Diana Amos Birdsey

- cultural perspectives
- art criticism

Module Title: Painting	**Sequence Reference:** P5 VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • observations - go on a walk around the school and look for colour combinations - look at a painting, inside under artificial light and outside in natural light (same painting) • look at one colour outside through different distances (sky – above-dark blue) (away – medium blue) (faraway – pale blue) • make a spectrum with a prism or glass of water • paint to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • discussions about artists and their works

Module Title: Painting	**Sequence Reference:** P5 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create a colour wheel
- Create two paintings
- One page written critique of own work
- Create a crayon resist painting of a flower, showing the flower in a close up view, and using analogous colours
- Written critiques

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- VCR and TV
- instructional video
- instructional posters
- art smocks
- water paint
- poster paints
- acrylic paints
- crayons
- visit galleries
- local artist visits

References - Teacher:

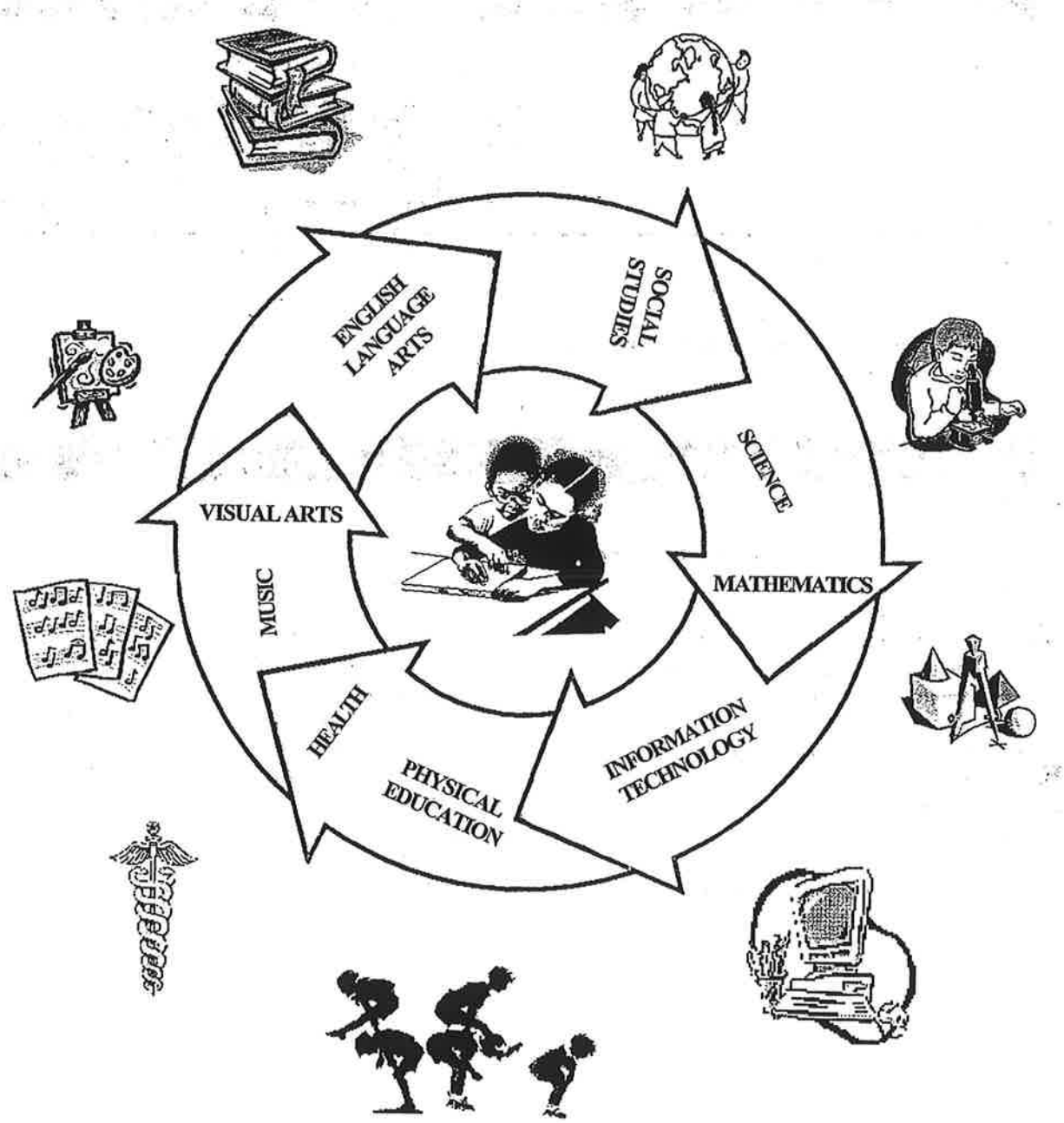
- Art Connections
- Art Connections: Art Across the Curriculum,
- Art Connections: Assessment Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- hue: another word for colour
- primary colour: one of the three basic colours, red, yellow or blue
- secondary colour: the mix of two primary colours. Orange, red, green and violet are secondary colours
- intermediate colour: one of six colours that are made when a primary colour is mixed with a secondary colour
- tint: any light value of a colour
- analogous: a colour scheme using colours that are side by side on a colour wheel
- colour spectrum: range of colours that come from light
- shade: any dark value of a colour
- warm colours: colour that seems to move toward the viewer and suggests warmth and energy. Red, orange and yellow are warm colours
- cool colours: colours that seems to move away from the viewer and suggest coolness. Green, blue and violet are cool colours
- value: the lightness or darkness of a colour or object


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P5 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.2, 4.4 Aesthetic Judgement

Content Focus:

- Printing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for the print making tools and materials
- create a motif from lines and shapes
- discuss pop art and printer Andy Warhol
- judge artwork according to specific criteria
- explore printing techniques and practice design concept
- brief history on Albert Durer a renaissance artist, who helped make printmaking a fine art
- identify symmetrical balance
- identify asymmetrical balance
- identify radial balance
- debate the advantages of print making

Content Detail:

- tools and materials
- printmaking
  - relief print
    - (a) pattern (using rhythm, moving, spacing)
    - (5 to 7 motifs to make a design)
- block print
  - (a) texture (natural – tree bark, sand, rock) manufactured – glass, cloth
  - (b) balance (symmetrical and asymmetrical)
  - radial balance
- Albert Durer
- Andy Warhol
- the history of print making
- terminology

Module Title: Printing	**Sequence Reference:** P5 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • compose a positive shape into a simple design for prints (paper drawing) - relief print - mount print work for display - demonstrate to show that the images are reversed when printed - if students decide to use their initials for their design, they must glue them upside down in reverse order - add lines and shapes to create texture onto the motif (styrofoam, foam board or linoleum) • debate • discussions • visiting a printing presd	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • write the steps of what is learned in a notebook and have examples • define the term print making • know the three tools for print making - printing plate (surface for paint (ink) - paint (ink) which is applied to the plate with a brayer - brayer a roller used to apply paint (ink to the plate) • how is a pattern created? How many examples of natural and man-made patterns can you name? • in the portfolio students will have labelled examples of rhythm showing - (a) movement - (b) spacing • use appropriate art vocabulary in describing artwork • compare and contrast visual characteristics in artwork • research information concerning artists and artworks • list the materials to be used in printing • keep a notebook or journal containing prints completed • debate who was/is the best print maker in history • debate the advantages and disadvantages of print making

Module Title: Printing	Sequence Reference: P5 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create new patterns from imagination
- Make a relief block print

Special Resources:

(materials, equipment & community involvement)

- tag board (4" square)
- newspaper (old)
- water based ink
- sheets (bed)
- scissors
- brayer
- paper (white)
- foam food trays
- cardboard
- flat tray (cookie)

References - Teacher:

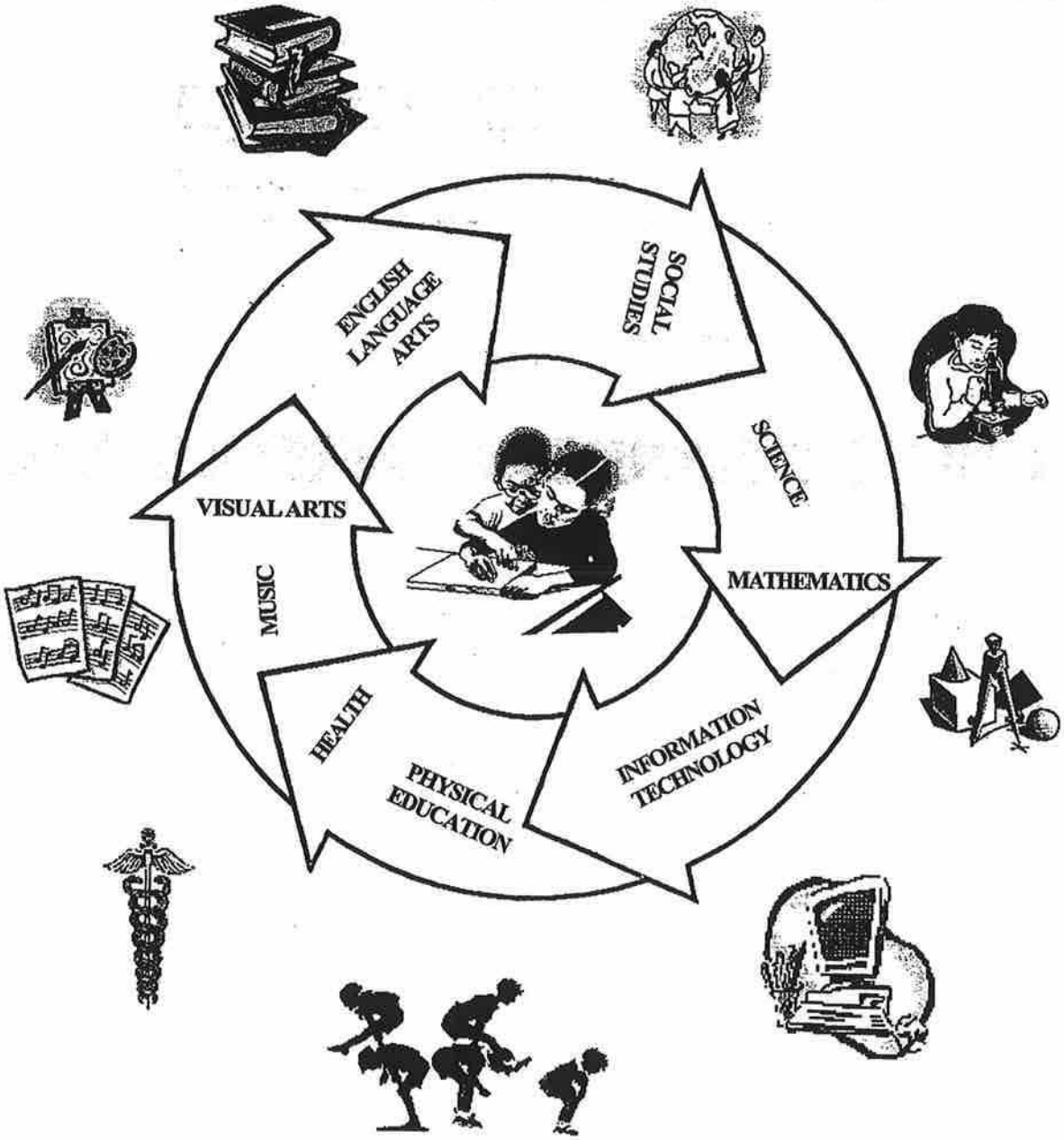
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- printing: pressing a shape from one thing to another many times
- brayer: a tool used for rolling the paint (ink) smoothly out on a flat surface (cookie tray)
- relief printing: the paint (ink) is on the top of the surface of the block (cardboard or vegetable)
- stencil: a cut out (negative shape) through which the paint (ink) is applied
- balance: the principle of design that deals with the visual weight in a work of art
- symmetry: formal balance in which two halves of a balanced composition are identical
- asymmetry: informal balance aware of organizing parts of a design so that unlike objects have equal weight


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P5 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Craft

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools and materials and art area
- analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object
- use the internet to investigate the work of crafts people
- know the history of craft
- understand the principles of art
- explain the elements of art
- appreciate how to make different crafts

Content Detail:

- history
- store and care of materials
- elements of art (shape, form, space)
- principles of art (unity, emphasis, variety)
- shadow puppet
- flag
- stain glass painting
- string art
- mask making

Module Title: Craft	**Sequence Reference:** P5 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations - create original designs with stitches and applique - cloth shapes to make - flags - soft sculptures - weave on - fingers - cardboard - wooden/free form looms - wax and glue batik on cloth - tie-dye techniques • observation • think, pair, share activities	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • check list for evaluation of craft work - clarity (do we understand the point?) - completeness (is it a whole that holds together?) - creativity (this is subjective) - thoughtful aspects (has there been careful thought?) - visual quality (has care been demonstrated?) - verbal presentation (how complete and clear is the presentation to the class?) • peer evaluation of work • keep record of student progress in an art notebook/portfolio

Module Title: Craft	Sequence Reference: P5 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create two of the following
  - shadow puppet
  - own flag
  - stain glass picture
  - string art
  - mask making

Special Resources:

(materials, equipment & community involvement)

- internet
- computer
- stained glass
- string
- glue
- paint
- mask forms

References - Teacher:

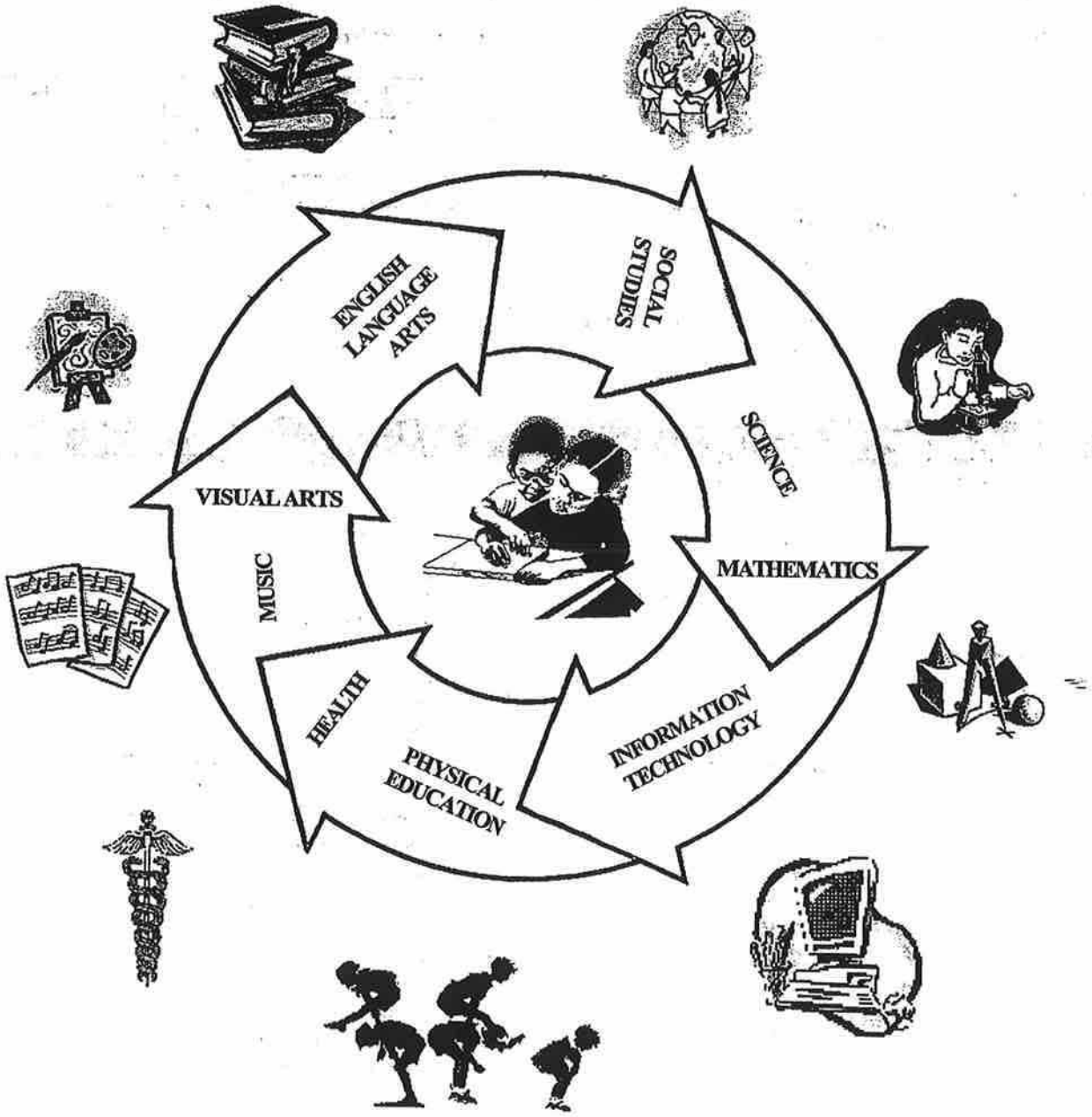
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P5 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools and materials
- critically evaluate art forms from various art backgrounds
- know how to create a sculpture
- analyze two similar sculptures from different points of view
- interview a sculptor and discuss point of view
- know the value of non objective art
- understand and analyze the importance of point of view in an art work
- appreciate the works of Bermudian sculptors

Content Detail:

- non objective art
- paper mache
  - additive
  - natural materials
  - shape
  - colour and mood
  - function
- sculpture
  - toys (scraps to use to create with)
  - forest (plants, seeds, tree barks, branches)
  - seashells (different shells from the ocean)
- soft stone sculpture
  - deductive
- point of view/perspective
- artist profiles
- artist encounter
  - terminology
  - criticism
- Bermudian sculptors
  - Desmond Fountain
  - Elizabeth Ann Trott
  - Chesley Trott

Module Title: Sculpture	**Sequence Reference:** P5 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations - appropriate skill needed for the project at hand - research (artworks on themes) • interview • class discussions • artist class visit	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • use checklist to summarize the knowledge and skills acquired in a studio experience • use student's art notebook or portfolio as a record of progress • have students compare and contrast the changes in their artwork and the work of others (different times/cultures) • ask and answer questions about the starting points for their work and development of ideas

Module Title: Sculpture	**Sequence Reference:** P5 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create a three dimensional piece for display
- Artist interview

Special Resources:

(materials, equipment & community involvement)

- visiting artist
- Desmond Fountain
- Chesley Trott
- Elizabeth Trott
- instructional posters
- instructional video
- VCR and TV
- plaster of paris
- soft sculpture
- vermiculite

References – Teacher:

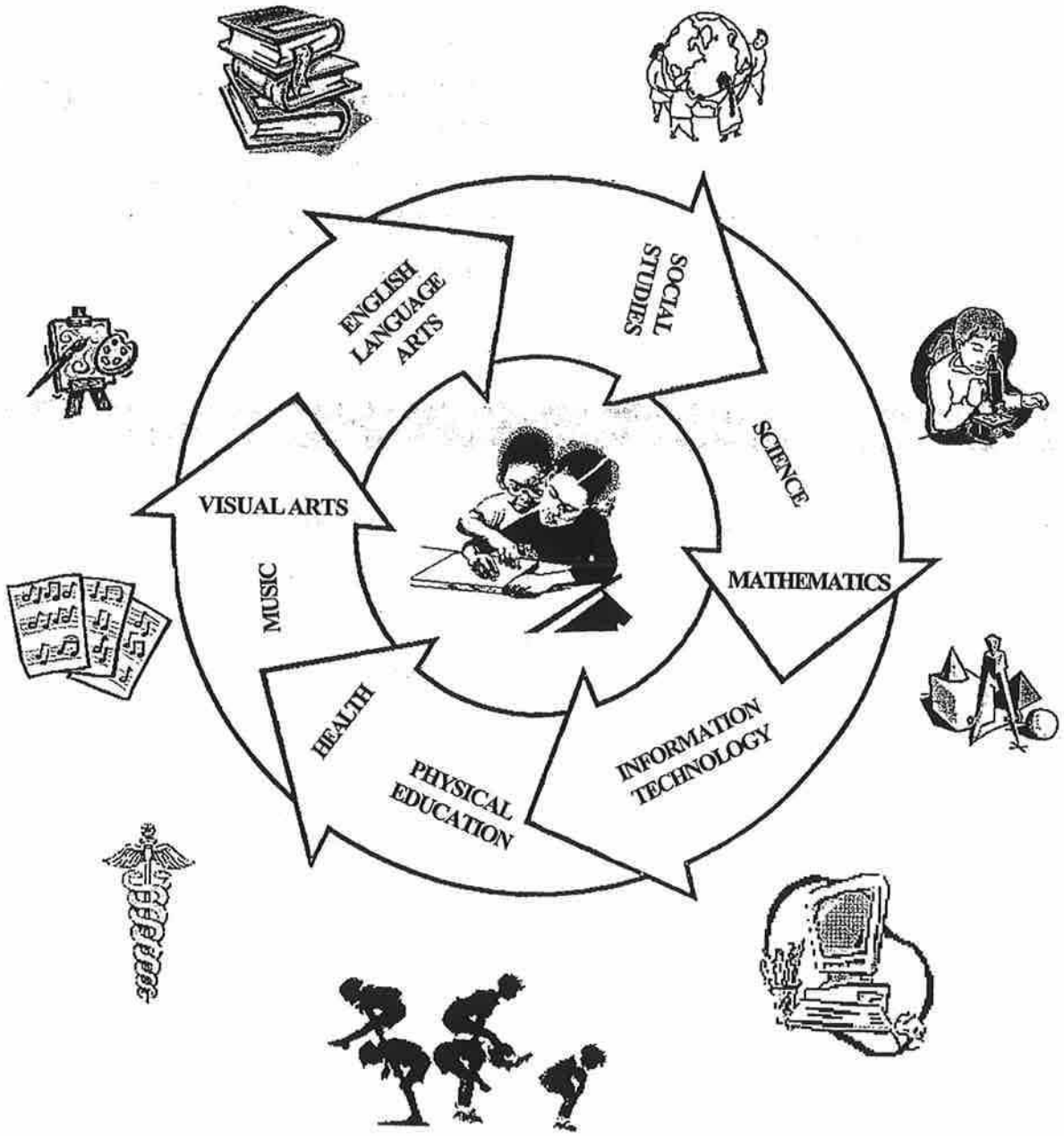
- Art Connections
- Art Connections. Assessment Book
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P5 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- appreciate and understand the history of photography and video
- discuss the elements of art and their relationship to photography and video
- list the types of cameras available
- recognize the importance of care and handling of the camera
- explain photographic techniques
- explain the relationship between video and sound
- relate the production of video and sound

Content Detail:

- history of photography, video
- types of cameras
- care and handling of cameras
- elements of art
  - line
  - shape
  - colour
  - pattern
  - composition
- composition
- photographic techniques
- video and sound

Module Title: Photography and Video	**Sequence Reference:** P5 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• demonstrations • experimentation • discussion • think, pair, share activities • site visit • question and answer • overhead projections • computer research • internet searches • visit a photography lab	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • experiment making a pinhole camera • general knowledge quiz on - care and handling of cameras - elements of art - photographic techniques - video and sound - history of photography • research the types of cameras or the production of video sound • class participation in - discussions - debate - questions and answers - dramatic skits - think, pair, share activities

Module Title: Photography and Video	**Sequence Reference:** P5 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Pinhole camera creation
- Two page research paper on types of cameras or the production of video sound

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- transparencies
- visit to a photography lab
- large prints
- computer
- rubber bands
- cameras (throw away)
- pinhole camera materials
- video camera
- boxes
- pins
- internet links
- sticky tape
- black paper
- mask forms
- wax paper
- scissors

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text

Visual Arts - P6
Level Code: P6 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE B OVERVIEW

Subject Title: Visual Arts

Subject Code: P6 VR

Time Allotted: 60 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY SIX (P6) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Participation in discussions, group work - Interview a sculptor, individually or as a class with emphasis on point of view - Use the internet to research an artist for class discussion	**50%**
• **Product Assessment** - Portfolio including a still life with shadows using a blending, crosshatching or stippling technique - A computer generated drawing or painting - One glue line print - One craft - One sculpture - Pinhole camera creation	**30%**
• **Written Assessment** - A three page research paper on the lives of two artists comparing their drawing techniques or a two page report on the life of a renaissance or impressionist artist - One page critique of own work	**20%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express. (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection. (Teacher's Edition). McGraw-Hill, 2000.

PHASE B OUTLINE

P4
Module Titles A - F

A. Drawing 6
- drawing materials
- types of lines
- types of shapes
- light and shadow
- observation drawings
- perspective drawings
- art terminology

B. Painting 6
- balance (symmetrical and asymmetrical)
- colour and emotion
- monochromatic design
- gesture drawing
- types of paintings
- artists and their works
- non objective art
- viewing

C. Printing 6
- types of prints
- rhythm
- printing techniques
- master printers
- viewing
- criticism

D. Craft 6
- types of crafts
- history
- elements of art
- principles of art
- technology and craft
- visual texture

P5
Modules Titles A - F

A. Drawing 6
- types of drawing
- line
- shape
- value
- drawing tools
- balance and harmony
- artists and their works

B. Painting 6
- colour
- rhythm and movement
- cultural perspective
- artists and their works
- art criticism

C. Printing 6
- tools and materials
- types of prints
- history of print making
- master printers
- terminology

D. Craft 6
- history
- care of materials
- types of crafts
- shadow puppet
- stained glass
- string art
- masks

P6
Modules Titles A - F

A. Drawing 6
- art history
- tools, materials and techniques
- line, shape, balance
- light and shadow
- one and two point perspective
- computer generated drawings

B. Painting 6
- colours
- renaissance
- baroque
- impressionism
- modern art
- Bermudian and master artists

C. Printing 6
- element and principles of art
- history of printing
- master printers
- types of printers
- glue line
- mono print
- critiques

D. Craft 6
- history
- elements and principals of art
- local material
- types of crafts
- Bermudian crafts
- flipbook
- masks
- jewellery

E. Sculpture 6
- types of sculpture
- master sculptors
- artist profiles
- scale and structures

F. Photography and Video.... 4
- care of the camera, video
- camera functions
- point of view
- shadow and highlights
- illusion of texture
- master photographers
- criticism

E. Sculpture 6
- non objective art
- materials
- types of sculptures
- perspectives
- artist profiles
- artist encounters

F. Photography and Video 4
- history
- types of cameras
- care and handling
- composition
- photographic techniques
- video and sound

E. Sculpture 6
- history
- types of sculptures:
  - abstract
  - foil
  - soap
- artist profile
- internet research
- local/Bermudian sculptors

F. Photography and Video 4
- basic elements
- time line
- photographic styles
- the pinhole camera
- photography today
- Bermuda's architectural forms criticism

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

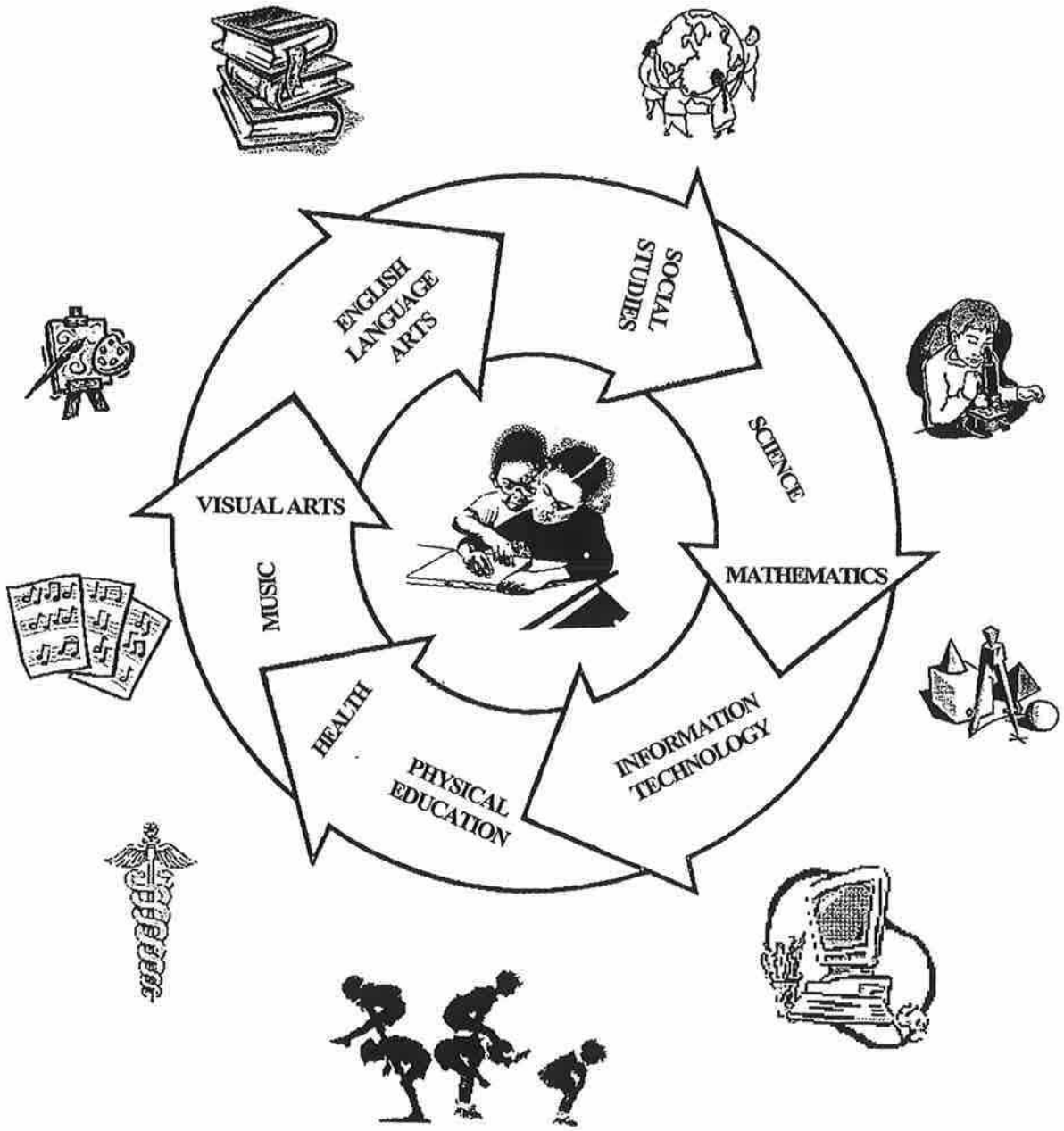
check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x	x	x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique	x	x	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	x	x	x
		2.2	Categorization	x	x		x	x	x
		2.3	Analysis	x	x				x
		2.4	Interrelations		x			x	x
		2.5	Connections					x	x
3	Creativity and Composition	3.1	Composition	x	x	x	x		x
		3.2	Creation	x	x	x	x	x	x
		3.3	Display	x	x	x	x	x	x
4	Aesthetic Judgement	4.1	Analysis	x	x		x	x	x
		4.2	Self-Assessment	x	x	x	x	x	x
		4.3	Appreciation	x		x	x	x	x
		4.4	Evaluation				x	x	
CONTENT STRUCTURE		Drawing		x			x		
		Painting				x	x		
		Printing							
		Craft					x		
		Sculpture						x	
		Photography							x
		MODULE		A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P6 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Techniques and Skill
- 2.1 - 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- explain the basic care of drawing tools
- identify various lines, that create movement
- describe the strengths and limitations of various drawing tools, materials and techniques
- discuss how artists use light and shadows to indicate dimension
- practice using lines to create patterns
- identify symmetrical, asymmetrical and radial balance
- recognize aesthetic qualities in both the natural and man made environment
- recognize Bermuda's artists and art from other cultures
- use software programs with graphics to enhance learning experiences
- recognize connections among visual arts and other disciplines
- evaluate and take pride in one's own work
- identify and categorize art on a historical time line

Content Detail:

- drawing tools, materials and techniques, ink and pen, coloured pencils, contour, oil pastels, markers, chalk, kneaded eraser
  - types of lines
  - vertical, horizontal, diagonal, zigzag, curved
  - types of shapes
  - geometric, organic, freeform
  - balance
  - light and shadow
  - blending, hatching, crosshatching, stippling, perception, shadows, highlights, pointillism
- one and two point perspective
- types of drawings
- art history
- art criticism
- computer generated drawings

Module Title: Drawing	**Sequence Reference:** P6 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations - of elements of value in a drawing through hatching, crosshatching, stippling or pointillism - of standard figure proportions - depicting student posed drawings of contour drawing • explanations - artworks of people that focus on faces and expressive poses including hands - of expressive portraits • attend an art exhibit • create art using visual rhythms and repetition of patterns • draw from magazines, photographs, still life or people and continue to practise contrasting of darks and lights in a subject • use the computer to generate drawings	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quizzes • observation of handling materials safely and responsibly • vocabulary words from the lesson • learn techniques to make shapes appear round and three dimensional (shading) • discuss various artists and art movements and the use of line, texture, shape and space • teacher observation of student creating • a still life with shadows using blending, crosshatching or stippling techniques • computer generated drawings • research the lives of two artists and compare their drawing techniques

Module Title: Drawing	Sequence Reference: P6 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Creation of a still life form with shadows using a blending, crosshatching or stippling technique
- Create a computer generated drawing
- Create a drawing in one or two point perspective

Special Resources:

(materials, equipment & community involvement)

- instructional video
- instructional poster
- VCR and TV
- tape recorder and tapes
- overhead projector and transparencies
- gallery site visit
- artists encounter
- computer
- software

References - Teacher:

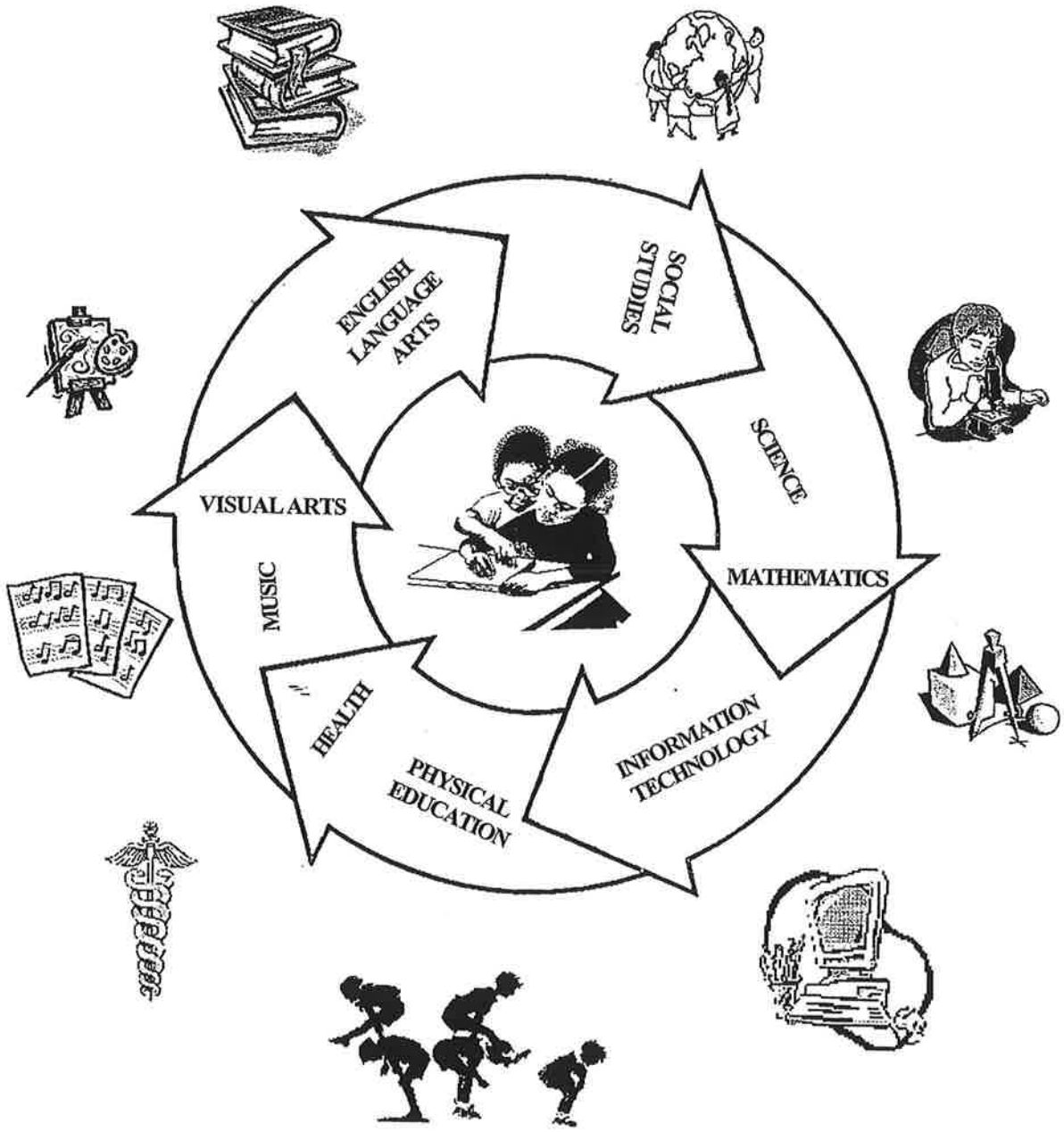
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express:

Glossary:

- portrait: shows a likeness of a person (artwork)


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P6 VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 -1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.2 Aesthetic Judgement

Content Focus:

- Painting

Curriculum Objectives:

At the end of this module, students will:

- identify the primary, secondary and intermediate colours (tertiary)
- explain how colours are created and describe their use in works of art
- define monochromatic colours and describe the variety of colours that can be created from a single hue
- compare colours that have been altered through the addition of black, white and gray
- cite objectives visually and orally
- draw dramatic night scenes with unusual lighting, visual rhythms and colour contrasts
- research the life of a renaissance or impressionist artist
- create a computer generated painting

Content Detail:

- colours
  - primary colours
  - secondary colours
  - warm and cool colours
  - neutral colours
  - monochromatic colours
  - intermediate colours
- tints
- shades
  - brush strokes – wet wash, painting in strokes, without detail
  - dry wash
  - stippling
- Bermudian and other master artists

  Renaissance – Michelangelo, DeVinci
  Baroque– Rembrandt
  Impressionism – Van Gogh, Lautrec
  Twentieth Century/Modern Art – Picasso, O'Keeffe, Lawrence

Module Title: Painting	**Sequence Reference:** P6 VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• create a painting with brushstrokes that expresses motions and gestures • review ideas about colour and painting • discuss prior experiences in mixing tempera paint • use instructional posters/video for understanding of making group colours, transparencies • demonstrate how to do the following (wet brush, dry brush, stippling strokes • show examples of students' work • refer to instructional video/poster to identify the types of paintings, landscape, seascape, portrait, still life, abstract • paint to music • group discussions • critiques	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • students will share their work, focus on the use of values (tints, shades) development details and evidence of shading • group discussions or individual assessments guide book • groups will prepare two general statements about what they have learned • discuss lesson concepts. Help students recall style, artists and the interest or themes associated with each • view paintings to identify effective qualities and painting techniques • discussion of why the "dot" system is helpful in mixing colours • create and label different activities on card (a) weak colours/shining colours (b) making brown, gray (c) colours for feeling sad, joyful (d) opaque painting • look at colours and objects from far away (like mountains) then get close to the object and see the changes • report on a given assignment

Module Title: Painting	**Sequence Reference:** P6 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Complete one of the following
  - paint a garden, expressing interpretation of the subject through the colours mixed
  - create a design filled with analogous colours
  - create design motifs with monochromatic colours
  - create a design filled with warm and cool colours
  - create a painting using value colours and contrasting value colours
- Write a two page report on the life of a renaissance or impressionist artist

Special Resources:

(materials, equipment & community involvement)

- instructional video
- instructional poster cards
- VCR and TV
- guest artist
- art smock
- paper
- paints
- paint brushes
- paint trays
- water containers

References - Teacher:

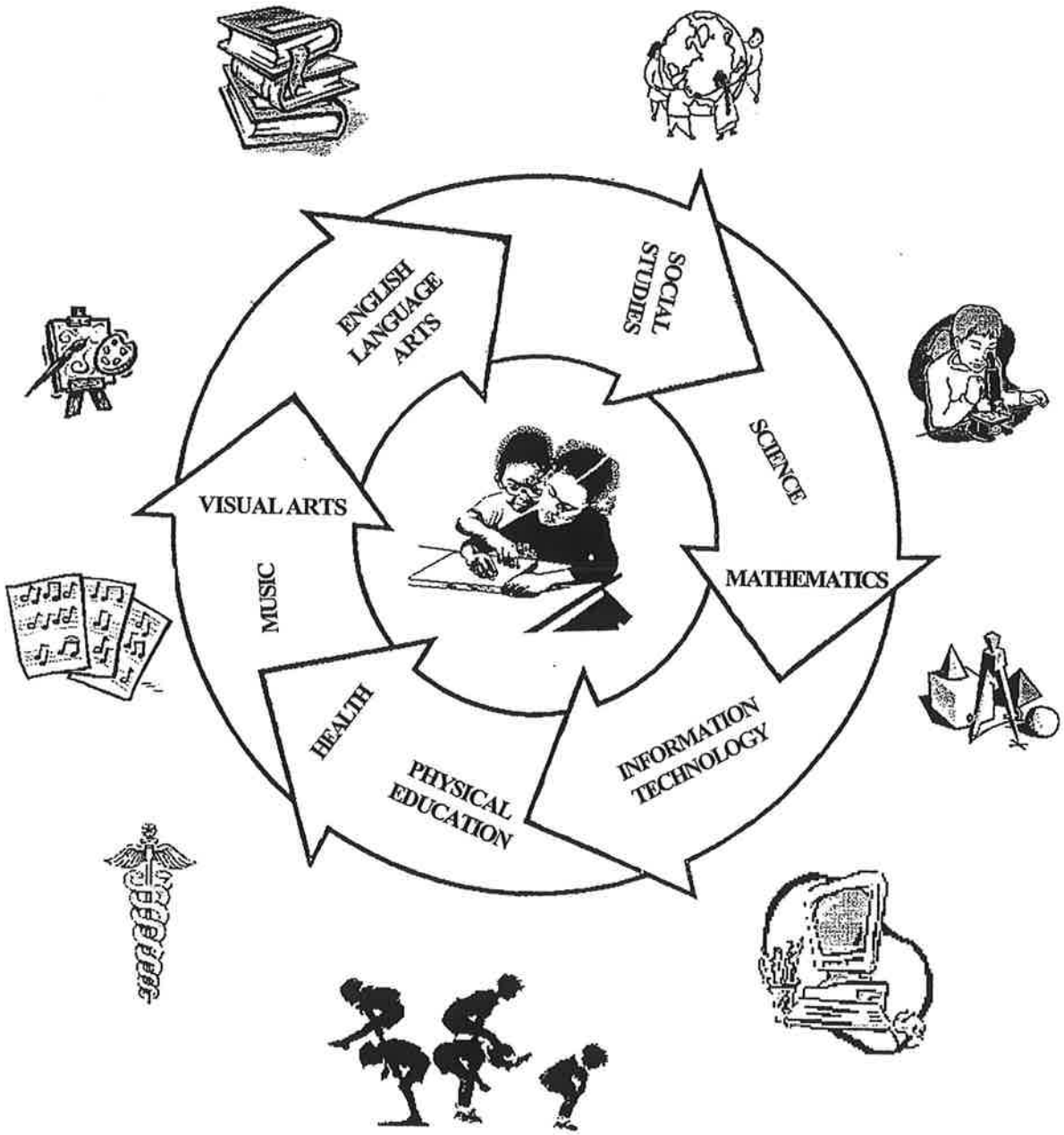
- Art Connections
- Art Connections: Overhead Transparencies Art Connections
- Art Connections: Art Across the Curriculum Art Connection
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- hue: another word for colour
- primary: colour cannot be mixed, red, yellow, blue
- secondary: colours made by mixing two primary hues
- intermediate: the mixing of a primary and secondary colour – red, violet
- tint: white added to the hue
- shade: black added to the hue
- expressionism: colour and strong brush strokes
- impressionism: small patches of colour placed side by side to create a shimmering effect
- colour scheme: a plan for organizing colours
- monochromatic: one colour and its tints and shade
- analogous: colours that are side by side on the colour wheel and share a common colour
- complementary: colours opposite each colour on the colour wheel
- warm: colours move towards the viewer (red, yellow, orange)
- cool: colours move away from the viewer (blue, green violet)
- visual and rhythm: repeated pattern of shapes, colour or lines that create a sense of movement


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P6 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 History and Cultural
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.2 - 4.3 Aesthetic Judgement

Content Focus:

- Printing
- Painting

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for the print making tools and materials
- create a glue line drawing from sea books, magazines, books
- recognize and list the elements of art in print making
- apply design principles in composition
- use the imagination along with printing techniques as a means of self expression
- recognize individual techniques of master print makers
- use critical thinking skills to improve own print and to critique the work of peers
- explain the principles of design
- recall the history of printmaking
- demonstrate printing procedures

Content Detail:

- elements of art
- design principles
- print making
  - (a) glue line print
  - (b) monoprint
    - composition
    - monochromatic colour
    - texture
- history of printing
- master printers
- critiques
- exhibition

Module Title: Printing	**Sequence Reference:** P6 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• demonstrations of printing procedures • practise drawing lines with glue on scrap paper	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • describe, analyze, interpret and judge their glue line print • have students critique each others prints, noting especially the environment at features and whether lines and patterns were used successfully • have students mount the printing plate next to the print itself • make an exhibition of the sea creature prints and invite a group of younger students to come and see them • in an art notebook, write one paragraph describing the scenery captured in a glue line print • place a print of own work next to the paragraph • mark of checklist on a chart to follow glue line print procedure

Module Title: Printing	**Sequence Reference:** P6 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create an underwater creature
- Notebook content (print making)

Special Resources:

(materials, equipment & community involvement)

- art smock
- white glue
- scrap paper
- toothpick
- pencil/paper
- cardboard 8 ½ x 11
- water based printing ink
- ink plate or cookie sheet
- soft brayer
- oil pastels or coloured pencils
- display of other student's work
- craft paper
- glue line print chart (one for each student laminated)
- books on the sea creature

References - Teacher:

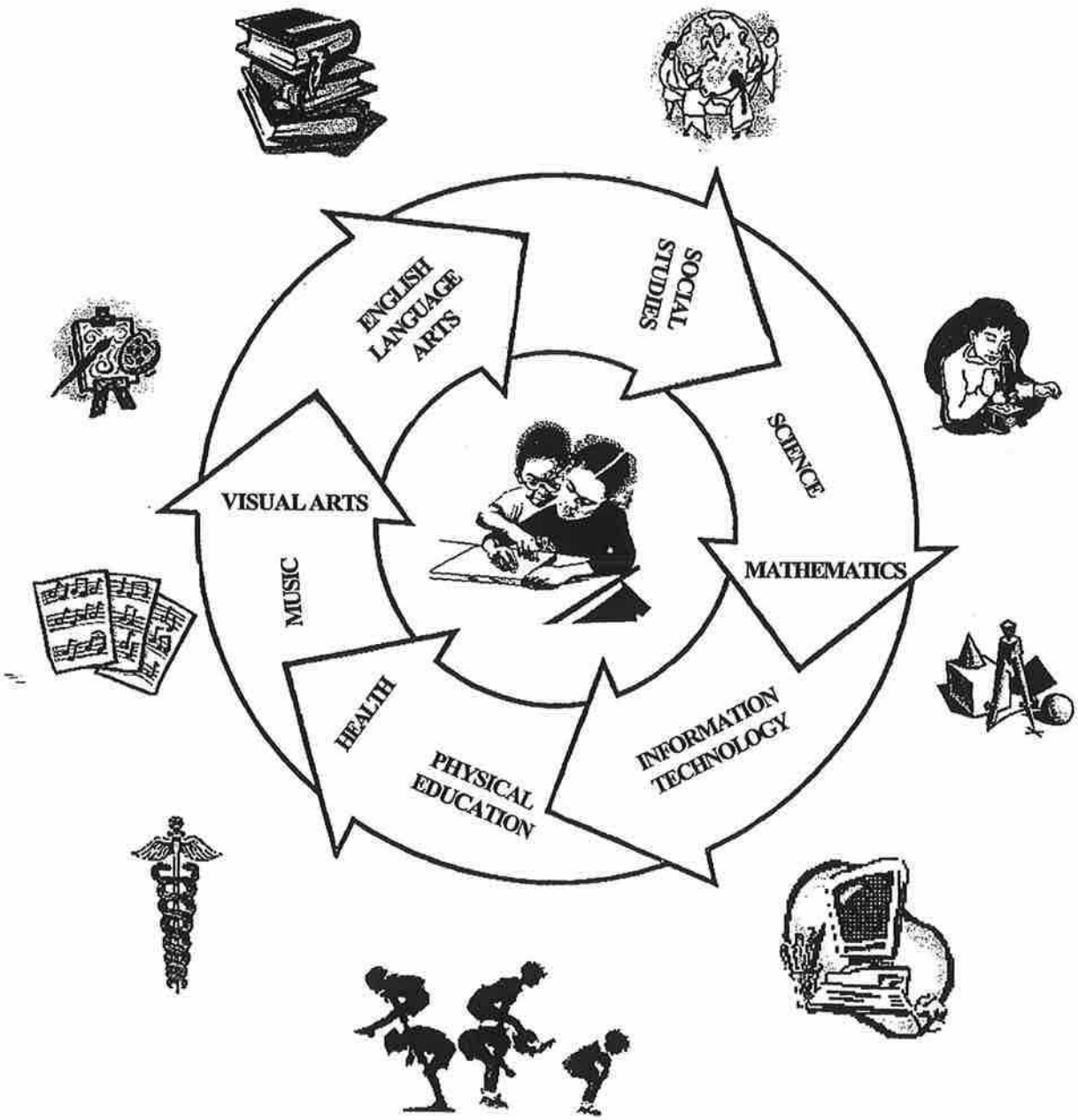
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- print: one of a series of multiple originals
- monochromatic colour: one colour with all the tints and shades of that colour


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P6 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.2 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Craft
- Painting
- Drawing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools and materials and art area
- identify and combine several approaches in the production of a single craft object
- evaluate a significant work discussing craftsmanship, creativity, technique and aesthetic appeal
- critically analyze crafts of peers and own work
- differentiate between decorative and functional purposes of craft

Content Detail:

- history
- store and care of materials
- elements of art (line, shape, colour, form, texture)
- principle of art: variety, emphasis, proportion
- local materials
- types of crafts
  - name tag design
  - banner
  - woodwork (kites, local craft items)
  - flip book
  - mask making
  - making jewellery

Module Title: Craft	**Sequence Reference:** P6 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations of - safe and skillful use of a variety of tools and equipment • craft person to share information of their craft • discussions • think, pair, share activities	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • interview students to discover their understanding of their own creative processes • have small groups of students critique a work in progress by: - making constructive comments and praising success - being non-personal - identifying areas that need attention and providing suggestions • use a rating scale to evaluate student's care of tools and equipment, and art room • use checklist to summarize the knowledge and skills acquired in a studio experience • keep records of student progress in a portfolio

Module Title: Craft	**Sequence Reference:** P6 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Students will create one of the following:
  - name tag (letter based design)
  - a hanging banner
  - a kite for display
  - flipbook (cartoon etc.)
  - a mask
  - jewellery

Special Resources:
(materials, equipment & community involvement)

- paper, pencil, eraser, glue, scissors
- pictures of craft
- art notebook/portfolio

References - Teacher:

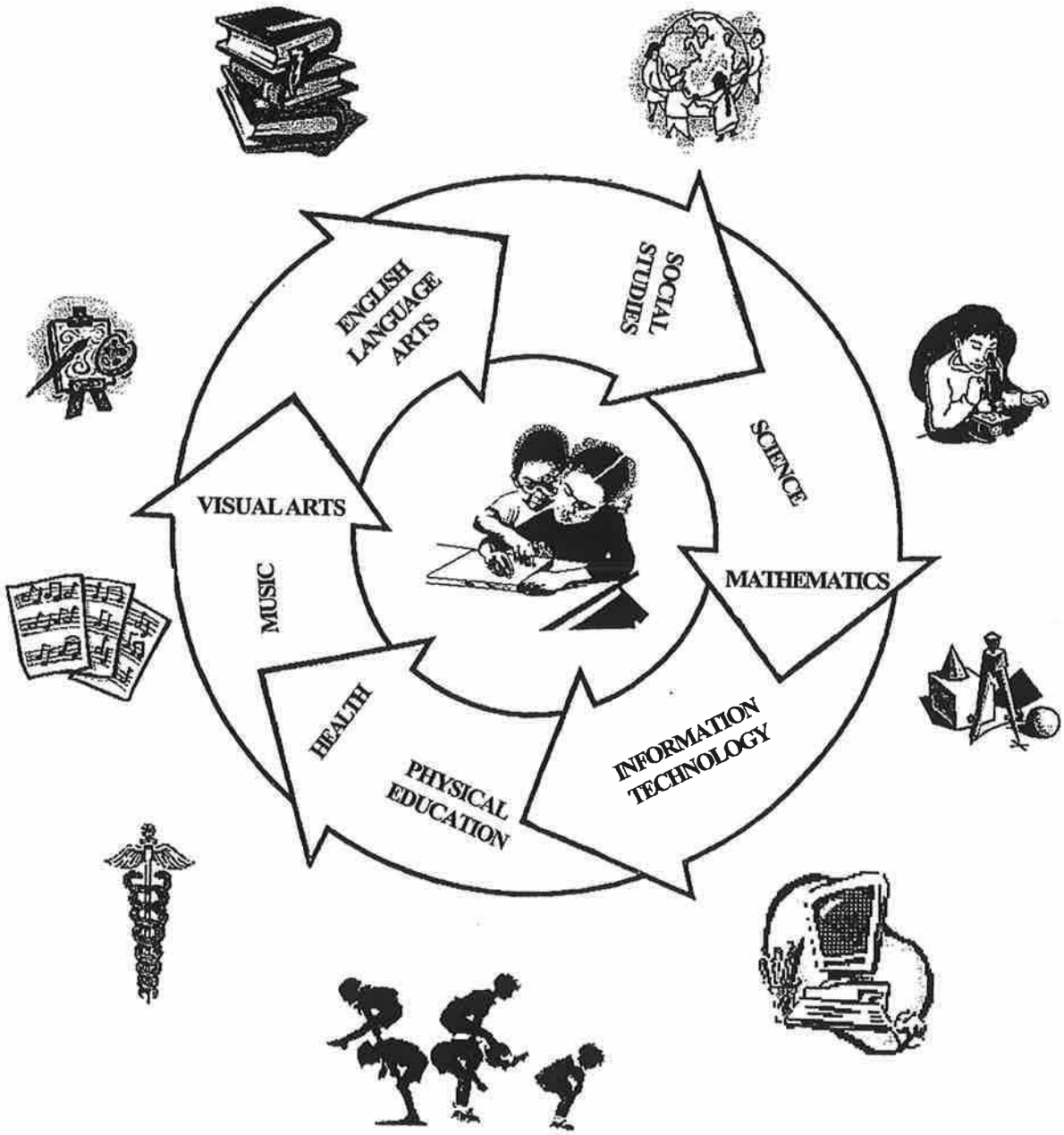
- Art Express
- Art Connections

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P6 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2, 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools, materials and art area
- critically evaluate art forms from various art historical backgrounds
- use the internet to investigate the work of sculptors
- identify what they might change in their current work or develop in their future work
- understand how to make an abstract sculpture, foil and/or soap sculpture
- research the internet to learn about sculptors
- recognize the works of local sculptors and historical pieces

Content Detail:

- history of sculpture
- type of sculptures
  - abstract sculpture (additive)
  - elements of art (lines, space, shape, value)
  - principle of art (balance, unity dominance, texture, pattern)
  - foil sculpture (high relief sculpture)
  - proportion
  - purpose
  - gallery visit
  - soap sculpture (low relief sculpture)
  - deductive
  - surface variety/detail
  - function
- artist profile
- internet research
- terminology
- local Bermudian sculptors

Module Title: Sculpture	**Sequence Reference:** P6 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• play games to learn terminology • teacher demonstrations	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • use checklist to summarize the knowledge and skills acquired in a studio experience • use a rating scale to evaluate student's care of tools and equipment, and art room • keep records of student progress (written) in their art notebook or portfolio • use charts for measurement of personal objectives/goals • create architectural forms that demonstrate that forms follow functions • use Art Connection Assessment Book • keep records of student's progress (written) art notebook or portfolio

Module Title: Sculpture	**Sequence Reference:** P6 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create a foil sculpture face (human or animal)

Special Resources:

(materials, equipment & community involvement)

- cardboard
- pencil
- scissors
- white glue
- string (heavy)
- aluminium foil
- transparent or masking tape
- instructional posters
- instructional video
- VCR and TV
- sculptors to classrooms

References - Teacher:

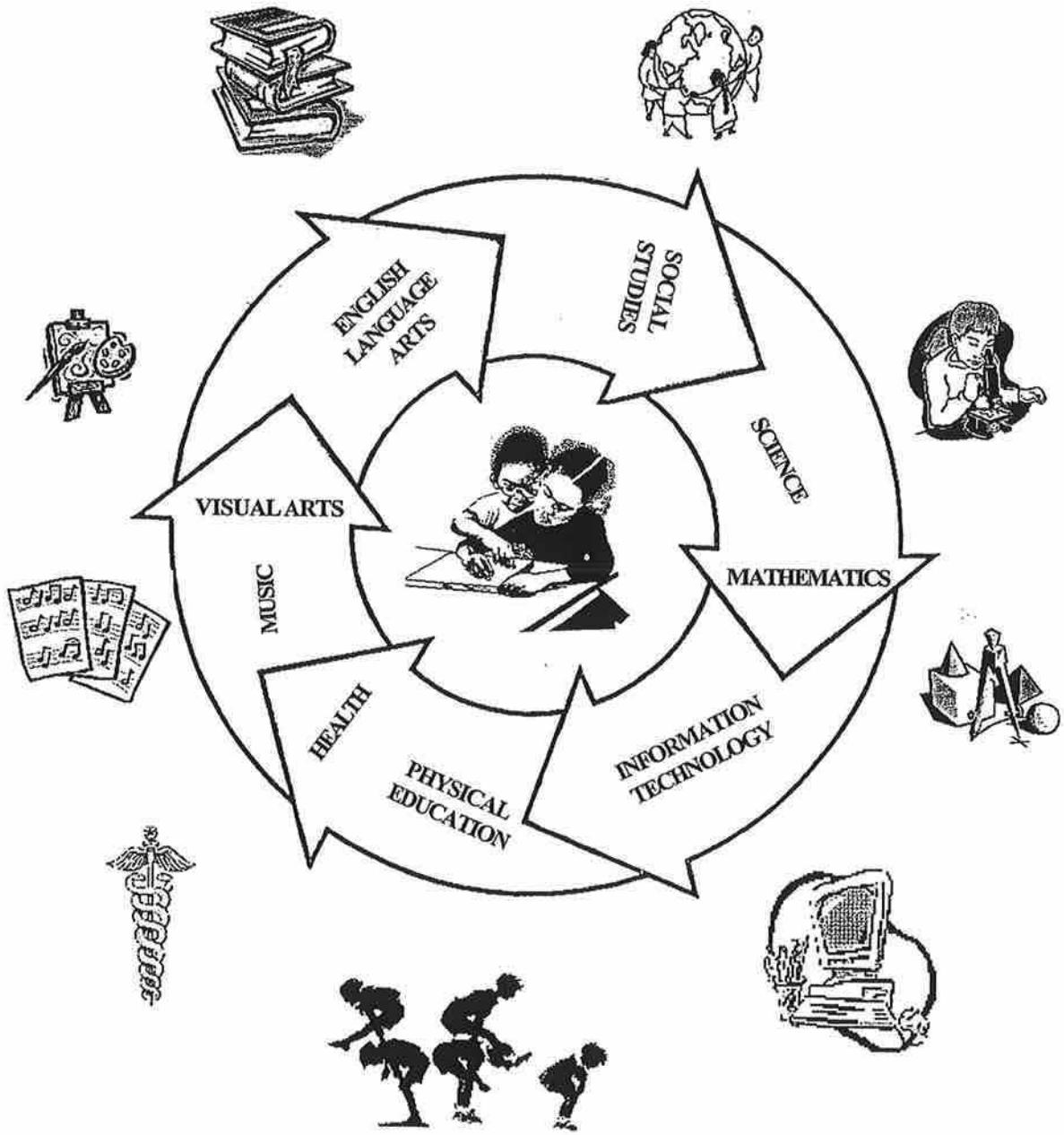
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- abstract: twentieth century art containing shapes that simplify shapes of real objects to emphasize form instead of subject matter
- space: the area between, around, above, below, and within an object
- balance: the principle of design that deals with visual weight in a work of art
- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P6 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 4 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Performance
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- explain the basic elements of photography
- discuss the photography timeline
- illustrate some of Bermuda's architectural forms
- create a pinhole camera
- use a camera and capture an architectural form
- debate the advantages and disadvantages of modern day photography
- view, analyze and discuss photo exhibits and photographic styles
- exhibit photography

Content Detail:

- basic elements of photography
- photography timeline
- the pinhole camera
  - the pinhole
  - shutter and viewfinder
  - loading
  - exposure
  - processing and printing
  - art criticism
- light and sound
- Bermuda architectural forms
- photographic styles
- photo exhibits
- photography today

Module Title: Photography and Video	**Sequence Reference:** P6 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• demonstrations • experimentation • group discussions • site visits • questions and answers • overhead projections • photography lab visit • photographer/videographer • class visit	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • practice creating a pinhole camera • practice creating a poster on photography • discussion on - light and sound - photographic styles - photography today - architectural forms • class participation in - debate - discussions - questions and answers - think, pair, share activities

Module Title: Photography and Video	**Sequence Reference:** P6 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Poster on any element of photography
- Class participation

Special Resources:

(materials, equipment & community involvement)

- camera
- computer
- internet links
- visit by photographer
- the History of Photography
  http://www. Kbnet.co.uk/rleggat/photo/
- exposure, photographic concepts, tricks, hints and tips
  http://www.88.com/exposure/index.htm

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text

PRESCHOOL (PS) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ identify and name geometrical shapes ❑ identify several different types of lines, e.g. straight, wavy, zigzag etc. ❑ differentiate between a line and a shape ❑ associate the connection between lines and rhythm and music ❑ know that lines and shapes can make up a whole picture ❑ draw a picture to express emotion ❑ use line, shape and space for expression ❑ utilize a variety of drawing tools: pencils, crayons, chalk, etc. ❑ hold and handle tools correctly ❑ understand that drawing is a form of communication ❑ make translations from an actual object to a drawing of an object ❑ demonstrate the ability to analyze objects visually ❑ make size and shape and other comparisons of objects and drawings ❑ know how to draw basic shapes, circles, squares, triangles, ovals, rectangles ❑ willingly select one of their own artworks to display **B. PRINTING** ❑ identify primary colours ❑ mix two primary colours ❑ recognize what happens when two primary colours are mixed ❑ hold and use a paint brush correctly ❑ differentiate between brush strokes made with brushes of various sizes			**B. PRINTING (Cont'd)** ❑ recognize that various tools can be used to apply colour e.g. sponges, fingers, vegetables etc. ❑ demonstrate awareness of colours in the environment ❑ differentiate between light and dark colours ❑ be able to discuss colour in paintings ❑ identify differences in texture of objects portrayed in artworks ❑ create stories surrounding viewed paintings ❑ wear appropriate clothing while painting ❑ respect and care for art tools and materials **D. CRAFT** ❑ demonstrate correct use of printing tools ❑ create prints using various materials ❑ demonstrate awareness of printing and other techniques e.g. painting, drawing etc. ❑ realize possibilities for materials and colours ❑ demonstrate awareness of the levels of the surface to be printed e.g. raised areas only ❑ identify the difference between painting, printing ❑ use objects from nature as printing material e.g. leaves ❑ print both sides of a single object ❑ create prints from rubbing, carving, rolling, offsetting, masking ❑ combine simple techniques with simple themes to create printed images ❑ wear appropriate clothing while printing **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D. CRAFT ❑ use scissors safely to create crafts ❑ use paper, card and discovered objects to create crafts ❑ use glue effectively to create crafts ❑ create objects using recyclable paper, plastic and tin ❑ design various material collages ❑ understand the specific functions of string, thread, glue, scissors ❑ experiment with shape, pattern and design ❑ integrate drawing, painting and craft ❑ understand the qualities of a collage ❑ appreciate computer images of various crafts ❑ appreciate crafts from varied ancestries ❑ appreciate the value of found objects in creating art ❑ improve manual dexterity **E. SCULPTURE** ❑ know the difference between a painting and a sculpture ❑ create sculptures using various materials, e.g. play dough, paper, cardboard, found objects ❑ create three dimensional forms ❑ explain how to create a sculpture ❑ create a drama about sculpture ❑ recognize that people in many places and cultures have made art throughout history ❑ express feeling about own artwork and the work of others ❑ wear appropriate clothing while creating sculptures			**F. PHOTOGRAPHY AND VIDEO** ❑ understand the function of a camera ❑ distinguish between a photograph, a painting and a drawing ❑ explain picture composition **2 of 2**		

PRIMARY ONE (P1) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ line: - create lines using a variety of art tools (pencils, crayons, markers, paint brush etc.) - identify types of lines found in the environment - analyze how artists use line in artwork ❑ shape: - identify geometric shapes - differentiate between shapes made with straight lines and curved lines - create a picture using geometric shapes - discuss how different types of lines make a picture look different ❑ identify a Bermudian artist and his/her work ❑ draw a variety of facial moods and expressions **B. PAINTING** ❑ demonstrate an awareness and respect for art materials and tools ❑ demonstrate the proper techniques for using a paintbrush ❑ colour: - know primary colours - mix primary colours (two) to get secondary colours - differentiate between warm and cool colours ❑ value: - identify colours and patterns in their environment - recognize unity in colourful patterns in natural and man-made objects			**B. PAINTING (Cont'd)** ❑ balance: - recognize balance and the relationship of balance in art and self ❑ history/culture: - recognize appreciation for environments in landscape paintings - recognize that different colours create mood (local artist) ❑ line: - understand that different brush strokes create variety in lines ❑ texture: - recognize that different art tools create different types of line/textures **C. PRINTING** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand that a print can be made by pressing an object with paint on paper (printing process) ❑ differentiate between many types of prints (potato, sponge, gadgets etc.) ❑ understand that shapes make patterns ❑ create simple patterns through repetition ❑ create variety in patterns using interesting shapes for printing (sticks/cloth/spoons) ❑ recognize that certain objects for printing create - varied line patterns - varied texture patterns - varied shape patterns - varied feelings (through movement) ❑ make pictures using different printing techniques 1 of 2		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D. CRAFT ❑ display an awareness and respect for art materials and tools ❑ understand safety rules and procedures ❑ demonstrate gluing, pasting and cutting skills ❑ use varied materials to create interesting crafts: - shape cards, soft sculptures, paper mosaic objects - beads - necklace ❑ demonstrate making cards of varied shapes and sizes ❑ demonstrate printing process in card making ❑ use proper technique for holding and cutting with scissors ❑ understand paper mosaic technique **E. SCULPTURE** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ define sculpture as having a front, sides and back ❑ identify basic shapes found in sculptures (square, rectangle etc.) ❑ make soft sculptures based on observation of flowers and butterflies, etc. ❑ make found object sculpture using materials (cans, plastic bottles and egg cartons) etc. ❑ make paper plate sculptures			**F. PHOTOGRAPHY AND VIDEO** ❑ demonstrate proper holding technique for a camera ❑ differentiate between still and moveable pictures ❑ understand that photos create feelings or moods ❑ differentiate between a photograph and a painting ❑ interpret the mood in a photograph and video scene **2 of 2**		

PRIMARY TWO (P2) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ display an awareness and respect for art materials ❑ and tools ❑ follow safety rules and procedures ❑ create lines using a variety of art materials and tools (pencils, markers, crayons, paintbrush and paper etc.) ❑ identify five types of lines ❑ understand that line is the main building block for ❑ a work of art ❑ recognize line qualities – (thick, thin, smooth etc.) ❑ demonstrate knowledge of line variations to show ❑ feelings and excitement ❑ use lines and basic geometric shapes to create interesting pictures ❑ recognize the effects and characteristics of different art tools ❑ continue to develop appropriate art vocabulary ❑ illustrate poems, stories, art terminology or rhymes ❑ understand the relationship between geometric math shapes and geometric art shapes **B. PAINTING** ❑ demonstrate an awareness and respect for art, ❑ materials and tools ❑ name and identify the primary colours ❑ mix any two primary colours to get secondary ❑ colours ❑ name and identify secondary colours ❑ <u>value</u>: - differentiate between light and dark colours - differentiate between warm and cool colours - name and identify warm colours in works of art and their environments			**B. PAINTING (Cont'd)** - name and identify cool colours in works of art and in the environment - demonstrate basic paintbrush techniques - know at least one or two local artists - name and identify background of a picture - name and discuss Bermudian artwork (painting) - recognize that art is made to meet personal and/ or societal needs - appreciate the artwork of others - create original pictures from observation and imagination **C. PRINTING** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand that a print can be made by pressing an object with paint on paper (printing process) ❑ differentiate between many different types of ❑ prints (potato, sponge, gadgets) ❑ understand that shapes and lines make patterns ❑ understand that simple patterns are created through repetition ❑ create a variety of patterns using interesting shapes for printing (sticks/cloth etc.) ❑ recognize how artists create interesting pictures using the printing process ❑ use proper cleaning techniques ❑ name Bermudian artists that use printing techniques ❑ identify a print work by a Bermudian artist **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D. CRAFT ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand that crafts are 2-D and 3-D works of art ❑ relate crafts to a specific type of sculpture ❑ understand the making of crafts ❑ analyze different types of textures (rough, smooth) ❑ demonstrate proper safety procedures ❑ relate how to make different types of crafts ❑ explain the history of crafts **E. SCULPTURE** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ describe and identify how different artists use different materials to create certain types of sculptures ❑ differentiate between 2-D and 3-D works of art ❑ understand that sculptures have a front, sides and back ❑ recognize that sculptures take up space showing height, width and depth ❑ describe and recognize what basic shapes, colours and lines are found in sculptures ❑ name one Bermudian sculptor ❑ analyze formal balance in 3-D masks ❑ create a 3-D mask showing balance ❑ differentiate between soft sculptures and other types of artworks (paintings/drawings) ❑ create soft sculptures, pop art sculptures and clay sculptures ❑ understand the relationship between basic shapes used in math and art			**F. PHOTOGRAPHY AND VIDEO** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ demonstrate proper camera holding technique ❑ differentiate between still and moving pictures ❑ paint a picture showing shades and tints (black and white) ❑ paint a landscape showing depth: - foreground - background ❑ list the differences between a photo and a painting ❑ explain the likeness between a photo and painting ❑ understand how a photographer creates works of art through pictures ❑ explain what a photograph is ❑ analyze and understand that photographs create certain moods and feelings ❑ understand that video cameras create moving ❑ pictures ❑ differentiate between video and standard cameras **2 of 2**		

PRIMARY THREE (P3) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ display an awareness and respect for art materials ❑ and tools ❑ follow safety rules and procedures ❑ line: - recognize line directions (vertical, diagonal etc.) using a variety of art tools - discuss line in nature, manufactured objects, and - artists' works - identify lines that create movement (colour or excitement) - recognize how lines can create texture, value, patterns and depth - understand that line and shape are interrelated - analyze how artists use line, shape, overlapping and perspective - recognize the relationship between geometric shapes in math and art **B. PAINTING** ❑ display an awareness and respect for art materials ❑ and tools ❑ color: - know how to mix primary colours to create secondary - colours - explain how to mix primary and secondary colours to create - intermediate colours - recall twelve colours in the colour wheel - understand that hue is another name for colour			**B. PAINTING (Cont'd)** ❑ contrast: - differentiate between light and dark colours or - bright and dull colours - create a focal point in works of art - explain how to mix black and white to colours to create shades - and tints - identify tints within their own artworks - identify warm and cool colours on the colour - wheel - create works of art using warm or cool colours - (sculpture, still life/landscape) - create a picture using the spectral colours - (rainbow) - identify colour unity in works of art showing - moods etc. - analyze works of local artists - differentiate between complementary and - monochromatic designs (colour schemes) - identify Bermudian artists and their paintings - wear appropriate clothing when painting **C. PRINTING** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand the printing process ❑ use various objects to create prints ❑ analyze how artists use printing techniques in creating pictures **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
C. PRINTING (Cont'd) ❑ demonstrate the printing process using various printing tools for many effects ❑ understand that shapes make patterns, textures, lines etc ❑ differentiate between the many types of prints (potato, sponge, gadgets, etc.) ❑ create variety in patterns using the printing process ❑ make pictures using the printing process ❑ recognize how artists use the printing process **D. CRAFT** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ create a variety of crafts using different types of materials etc. - soft sculptures, felt patch, fish headdress etc. ❑ incorporate the art elements and principles in works of art - line, shape, texture, balance, colour, unity ❑ use different techniques - gluing, cutting, tie-dye, collage, mosaic, folding understand how crafts are made **E. SCULPTURE** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ use a variety of materials to create different types of sculptures ❑ identify three dimensional forms used by artist in sculptures: - sphere, cone, cylinder, free form, pyramid ❑ differentiate between form and shape			**E. SCULPTURE (Cont'd)** ❑ understand the basic preparation procedures and technique for clay sculptures: - pinch, pull, scoring, slip, join ❑ incorporate certain elements and principles in works of art - line, shape/form, colour/texture, balance - formal/informal **F. PHOTOGRAPHY AND VIDEO** ❑ display an awareness and respect for art materials ❑ and tools ❑ follow safety rules and procedures ❑ demonstrate proper technique for holding a ❑ camera. (Polaroid) ❑ differentiate between still and moving pictures ❑ create a picture using black and white paint ❑ showing shades and tints ❑ paint a landscape showing depth: - foreground - background - middle ground ❑ analyze elements of art in a photo ❑ understand that photography is an important form of ❑ art ❑ understand that a photocopier is like a large camera using - heat - light - toner ❑ create an image from natural objects using a ❑ photocopier (print) ❑ understand photographs as records ❑ use Polaroid cameras to take pictures ❑ analyze rolls of film which make prints/photo ❑ from cameras ❑ create moving pictures (flipbooks) **2 of 2**		

PRIMARY FOUR (P4) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ explain the basic use of drawing materials ❑ identify elements and principles of art ❑ analyze line as the basic building block of all drawing ❑ recognize art of Bermuda as well as in other cultures ❑ create art using different techniques, ideas and themes ❑ analyze patterns in nature, repetition and of shapes, rhythms ❑ discuss differences between two dimensional and three dimensional art ❑ explain how textures feel ❑ identify balance ❑ recognize aesthetic qualities in both natural and man-made environment ❑ discuss draw objects from a variety of perspectives ❑ know how to draw details of real objects with a high degree of accuracy ❑ demonstrate knowledge of draw shadows cast from objects **B. PAINTING** ❑ identify symmetrical and asymmetrical balance ❑ create portraits, still life and landscapes from real life observations and imagination ❑ develop the ability to discuss personal artwork and the artwork of others in terms of principles and elements ❑ use value, colour and texture to create interest ❑ critique art work using appropriate terminology ❑ name selected works by Bermudian and other master artists			**C. PRINTING** ❑ demonstrate an awareness and respect for art tools and materials ❑ create a motif from lines and shapes ❑ use imagination to create an artwork ❑ demonstrate the handling and inking the motif ❑ demonstrate how to press the motif onto paper to create a print ❑ demonstrate the pulling of the print ❑ explain the number on the print (3/5) the third print of five ❑ discuss the art of print making ❑ identify master printers and their worker **D. CRAFT** ❑ demonstrate the proper care and use of tools, materials and art area ❑ display a variety of expressive qualities or moods, meanings, symbols and themes in artworks ❑ critically evaluate art from various historical backgrounds ❑ identify and discuss the artworks of a particular artist ❑ analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object ❑ identify and combine several approaches in the production of a single craft object ❑ understand the cultural traditions that influence the making of crafts ❑ use the computer to design a craft ❑ create different crafts using different shapes, textures and patterns ❑ perform a skit explaining the creation of a craft **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. SCULPTURE ❑ demonstrate the proper care and use of tools, materials and art areas ❑ critically evaluate art forms from various art historical backgrounds ❑ display a variety of expressive qualities or moods, meanings and symbols and themes in artwork ❑ explain the similarities and differences in two different sculptures ❑ identify and analyze the types of forms and lines used in a sculpture to communicate feeling ❑ create individual relief on sculpture, a mask and or a diorama ❑ add or subtract from a sculpture and discuss the change in feeling that results			**F. PHOTOGRAPHY AND VIDEO** ❑ look carefully at an object and photograph it from three points of view ❑ create an illusion of texture in a photographic composition ❑ discuss a video taped (e.g. scene of an artist explaining point of view in work of art Henri Rousseau) ❑ appreciate how background can enhance a composition/photograph ❑ analyze a video scene and discuss how it can be improved ❑ critique individual and group work ❑ research master photographers **2 of 2**		

PRIMARY FIVE (P5) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ describe the strengths and limitations of various art tools, materials and techniques ❑ create lines using a variety of tools (crayons, pencils, pastels, charcoal) ❑ discuss lines in nature, manufactured objects, artists' works ❑ relate how lines create rhythm and movement ❑ analyze how artists use line in many ways; materials, form, texture, pattern, space, shape etc. ❑ shape: -identify geometric shapes, free form shapes -analyze how artists use shapes ❑ value: - apply shading techniques to geometric shapes to create the illusion of form - use gradations of value in a work of art - identify the usage of lighting to create highlights and shadows in artwork - look at a still life drawing and outline its free-form shape - identify balance, harmony, variety, emphasis and unity in a drawing - analyze different types of drawings			**B. PAINTING** ❑ use art materials safely and responsibly ❑ paint, identify and organize colours into groups or schemes ❑ analyze how colour influences moods, feelings ❑ analyze how artists use colour in artwork ❑ identify and use tints and shades with paints ❑ critique paintings/slides/posters ❑ analyze colours in nature, in manufactured objects ❑ recognize how art relates to holidays and festivals ❑ study perspective – space – and how it changes colour and light ❑ discuss artists, their paintings and interpretation ❑ observe how colours are influenced by colours in the environment ❑ identify specific paintings belonging to various artists ❑ identify media/techniques used by different artists ❑ critique paintings using appropriate vocabulary ❑ recognize diversity in paintings ❑ compare works of art in Bermudian versus another culture **C. PRINTING** ❑ demonstrate an awareness and respect for the print making tools and materials ❑ create a motif from lines and shapes ❑ discuss pop art and printer Andy Warhol ❑ judge artwork according to specific criteria **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
C. PRINTING (Cont'd) ❑ explore printing techniques and practice design concepts ❑ brief history on Albert Durer a renaissance artist, who helped make printmaking a fine art ❑ identify symmetrical balance ❑ identify asymmetrical balance ❑ identify radial balance ❑ debate the advantages of print making **D. CRAFT** ❑ demonstrate the proper care for and use of tools and materials and art area ❑ analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object ❑ use the internet to investigate the work of crafts people ❑ know the history of craft ❑ understand the principles of art ❑ explain the elements of art ❑ appreciate how to make different crafts **E. SCULPTURE** ❑ demonstrate the proper care for and use of tools and materials ❑ critically evaluate art forms from various art backgrounds ❑ know how to create a sculpture ❑ analyze two similar sculptures from different points of view ❑ interview a sculptor and discuss point of view ❑ know the value of non objective art ❑ understand and analyze the importance of point of view in an art work ❑ appreciate the works of Bermudian sculptors			**F. PHOTOGRAPHY AND VIDEO** ❑ appreciate and understand the history of photography and video ❑ discuss the elements of art and their relationship to photography and video ❑ list the types of cameras available ❑ recognize the importance of care and handling of the camera ❑ explain photographic techniques ❑ explain the relationship between video and sound ❑ relate the production of video and sound **2 of 2**		

PRIMARY SIX (P6) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ explain the basic care of drawing tools ❑ identify various lines, that create movement ❑ describe the strengths and limitations of various drawing tools, materials and techniques ❑ discuss how artists use light and shadows to indicate dimension ❑ practice using lines to create patterns ❑ identify symmetrical, asymmetrical and radial balance ❑ recognize aesthetic qualities in both the natural and man made environment ❑ recognize Bermuda's artists and art from other cultures ❑ use software programs with graphics to enhance learning experiences ❑ recognize connections among visual arts and other disciplines ❑ evaluate and take pride in one's own work ❑ identify and categorize art on a historical time line **B. PAINTING** ❑ identify the primary, secondary and intermediate colours (tertiary) ❑ explain how colours are created and describe their use in works of art ❑ define monochromatic colours and describe the variety of colours that can be created from a single hue ❑ compare colours that have been altered through the addition of black, white and gray ❑ cite objectives visually and orally ❑ draw dramatic night scenes with unusual lighting, visual rhythms and colour contrasts ❑ research the life of a renaissance or impressionist artist ❑ create a computer generated painting			**C. PRINTING** ❑ demonstrate an awareness and respect for the print making tools and materials ❑ create a glue line drawing from sea books, magazines, books ❑ recognize and list the elements of art in print making ❑ apply design principles in composition ❑ use the imagination along with printing techniques as a means of self expression ❑ recognize individual techniques of master print makers ❑ use critical thinking skills to improve own print and to critique the work of peers ❑ explain the principles of design ❑ recall the history of printmaking ❑ demonstrate printing procedures **D. CRAFT** ❑ demonstrate the proper care for and use of tools and materials and art area ❑ identify and combine several approaches in the production of a single craft object ❑ evaluate a significant work discussing craftsmanship, creativity, technique and aesthetic appeal ❑ critically analyze crafts of peers and own work ❑ differentiate between decorative and functional purposes of craft **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. PRINTING ❑ demonstrate the proper care for and use of tools, materials and art area ❑ critically evaluate art forms from various art historical backgrounds ❑ use the internet to investigate the work of sculptors ❑ identify what they might change in their current work or develop in their future work ❑ understand how to make an abstract sculpture, foil and/or soap sculpture ❑ research the internet to learn about sculptors ❑ recognize the works of local sculptors and historical pieces			**F. PHOTOGRAPHY AND VIDEO** ❑ explain the basic elements of photography ❑ discuss the photography timeline ❑ illustrate some of Bermuda's architectural forms ❑ create a pinhole camera ❑ use a camera and capture an architectural form ❑ debate the advantages and disadvantages of modern day photography ❑ view, analyze and discuss photo exhibits and photographic styles ❑ exhibit photography **2 of 2**		

ASSESSMENT

SUPPORTS LEARNING

IN

BERMUDA SCHOOLS

CURRICULUM, INSTRUCTION & EVALUATION
Department of Education

BERMUDA

BERMUDA ASSESSMENT PLAN

The Ministry of Education provides schools with several types of tests to monitor students' progress towards becoming life-long learners and good citizens. Different measures are used to collect a full range of assessment evidence about students' capabilities to analyze information, to evaluate charts and graphs, and to devise solutions to problems.

People who can communicate well and have the ability to interpret complex problems will be highly valued in the future workplace. Testing results are one of the ways that the Ministry informs young learners and their parents about their progress towards developing the capabilities that will enable them to succeed.

Annual Assessment Schedule

Each June students write *TerraNova* Assessments for Primary School students in year 3 through 6. These measures include a full range of achievement tests covering Reading, Language and Mathematics. School principals evaluate the results as part of their School Improvement Plans looking for year-level and school wide weakness to guide curriculum plans for the year and identify areas of focus for staff development.

In June the Ministry requires schools to administer the Bermuda Educational Assessment Programme for P3 and P5 as a performance indicator for Mathematics and English Language Arts achievement. These tests are all developed in Bermuda by curriculum specialists with the assistance of classroom teachers. In Language Arts, students write an essay and take a spelling test. In Mathematics, students solve problems and answer sets of questions that ask them to calculate and apply mathematical concepts.

OUR BELIEFS ABOUT ASSESSMENT

Assessment strategies are the plans that teachers use to collect evidence about students' achievement in school. When teachers have a good understanding of how far students have come, then teachers are in a better position to guide them, as they become more able learners.

When teachers collect assessment information they may have different purposes in mind, but learning is the primary focus. There are seven basic assessment guidelines for educators:

1. The primary purpose of assessment is to improve student learning.

2. Assessment practices and policies are fair to all students.

3. Assessment supports learning even when it is designed for other purposes, such as accountability.

4. Teachers support learning by working together to improve assessment.

5. Community representatives participate in developing assessments.

6. There is a schedule to communicate clear assessment information.

7. Educators review progress toward assessment goals along with community people.

DEFINITIONS

Educators use the term, "assessment" to describe any plans and activities they use to monitor student achievement. Measuring, evaluating, and reporting are three components of assessment.

Assessment

For our system we define assessment to mean gathering information systematically to determine:

- What students know,
- What they are able to do,
- and what goals they are working toward.

Evaluation

We define evaluation to mean judging information systematically to determine student progress toward intended curriculum objectives. When teachers evaluate, they interpret assessment evidence compared to the intended curriculum and to the taught curriculum, so they may judge student progress. Evaluation helps students improve their learning when educators show learners their strengths and direct them in ways that develop their competencies.

Reporting

We define reporting to mean communicating information on student progress, especially to parents. In order to support student learning, parents need regular assessment updates on what their children have learned, what they can do, and what they are working toward. This communication may be verbal in personal interviews or in telephone conversations, but some reports must be in writing. Parents can be effective learning guides when educators give them clear information about student progress.

EXEMPLAR SCORING GUIDE*
Primary Levels 3-6
(0 - 4 Scale)

Level	Definition	EQUIVALENT Letter	EQUIVALENT % mark
4	**A very good performance** • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative	A (VG)	80-100
3	**A good performance** • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions	B (G)	70-79
2	**A satisfactory performance** • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions	C (S)	60-69
1 (R)	**A fair performance** • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required	D (NI)	50-59
0 (R)	**An unscorable performance** • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required.	F (NI)	Below 50

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.
An '0' student may be one who refuses to work or needs specialist help.

*** Adapted from British Columbia**

This new perspective on assessment implies a **shift** in our practice

Decreasing emphasis on ----------->Increasing emphasis on	
Delivering curriculum	*Enhancing learning*
Summative assessment which discounts further learning	Formative assessment which supports further learning
The assumption that learning can be represented or demonstrated in one way	The assumption that learning can and should be represented in a variety of ways
Teachers directing all curriculum planning and assessment	Learners participating in assessing their own progress and learning
Quantitative assessment and reporting (e.g., letter grades, test scores)	Qualitative assessment and reporting (e.g., conferences, systematic observations, conferences)
Comparing learners to each other and/or in relation to a pre-determined norm or standard	Learner's individual progress is based on pre-determined and explicit criteria

ASSESSMENT IN THE CLASSROOM

Assessment drives instruction. We must devise procedures and instruments which are "intelligence-fair" and which allow us to look directly at the kinds of learning in which we are interested.

- Howard Gardner

A. Developing and Choosing Appropriate Assessment Methods

Valid assessments provide students with achievement information that enables them to monitor their own progress toward learning objectives. Experienced educators develop their assessment plans at the same time that they plan how to teach. This coordinated planning helps ensure that the assessment methods chosen match both the instruction and the purpose.

- **Assessment methods selected should connect directly to students' knowledge, skills, behaviour, and attitudes.**
- **Assessments should be clearly related to the goals and objectives of instruction, and be compatible with instructional strategies.**
- **Teachers consider possible consequences when they choose or develop an assessment.**
- **Differentiating instruction means that teachers use more than one assessment method to indicate student progress.**
- **Assessment methods match students' heritage, their learning style, and learning experiences.**
- **Assessments chosen avoid language and content that express bias.**
- **When teachers borrow a method from some other context or location they have evidence that the assessment will be valid for Bermudian students.**

B. Collecting Assessment Information

Before assessment information is collected, students need sufficient opportunity to experience the activities designed for the curriculum objectives. They also need to be informed of how they will be expected to demonstrate the knowledge, skills, behaviours, and attitudes to be assessed.

- **Students should be told why teachers are assessing and how teachers and the Ministry will use that information.**
- **Assessment conditions should suit both the purpose and the style.**
- **When using observations, checklists, or rating scales only a few characteristics should be assessed at one time. Each characteristic should be clearly defined.**
- **Directions given to students should be clear, complete, and phrased correctly for their age and grade level.**
- **There should be no penalty for guessing.**
- **While collecting assessment information, teacher-student interactions should be consistent.**
- **Keep written records of all unanticipated assessment circumstances.**
- **Decisions about alternative practices for special needs students should be guided by a written policy.**

> *"If tests determine what teachers actually teach*
> *and what students will study for*
> *-- and they do --*
> *then test those capacities and habits we think are essential*
> *and test them in context"*
>
> *-- Grant Wiggins*

C. Evaluating and Scoring Student Performance

Procedures to evaluate and score student performance should match the assessment method and educators should monitor these procedures to ensure that they are applied consistently. The best way to ensure students will feel that they have been treated fairly and consistently is to integrate assessment planning with instructional strategies. This plan will detail procedures for how the evidence will be scored so that students are aware of the contribution that each portion of their work will make towards a final grade.

- **Scoring procedures should be developed before the assessment method is used.**
- **Students should be told about how the scoring will proceed to allow them to prepare for the assessment.**
- **Relevant factors are included in scoring.**
- **Students need to be able to understand any comments included as feedback.**
- **Scoring procedures should be changed when faults are detected in the initial system.**
- **A written appeal process should be explained to students at the start of each year.**

> *"I want to be evaluated on what*
> *I can do,*
> *not on what someone else*
> *can do better"*
>
> *-- Middle School Student*

D. Summarizing and Interpreting Results

Summarizing and interpreting are the procedures used to combine assessment results into grades that will appear on report cards. This includes comments about performance as well as letter or number grades. Any procedures used should accurately represent the student's performance and be connected to the planned instructional objectives.

- **A written policy guides teachers at each school in their plans to summarize and interpret results.**
- **Explain to parents and students the procedures that teachers will use to generate and interpret grades.**
- **Describe the process used to derive summary comments and grades.**
- **Different results should be combined carefully.**
- **A broad sample of learning outcomes requires more than one assessment.**
- **Combine assessment results according to their weight of the taught curriculum.**
- **Describe and justify the basis for each interpretation.**
- **Differentiate interpretations according to the student's background and learning experiences.**
- **Create accurate records and store assessment information in a secure place.**
- **Consider how an assessment method might limit the way you interpret the work a student has achieved.**

> *"Whenever people are classified on the basis of cutoff scores misclassifications are bound to occur. The solution is --to avoid making decisions about anyone's future solely on the basis of one imperfect instrument"*
>
> *-- Bernard Gifford*

E. Reporting Assessment Findings

Clarity and accuracy are necessary for quality assessment reports, but educators who write these documents should also think how the reader will use the information. Consider the audience for the assessment report, so that these people can use your report to guide their interpretations of student learning. Since the primary purpose of assessment is to improve student achievement, the primary audience for the report is the student. Students, and their parents interpret the information in their report to make decisions about themselves, their capabilities, their achievements, and their potential achievements.

- **Write a school assessment policy that guides reporting.**
- **Describe instructional objectives used as standards for reports, written and oral.**
- **Describe strengths and weaknesses completely in reports.**
- **Provide conferences for parents.**
- **Define and describe appeal procedures to students and parents each year.**
- **Ensure that appropriate people have access to assessment information.**
- **Ensure that reports are secure when transferred.**

> *"The key question is -*
> *What information provides the*
> *most accurate depiction of students'*
> *learning at this time?"*
> *-- Tom Guskey*

F. Promotion and Retention

Children enter school with other learners approximately their own age. They are expected to make reasonable learning progress and advance along with their peers. In the first few levels of primary school students should not repeat a year, but as they get into the higher grades there may be instances where students are asked to repeat a grade or course. The principal makes these decisions after consulting with teachers, counsellors, and the parents.

Whenever students are retained, every effort is made to differentiate instructional strategies to provide learners with opportunities they need to advance.

Some factors considered when students might be retained.

- Repeating a grade is no guarantee that students will be more successful with the same material.
- Students' attitude to school may become more negative if they are retained.
- Retained students may develop social and personal problems.
- Students who are retained are less likely to complete school.

There is always a concern that students need to be accountable for their achievements, or lack of achievements. When weighing these concerns it is worthwhile to consider how far the student's responsibility extends. If the learner has not had appropriate opportunities that enable learning to occur, then it would not be fair to hold the child fully accountable for the outcome. In addition to learning opportunities, it is also worthwhile to consider assessment opportunities. Is it possible that an alternate assessment strategy may have permitted the student to show what they really know?

> *"School is a complex experience;*
> *by breaking apart*
> *all of the ways we*
> *learn, rehearse, and assess*
> *we can uncover how to do*
> *a better job."*
>
> *-- Eric Jensen*

Assessment Activity	Description
Records over time: • Journals • Diaries • Learning Logs	• Recordings that reflect students' perceptions of their progress, difficulties, understanding and feelings
Computer Assisted Learning	• Using carefully selected software to lead students from one level of difficulty to another, building on what they know and as they are tested.
Demonstrations • Live • Video • Multimedia	• Opportunities for students to display knowledge, skills and attitudes
Discussions • Small or large group • Panel	• Oral representations
Conversations and Conferences • Teacher/Student • Student/other person	• Verbal exchanges to uncover/clarify what a student has learned or understands that might not have been demonstrated through other means of assessment.
Pictorial Displays • Posters • Photographs • Collages, picture collections, scrap-books	• Visual presentations
Laboratory • Application • Laboratory Projects • Experimental	• Hands-on experiences that allow students to experiment, replicate, produce, and/or create.

Use the table below to plan your assessment programme for your subject. Under the column Curriculum objective, decide which objectives will be tested and then decide how best to assess each of these objectives. At the end of this exercise you should be able to group the various objectives under the assessment types.

CURRICULM OBJECTIVE NO./NAME	TYPE OF ASSESSMENT				
	M/C TEST	SHORT ANSWER	ESSAY	PRACTICAL TEST	PROJECT/ PRESENTATION
TOTAL					

Self/Peer Checklist for Students
HUMAN AND SOCIAL DEVELOPMENT STUDENT PROFILE

PROFILE OF: _____

COMPILED BY: _____ DATE: _____

1. Never 2. Seldom 3. Occasionally 4. Usually 5. Frequently 6. Always	1	2	3	4	5	6
1. I am able to form an opinion about what I am asked to consider.						
2. I am able to express my opinion about what I am asked to consider.						
3. I can interpret and appreciate what I know in different ways.						
4. I want to learn more about things and issues that I don't know.						
5. I accept and appreciate other people's ideas.						
6. I am able to make connections between ideas and things that contribute to larger issues.						
7. I am able to see my personal strengths and work toward increasing them.						
8. I am able to see my personal weaknesses and work toward decreasing them.						
9. I am able to evaluate objectively and accurately.						
10. I am able to take an unpopular stand without fear of ridicule by my peers.						
11. I am able to balance the demands of my life and school without feeling overwhelmed.						
12. I am able to identify and understand other students' situations.						
13. I am able to actively support others.						
14. I am able to accept and appreciate other students' values, expression and capabilities.						
15. I am able to function as a contributing member of a working group.						
16. I am able to make and maintain friendships without difficulty.						
17. I am able to take responsibility for my actions.						
18. I am able to see the consequences of my actions.						
19. I am able to approach problems calmly and realistically.						
20. I am able to handle conflicts in a mature and responsible manner.						
21. I am able to consult with others when I need help or support.						
22. I am able to function effectively as a member of a democratic society.						
23. I am able to see how my actions affect our environment and our world.						
24. I am able to see how the actions of others affect our environment and our world.						
25. I am able to apply my knowledge and understandings to my life away from school.						
26. I am curious about and willing to use new technologies when searching for information.						
27. I am able to consider and weigh the implications of potential change.						
28. I am flexible and able to adapt to change.						
29. I am an open-minded listener.						
30. I am a good citizen.						

PLANNING FOR INTEGRATED CURRICULUM IN THE PRIMARY SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impact on you at once and you make the experience into a meaningful whole.

> *"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."*

By Susan Krog,
Professor of Education
Western Washington University

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

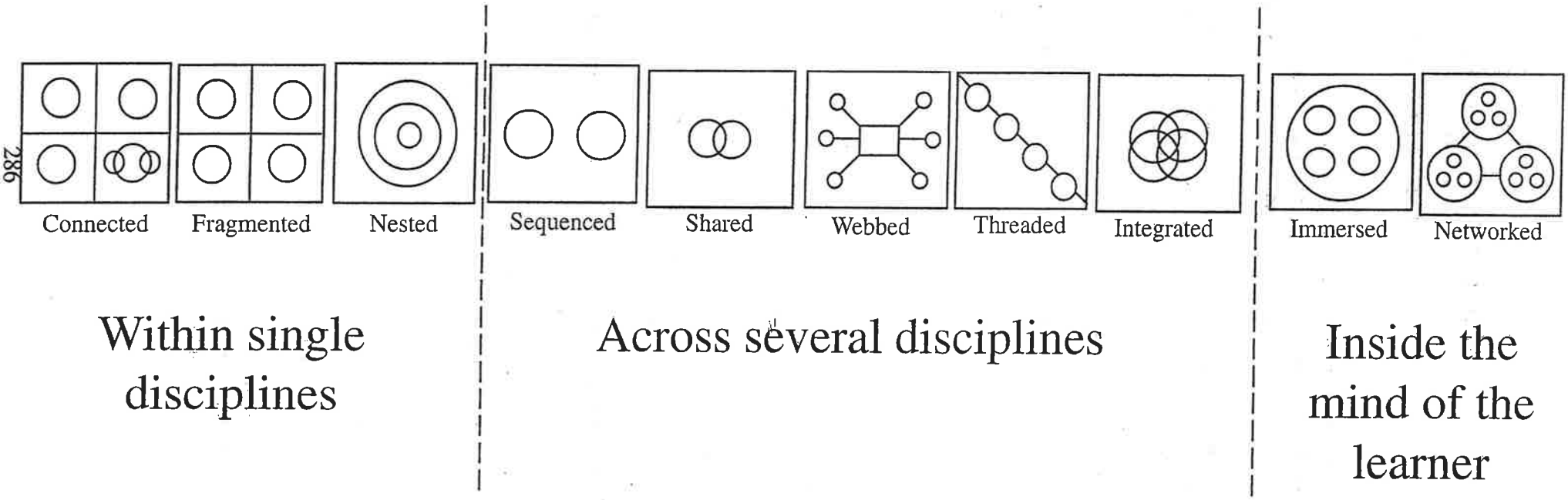
Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development; perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

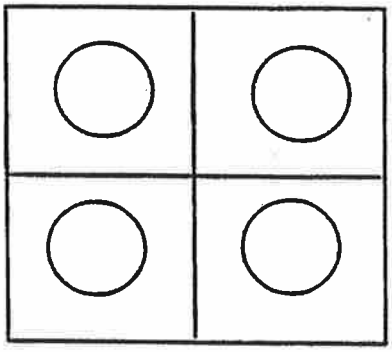
Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum



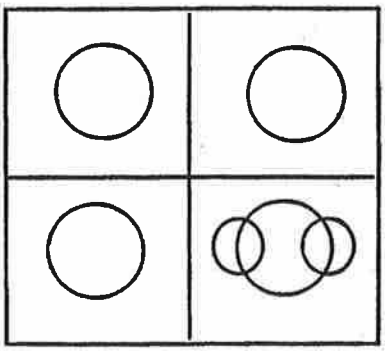
Design options for curriculum might include:

Disciplined-based



Description
The traditional model of separate and distinct disciplines which fragments the subject areas.

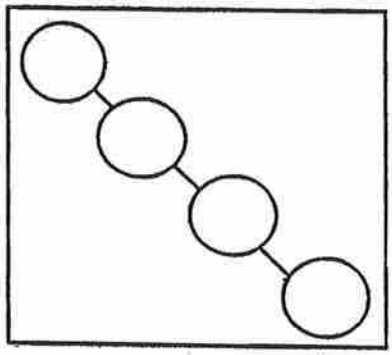
Example
Teacher applies this view in mathematics, science and social studies, etc.



Description
Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next and relates idea(s) explicitly.

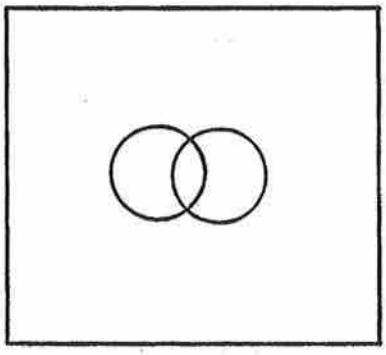
Example
Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

Parallel Disciplines



Description
The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

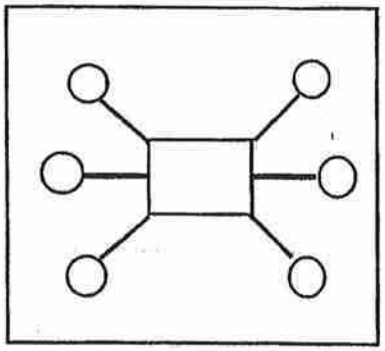
Example
Teaching staff targets prediction in reading, mathematics and science experiments while teaching social studies the teacher targets forecasting current events and thus threads the skill (prediction) across all disciplines.



Description
Shared planning and teaching take place in two disciplines in which over-lapping concepts or ideas emerge as organizing elements.

Example
Science and mathematics teachers use data collection, charting and graphing as shared concepts that can be team-taught.

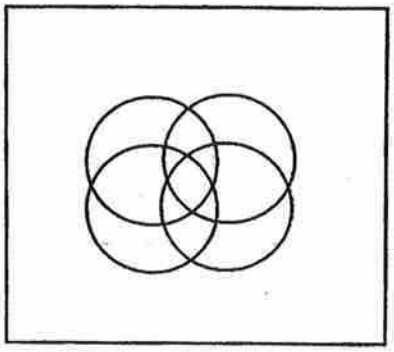
Multidisciplinary



Description
The fertile theme is webbed to curriculum contents and disciplines; use the theme to sift out appropriate concepts, topics and ideas.

Example
Teacher presents a simple topical theme, such as the circus and webs it into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme approach.

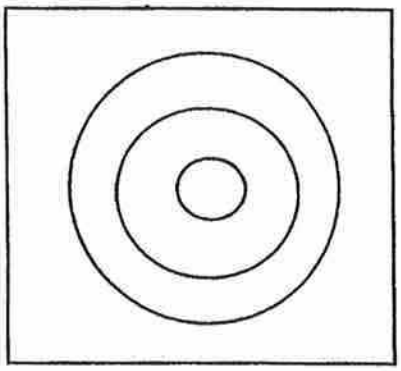
Interdisciplinary



Description
This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example
In science, music, visual arts and health education, teachers look for patterning models and approach content through these patterns.

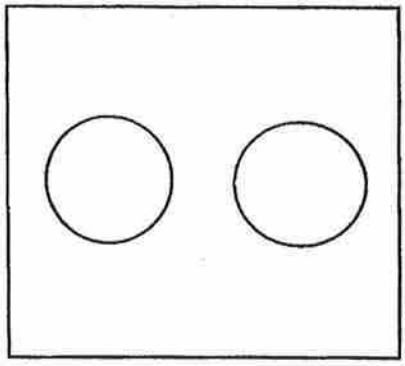
Disciplined-based



Description
Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example
Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill).

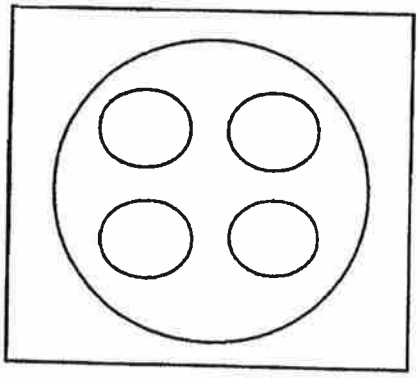
Parallel-based



Description
Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

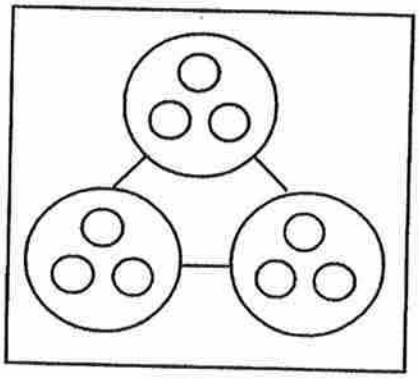
Example
In English language arts the teacher will teach an historical novel depicting a particular period while in social studies the teacher could cover the same period.

Immersed



Description
The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.

Networked



Description
Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of primary schools, four disciplines have been identified as core subjects:

- English Language
- Mathematics
- Science
- Social Studies

Year level teachers, along with teachers of other discipline areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that primary school teachers keep abreast of current research and trends on integrating curriculum. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

Teachers should:

- take inventory of what is already being done - writing across the curriculum, etc.
- design a curriculum map by listing the content of all subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

PROFESSIONAL ASSOCIATION

VISUAL ARTS

Name:	National Art Education Association
Address:	1916 Association Drive Reston, VA 20191 U.S.A.
Telephone:	(703) 860 8000 (general information) (800) 299 8321 (membership and publication sales only)
Fax:	(703) 860 2960
e-mail:	naea@dgs.dgsyfcom
Website:	http://www.naea-reston.org

National Art Education Association Conference Dates

2001	March 14 – 18	New York, NY

CURRICULUM ABBREVIATIONS

School Level Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Information Technology	IT
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Subject Code

e.g. PreSchool English Language Arts
PS EL-B

Year Level	Subject Area	Module Sequence
(PS-P6) representing PreSchool to Primary Six	abbreviated subject area	(A-G) representing sequence of module at any level
PS	**EL**	**B**
PreSchool	English Language Arts	(2nd module in the sequence of 7 modules)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB

Ministry of Education
P.O. Box HM 1185
Hamilton HM EX
Bermuda
September 2001

Visual Arts - P4
Level Code: P4 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE B OVERVIEW

Subject Title: Visual Arts

Subject Code: P4 VR

Time Allotted: 60 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY FOUR (P4) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Experiment with landscape, gesture, still life, monochromatic and perspective painting. - Class participation in discussions, dramatic skits, role playing, debates, think, pair, share, etc.	**50%**
• **Product Assessment** - Worksheet activities: - Create a poster using different kinds of lines and symbols to represent a cause - One observation drawing - One completed painting - Create a one stamp print - Create a book jacket, flip book or another craft - Create a sculpture	**30%**
• **Written Assessment** - Quiz on: art terminology, artists and their works, art history - Write a short description of a completed drawing activity - Write a page critique on own artwork - Write a two page research paper on the history of the camera, photographers and videographers or master photographers	**20%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express. (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection. (Teacher's Edition). McGraw-Hill, 2000.

PHASE B OUTLINE

P4
Module Titles A - F

A. Drawing 6
- drawing materials
- types of lines
- types of shapes
- light and shadow
- observation drawings
- perspective drawings
- art terminology

B. Painting 6
- balance (symmetrical and asymmetrical)
- colour and emotion
- monochromatic design
- gesture drawing
- types of paintings
- artists and their works
- non objective art
- viewing

C. Printing 6
- types of prints
- rhythm
- printing techniques
- master printers
- viewing
- criticism

D. Craft 6
- types of crafts
- history
- elements of art
- principles of art
- technology and craft
- visual texture

P5
Modules Titles A - F

A. Drawing 6
- types of drawing
- line
- shape
- value
- drawing tools
- balance and harmony
- artists and their works

B. Painting 6
- colour
- rhythm and movement
- cultural perspective
- artists and their works
- art criticism

C. Printing 6
- tools and materials
- types of prints
- history of print making
- master printers
- terminology

D. Craft 6
- history
- care of materials
- types of crafts
- shadow puppet
- stained glass
- string art
- masks

P6
Modules Titles A - F

A. Drawing 6
- art history
- tools, materials and techniques
- line, shape, balance
- light and shadow
- one and two point perspective
- computer generated drawings

B. Painting 6
- colours
- renaissance
- baroque
- impressionism
- modern art
- Bermudian and master artists

C. Printing 6
- element and principles of art
- history of printing
- master printers
- types of printers
- glue line
- mono print
- critiques

D. Craft 6
- history
- elements and principals of art
- local material
- types of crafts
- Bermudian crafts
- flipbook
- masks
- jewellery

E. Sculpture 6
- types of sculpture
- master sculptors
- artist profiles
- scale and structures

F. Photography and Video.... 4
- care of the camera, video
- camera functions
- point of view
- shadow and highlights
- illusion of texture
- master photographers
- criticism

E. Sculpture 6
- non objective art
- materials
- types of sculptures
- perspectives
- artist profiles
- artist encounters

F. Photography and Video 4
- history
- types of cameras
- care and handling
- composition
- photographic techniques
- video and sound

E. Sculpture 6
- history
- types of sculptures:
  - abstract
  - foil
  - soap
- artist profile
- internet research
- local/Bermudian sculptors

F. Photography and Video 4
- basic elements
- time line
- photographic styles
- the pinhole camera
- photography today
- Bermuda's architectural forms criticism

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

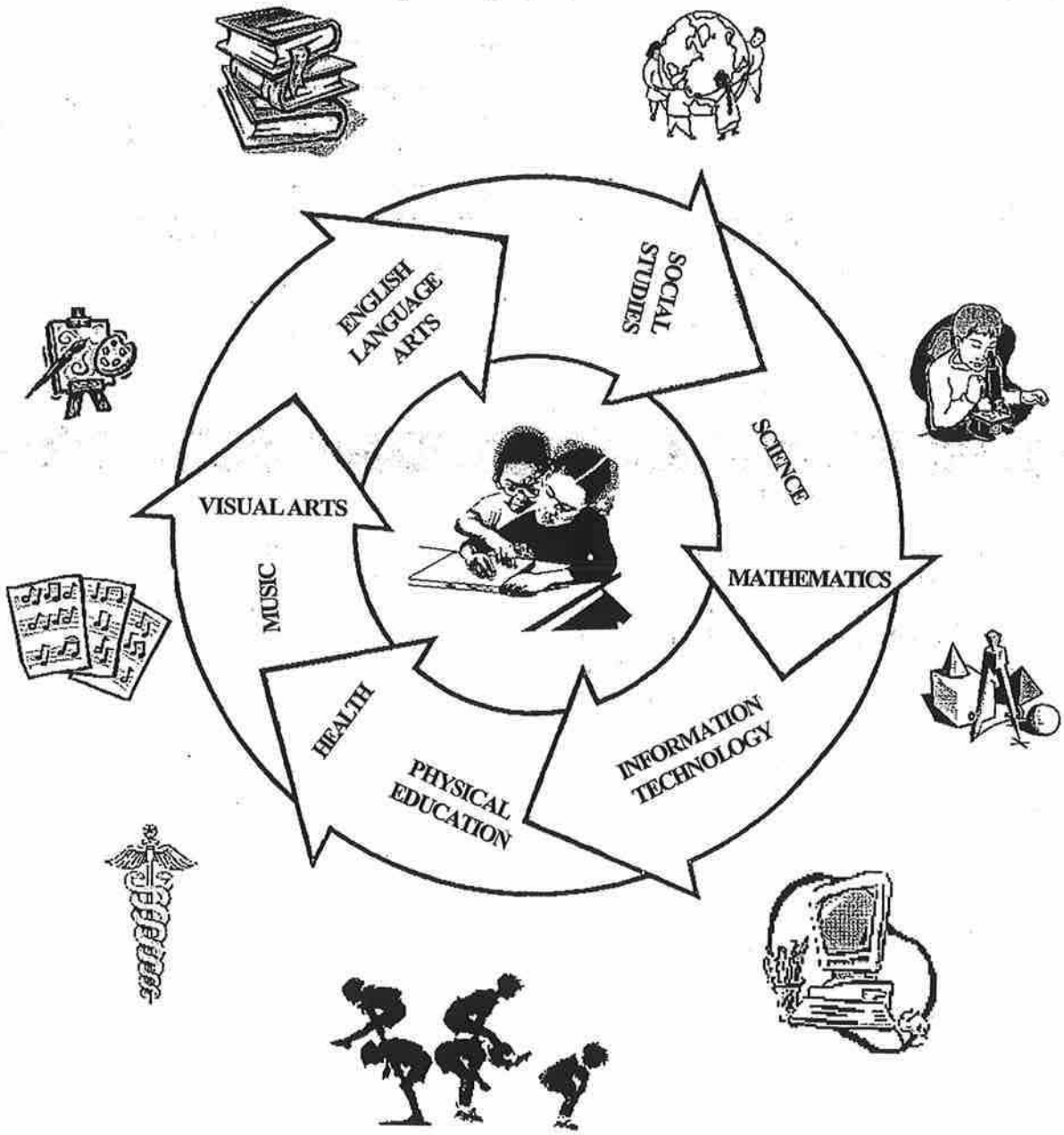
check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☒ P5 ☐ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x	x	x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique		x	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	x	x	x
		2.2	Categorization	x	x	x	x	x	x
		2.3	Analysis		x		x		x
		2.4	Interrelations	x	x			x	x
		2.5	Connections		x		x	x	
3	Creativity and Composition	3.1	Composition	x	x	x			x
		3.2	Creation		x	x	x	x	x
		3.3	Display	x	x	x	x	x	x
4	Aesthetic Judgeement	4.1	Analysis		x	x	x	x	x
		4.2	Self-Assessment		x	x	x	x	x
		4.3	Appreciation		x	x	x	x	x
		4.4	Evaluation	x	x	x	x	x	x
CONTENT STRUCTURE			Drawing	x	x				
			Painting		x				
			Printing			x			
			Craft				x		
			Sculpture					x	
			Photography						x
			MODULE	A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P4 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.4 Techniques and Skill
- 2.1, 2.2, 2.4 History and Culture
- 3.1, 3.3 Creativity, Composition and Exhibition
- 4.2, 4.4 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- explain the basic use of drawing materials
- identify elements and principles of art
- analyze line as the basic building block of all drawing
- recognize art of Bermuda as well as in other cultures
- create art using different techniques, ideas and themes
- analyze patterns in nature, repetition and of shapes, rhythms
- discuss differences between two dimensional and three dimensional art
- explain how textures feel
- identify balance
- recognize aesthetic qualities in both natural and man-made environment
- discuss drawn objects from a variety of perspectives
- know how to draw details of real objects with a high degree of accuracy
- demonstrate knowledge of
- draw shadows cast from objects

Content Detail:

- elements and principles of art
- drawing materials (found objects)
  - pens, pencils, crayons, pastels, markers
  - types of lines
    - vertical, horizontal, diagonal, zigzag, curved
  - types of shapes
    - geometric, free form
  - light and shadow
    - blending
    - hatching
    - crosshatching
    - highlights
- perspective
- realism
- art terminology
- observation drawings
- contour drawings

Module Title: Drawing	**Sequence Reference:** P4 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• use various pencil media to create a work of art • compare different techniques and processes using pencils, pastels, markers and crayons • use magazines and newspapers to explore line quality (thick, thin, smooth, rough, light and dark) • have pictures of natural items and man-made things in class and group them according to shape • brainstorm and list types of causes that concern students • have students observe an object from beneath, above, close up, and far away. discuss what they see • use drawings to support themes of by contrasting different emotions exhibited in each drawing • use a chart design to explain the procedures needed to make a visual movement picture • use illustrated books for reinforcement • draw to music • use poetry to create drawings	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • portfolio of assigned drawings • observe students in the handling of art tools (pencils, crayons, etc.) • drawing of imaginary creatures using lines and shapes • worksheet activities • using a pen, draw two views using the techniques of contour drawing

Module Title: Drawing	Sequence Reference: P4 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Write a short description of the completed activity
- Create a poster using different kinds of lines and a symbol to represent a cause
- Produce an artwork showing the festive technique in a drawing
- An observation drawing

Special Resources:

(materials, equipment & community involvement)

- VCR and TV
- instructional video tapes
- instructional posters
- artwork materials
- newspapers
- magazines
- paper
- pencils

References - Teacher:

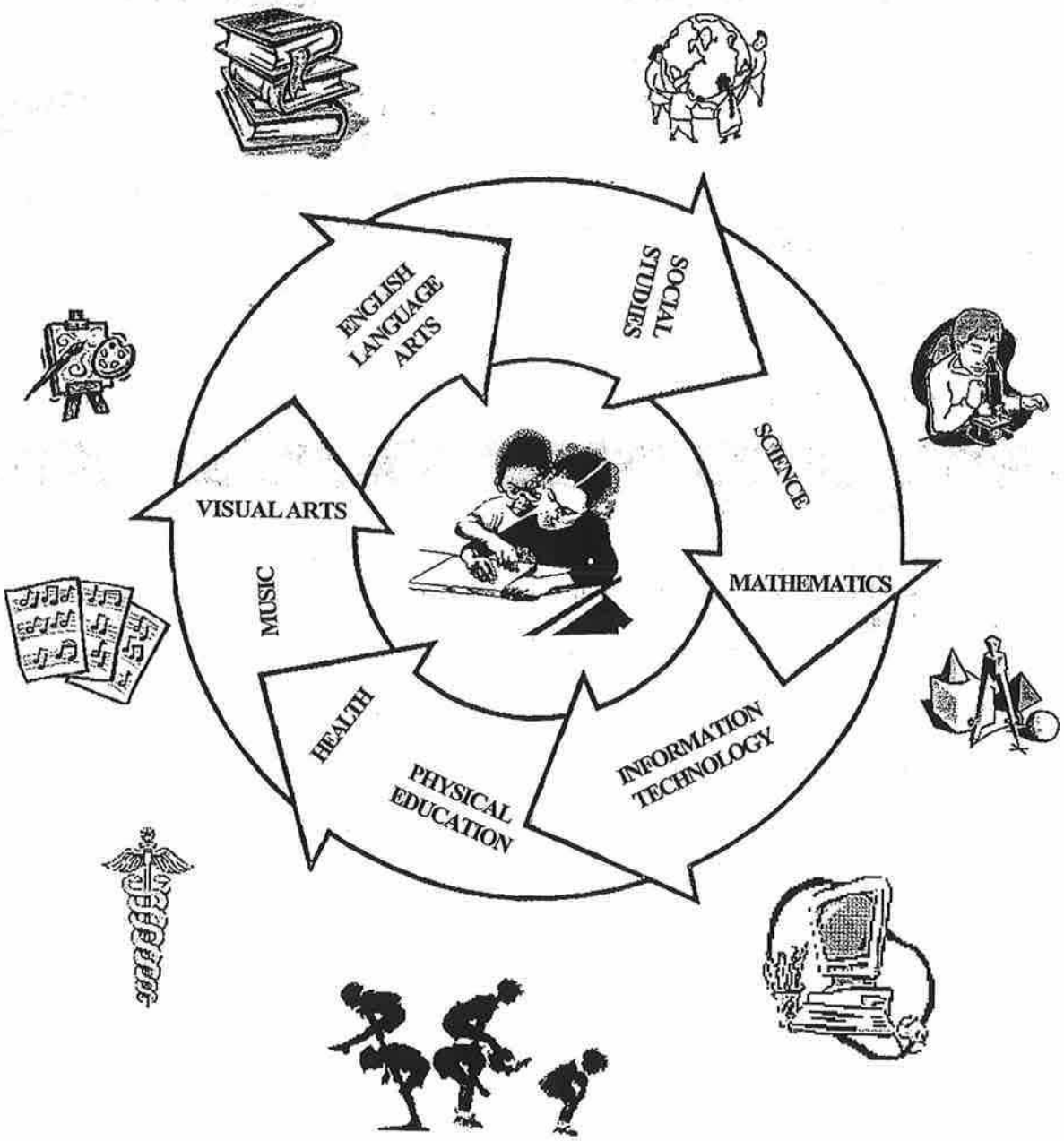
- Art Connections
- Art Connections: Art across the connection
- Art Connections: Assessment art connection
- Art Connections: Vocabulary
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- line: a movement made by a region medium on paper
- rhythm and movement: repeated areas of colours and shapes
- contour lines: drawing an object by keeping eyes on the subject and not the paper
- still life: a drawing of things that do not move
- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P4-VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Performance
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Painting
- Drawing

Curriculum Objectives:

At the end of this module, students will:

- identify symmetrical and asymmetrical balance
- create portraits, still life and landscapes from real life observations and imagination
- develop the ability to discuss personal artwork and the artwork of others in terms of principles and elements
- use value, colour and texture to create interest
- critique art work using appropriate terminology
- name selected works by Bermudian and other master artists

Content Detail:

- symmetrical and asymmetrical balance
- colour and emotion
- monochromatic abstract painting design
- perspective
- gesture drawing
- landscape painting
- still life painting
- art and culture/history
- artists and their works
  - Bermuda's artists
  - master artists (other)
- non objective painting
- viewing master artworks
- art terminology

Module Title: Painting	**Sequence Reference:** P4VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • overhead transparencies • video presentations on artist biographies • discussions • debate • questions and answers • recall/retell • paint to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • experimentation with - landscape painting - gesture painting - still life painting - monochromatic painting - perspective painting • discussion on - artists and their works - art terminology - art history

Module Title: Painting	Sequence Reference: P4 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Quiz on artists and their works, art terminology
- Two completed art pieces (landscape, still life, abstract/non objective painting)
- One page written critique on own artwork

Special Resources:

(materials, equipment & community involvement)

- art smock
- Video and TV
- overhead projector
- art transparencies
- paints
- cameras
- paper
- paint brushes
- art gallery visits
- on site art visits
  - San Diego Museum of Art http//sdmart.com
  - Smithsonian museum http//www.si-edu

References - Teacher:

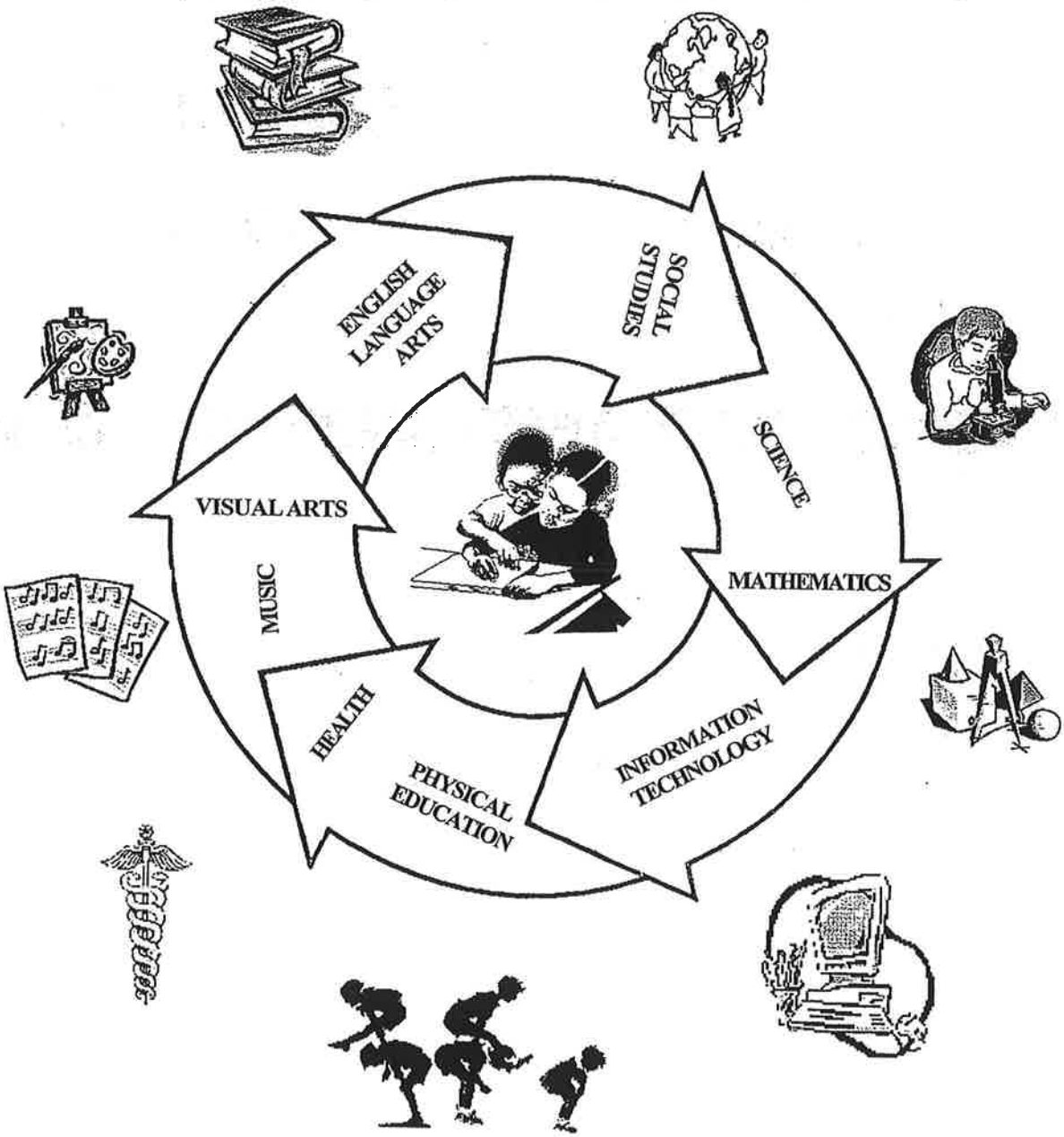
- Art Connection
- Art Express

References - Student:

- Art Connection
- Art Express

Glossary:

- asymmetry: informal balance aware of organizing parts of a design so that unlike objects have equal visual weight
- symmetry: formal balance in which two halves of an object or composition are identical
- culture: how a group of people, thinks, believes and acts
- non objective painting: painting with no recognizable subject matter


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P4 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Printing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for art tools and materials
- create a motif from lines and shapes
- use imagination to create an artwork
- demonstrate the handling and inking the motif
- demonstrate how to press the motif onto paper to create a print
- demonstrate the pulling of the print
- explain the number on the print (3/5) the third print of five
- discuss the art of print making
- identify master printers and their worker

Content Detail:

- history of print making
- print making
  - repetitive card prints (gift wrap paper with emphasis on lines and shapes)
  - random rhythm
  - regular rhythm
  - alternating rhythm
- printing techniques
  - block prints
  - regular prints
- master printers
- viewing prints
- critique/criticism
- artist encounter

Module Title: Printing	**Sequence Reference:** P4 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• display a few examples of (a) block prints and (b) natural prints and observe • demonstrate how large, light coloured objects look closer than small dark objects • instructional posters • bring in printer to talk and demonstrate the basic steps in printing • teacher demonstrations - divide a piece of paper into three sections. Print a random print in one section and a regular print in another section. In the third, create an alternating rhythm - use the plastic shapes from the art manipulative kit to create a regular rhythm, with an equal amount of space between each shape on an overhead projector (do the same for other rhythms)	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • continue practise with a variety of printing media (tempera paints, acrylic paints, watered down) • have a checklist guide, to assist students in print • observation of - preparation of activity - performance on tasks - clean up

Module Title: Printing	Sequence Reference: P4 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- The students will select their best prints and explain why they have selected them
- Create a printing stamp

Special Resources:

(materials, equipment & community involvement)

- art smock
- flat pan (cookie sheet)
- water-based printing ink (different colours)
- pencil, erasers, scissors, glue
- cardboard (thin), brayer paper (newsprint)
- newspaper (old)
- instructional posters
- TV and VCR
- field trip to a printing press
- guest visitor
- man made objects (kitchen utensils, erasers)
- solid vegetables (carrots, potatoes, turnips)
- fruits (apples, oranges (cut in half) sheets, cloth)
- art manipulative kit

References - Teacher:

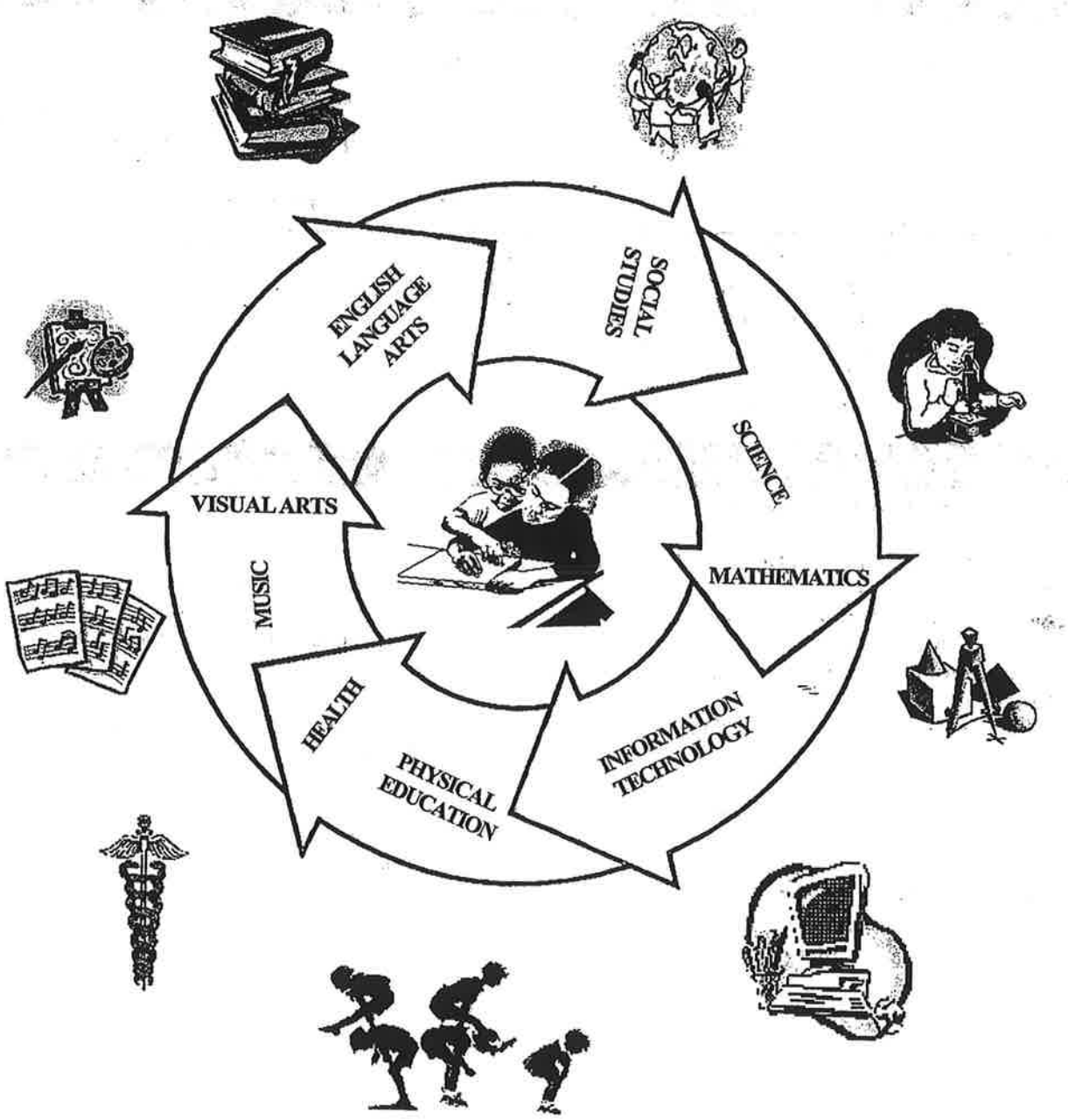
- Art Connections
- Art Connection: Assessment At Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- rhythm: a feeling or movement created by using the same line or shapes several times in a work of art
- visual rhythm: rhythm in art, created by the repetition of lines, shapes, and colour
- random rhythm: motif that appears in no order or spacing
- regular rhythm: motif that appears in equal amount of order and spacing
- alternating rhythm: when the motif is changed in someway, a second motif is introduced or the space between the motifs has changed
- motif: when a pattern or part of the pattern is repeated
- printing: pressing a shape from one thing to another many times


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P4 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2 .3, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Craft

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care and use of tools, materials and art area
- display a variety of expressive qualities or moods, meanings, symbols and themes in artworks
- critically evaluate art from various historical backgrounds
- identify and discuss the artworks of a particular artist
- analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object
- identify and combine several approaches in the production of a single craft object
- understand the cultural traditions that influence the making of crafts
- use the computer to design a craft
- create different crafts using different shapes, textures and patterns
- perform a skit explaining the creation of a craft

Content Detail:

- weaving
  - history/cultural perspective
  - store and care for materials
  - elements of art (line, shape, colours, form, texture)
  - principles of art (balance pattern unity)
  - other crafts
- making a diorama
- candle making
- book cover/album
- an assemblage
- technology and craft
- visual texture
- computer generated designs

Module Title: Craft	**Sequence Reference:** P4 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• provide examples of a completed activity to give students ideas for creating their own craft • have pictures available • provide examples of an uncompleted activity • demonstrate the sequence order of creating a craft • collect items several weeks before starting the craft • show various kinds of crafts • take students on a field trip • have students close their eyes and feel an object, explain what they feel • dramatic skit	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • practice perceptual activities by moving and observing • critically analyze craft using the four criticism questions:- (oral or written) - describe - analyze - interpret - decide • participate in class dramatizations

Module Title: Craft	Sequence Reference: P4 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Produce an original mask which is adorned with objects found in the environment
- Create a book jacket
- Create a flip book

Special Resources:
(materials, equipment & community involvement)

- baby bottles
- wool
- string
- paper
- scissors
- glue
- pencils

References - Teacher:

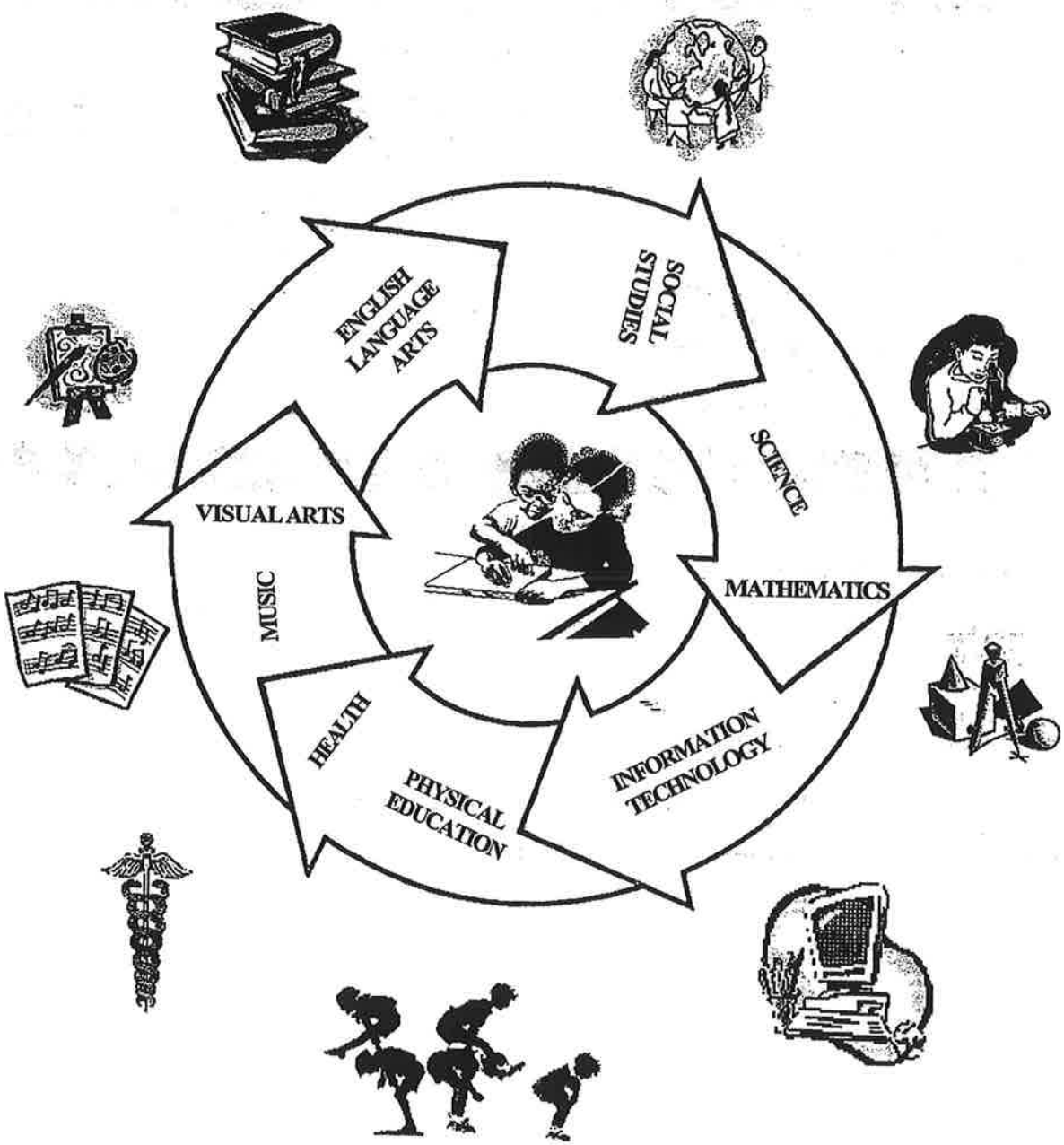
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- weaving: The process of turning thread or yarn into cloth. Artwork created by lacing together fibres – such as threads or yarn on a loom.


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P4 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care and use of tools, materials and art areas
- critically evaluate art forms from various art historical backgrounds
- display a variety of expressive qualities or moods, meanings and symbols and themes in artwork
- explain the similarities and differences in two different sculptures
- identify and analyze the types of forms and lines used in a sculpture to communicate feeling
- create individual relief on sculpture, a mask and or a diorama
- add or subtract from a sculpture and discuss the change in feeling that results

Content Detail:

- diorama
  - time line
  - purpose
  - additive/subtractive
- relief sculpture
  - purpose
  - additive/subtractive
- mask making
  - natural symbolic
  - variety
- master sculptors
- artist profiles
- scale and structure

Module Title: Sculpture	**Sequence Reference:** P4 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• have examples on hand for class to study (teacher made, student made) • demonstrate the appropriate skill for the project at hand	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • develop fluency in the use of vocabulary of the elements and principles of art and in discussing own artwork and works of others • have students evaluate completed projects according to standards of quality for a particular media • keep records of student progress (written) in art notebook/or portfolio • use charts for measurement of personal objective or goals

Module Title: Sculpture	**Sequence Reference:** P4 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Teacher critique one of the following:
- Diorama
- Relief sculpture
- Mask making

Special Resources:

(materials, equipment & community involvement)

- clay
- overhead projector
- transparencies
- on site visit
- www.sra4kids.com

References - Teacher:

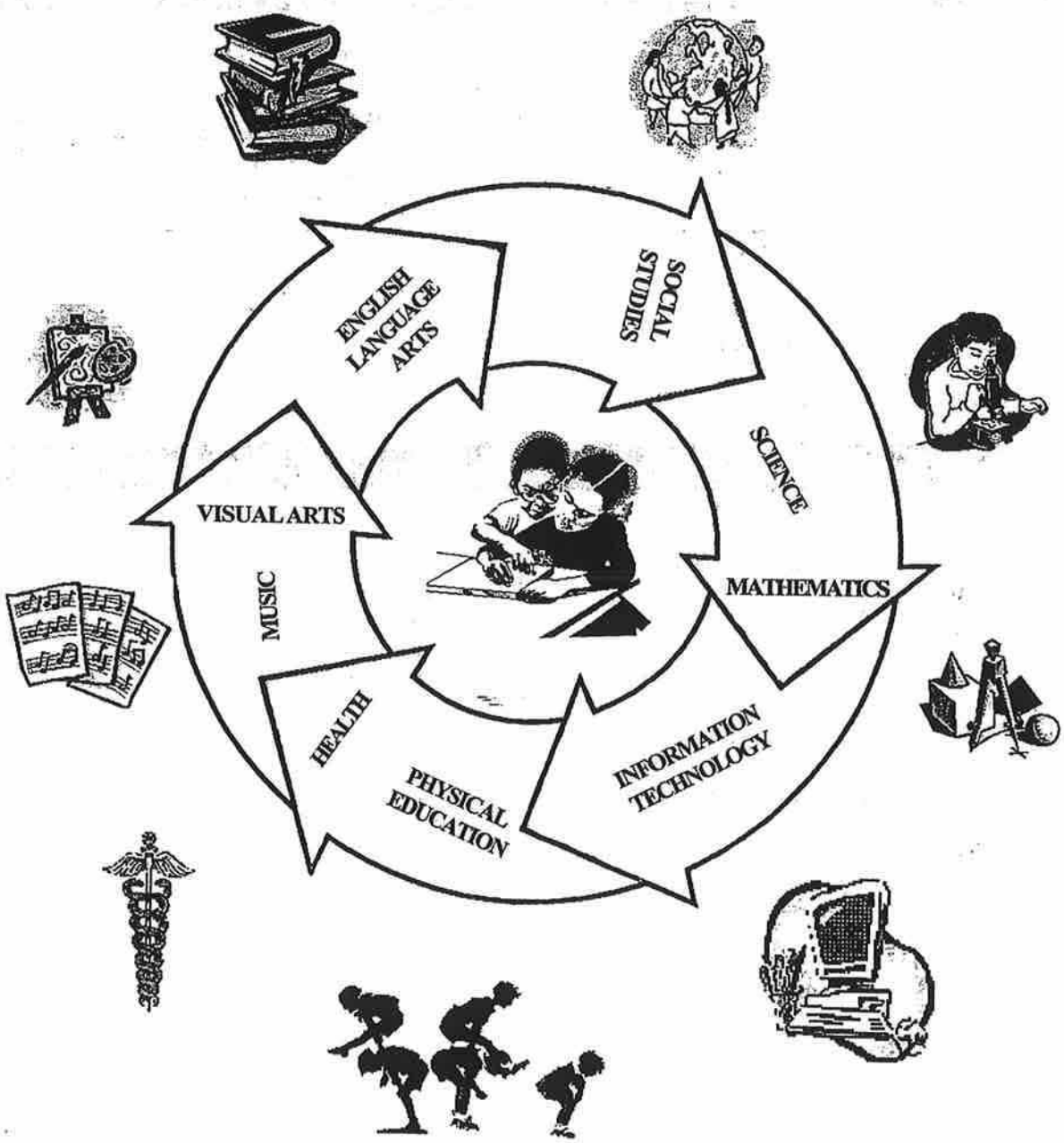
- Art Connection
- Art Express

References - Student:

- Art Connection
- Art Express

Glossary:

- two dimensional – a shape that can be measured in two ways by height and depth
- three dimensional – a shape that can be measured in three ways, by height, width and depth
- diorama – small representation of scene with three-dimensional figures
- additive sculpture – a type of sculpture to which something is added
- subtractive sculpture – a type of sculpture made from carving a form. The original material is taken away.


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P4 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☒	☐	☐

Time allotted: 4 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Performance
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- look carefully at an object and photograph it from three points of view
- create an illusion of texture in a photographic composition
- discuss a video taped scene (e.g. of an artist explaining point of view in work of art Henri Rousseau)
- appreciate how background can enhance a composition/photograph
- analyze a video scene and discuss how it can be improved
- critique individual and group work
- research master photographers

Content Detail:

- care of the camera
- camera functions
  - master photographers and videographers
    - foreign
    - Bermudian
- background/foreground
- shadows and highlights
- illusion of texture
- video taped scenes
- criticism

Module Title: Photography and Video	**Sequence Reference:** P4 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**

• demonstrations of camera usage
• explanations
• experimentation
• role playing
• dramatic skits/scenes
• group discussions
• think, pair, share activities
• questions and answers
• computer research
• overhead projections
• internet searches
	Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.
	
	• class participation in group discussions
	  - group discussions
	  - think, pair, share activities
	  - debates
	  - dramatizations
	  - question and answers
	  - experimentation
	  - role play
	• general knowledge quiz on
	  - camera and video functions
	  - techniques
	  - artists

Module Title: Photography and Video	**Sequence Reference:** P4 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Class participation
- General knowledge quiz
- Two page research paper on the history of the camera or photographers and videographers or master photographers
- Production of a well composed photograph with an interesting point of view

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- transparencies
- large prints
- camera/film
- video camera
- computer
- internet links

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- point of view: the angle from which an object or scene is viewed
- photographer: an artist who takes pictures with a camera

Visual Arts - P5
Level Code: P5 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE B OVERVIEW

Subject Title: Visual Arts

Subject Code: P5 VR

Time Allotted: 60 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY FIVE (P5) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Experiment in drawing, painting, printing, craft, sculpture and photography and video - Class participation in discussions, debates, think, pair, share activities	**50%**
• **Product Assessment** - Create two different types of drawings (portrait, still life, gesture, etc.) - Create two paintings - One page written critique of own work - Create a relief block print - Create a three dimensional sculpture	**30%**
• **Written Assessment** - Quiz on: - variety, balance, harmony, emphasis and unity - art terminology - artists and their work - Two page research paper on types of cameras, sound production, the history of photography or photographic techniques	**20%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection (Teacher's Edition). McGraw-Hill, 2000.

PHASE B OUTLINE

P4
Module Titles A - F

A. Drawing 6
- drawing materials
- types of lines
- types of shapes
- light and shadow
- observation drawings
- perspective drawings
- art terminology

B. Painting 6
- balance (symmetrical and asymmetrical)
- colour and emotion
- monochromatic design
- gesture drawing
- types of paintings
- artists and their works
- non objective art
- viewing

C. Printing 6
- types of prints
- rhythm
- printing techniques
- master printers
- viewing
- criticism

D. Craft 6
- types of crafts
- history
- elements of art
- principles of art
- technology and craft
- visual texture

P5
Modules Titles A - F

A. Drawing 6
- types of drawing
- line
- shape
- value
- drawing tools
- balance and harmony
- artists and their works

B. Painting 6
- colour
- rhythm and movement
- cultural perspective
- artists and their works
- art criticism

C. Printing 6
- tools and materials
- types of prints
- history of print making
- master printers
- terminology

D. Craft 6
- history
- care of materials
- types of crafts
- shadow puppet
- stained glass
- string art
- masks

P6
Modules Titles A - F

A. Drawing 6
- art history
- tools, materials and techniques
- line, shape, balance
- light and shadow
- one and two point perspective
- computer generated drawings

B. Painting 6
- colours
- renaissance
- baroque
- impressionism
- modern art
- Bermudian and master artists

C. Printing 6
- element and principles of art
- history of printing
- master printers
- types of printers
- glue line
- mono print
- critiques

D. Craft 6
- history
- elements and principals of art
- local material
- types of crafts
- Bermudian crafts
- flipbook
- masks
- jewellery

E. Sculpture 6
- types of sculpture
- master sculptors
- artist profiles
- scale and structures

F. Photography and Video.... 4
- care of the camera, video
- camera functions
- point of view
- shadow and highlights
- illusion of texture
- master photographers
- criticism

E. Sculpture 6
- non objective art
- materials
- types of sculptures
- perspectives
- artist profiles
- artist encounters

F. Photography and Video 4
- history
- types of cameras
- care and handling
- composition
- photographic techniques
- video and sound

E. Sculpture 6
- history
- types of sculptures:
  - abstract
  - foil
  - soap
- artist profile
- internet research
- local/Bermudian sculptors

F. Photography and Video 4
- basic elements
- time line
- photographic styles
- the pinhole camera
- photography today
- Bermuda's architectural forms criticism

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

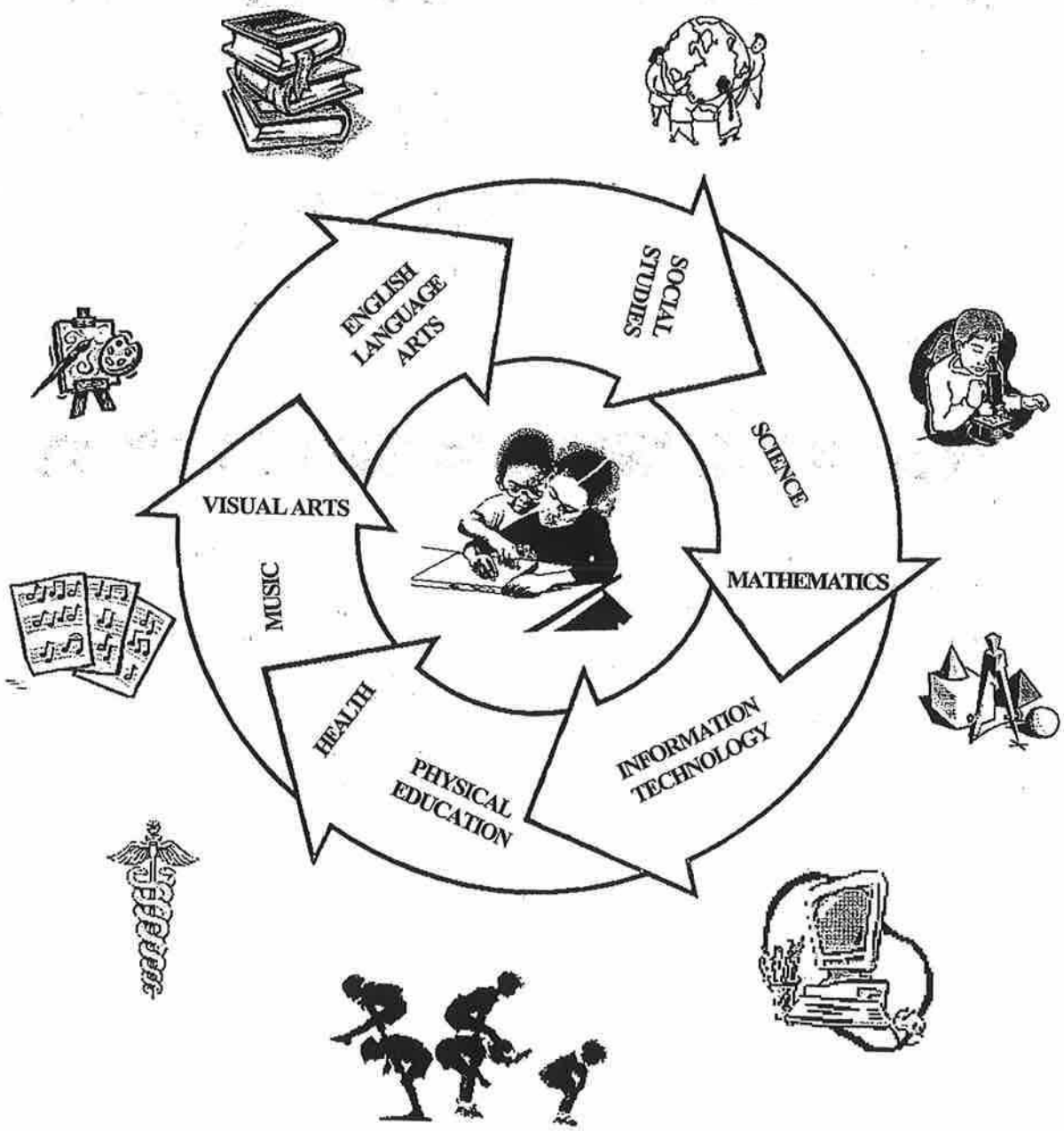
check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☒ P6 ☐

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x		x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique		x	x	x	x	x
2	History and Culture	2.1	Recognition		x	x	x	x	x
		2.2	Categorization	x	x		x	x	x
		2.3	Analysis		x				x
		2.4	Interrelations		x		x	x	x
		2.5	Connections	x			x	x	
3	Creativity and Composition	3.1	Composition	x	x	x			x
		3.2	Creation	x	x	x	x	x	x
		3.3	Display	x	x	x	x	x	x
4	Aesthetic Judgement	4.1	Analysis		x		x	x	x
		4.2	Self-Assessment	x	x	x	x	x	x
		4.3	Appreciation		x		x	x	x
		4.4	Evaluation		x	x	x	x	x
CONTENT STRUCTURE		Drawing		x					
		Painting			x				
		Printing							
		Craft					x		
		Sculpture						x	
		Photography And Video							
		MODULE		A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P5 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.4 Technique and Skill
- 2.2, 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.2 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- describe the strengths and limitations of various art tools, materials and techniques
- create lines using a variety of tools (crayons, pencils, pastels, charcoal)
- discuss lines in nature, manufactured objects, artists' works
- relate how lines create rhythm and movement
- analyze how artists use line in many ways; materials, form, texture, pattern, space, shape etc.
- shape:
  - relate geometric shapes, free form shapes
  - analyze how artists use shapes
- value:
  - apply shading techniques to geometric shapes to create the illusion of form
  - use gradations of value in a work of art
  - identify the usage of lighting to create highlights and shadows in artwork
  - look at a still life drawing and outline its free-form shape
  - identify balance, harmony, variety, emphasis and unity in a drawing
  - analyze different types of drawings

Content Detail:

- line – vertical, horizontal, diagonal, zigzag, curved
- shape – geometric, free form
- value – shading, gradation
- line and value – hatching, crosshatching stippling
- value – perception, shadows, highlights
- vocabulary and drawing tools
- types of drawings
  - portrait – flowing lines
  - action gesture drawing
  - imaginary scene
  - landscape
  - still life
- balance, harmony
- variety, emphasis
- unity
- artists and their works

Module Title: Drawing	**Sequence Reference:** P5 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
the teacher will demonstrate: • using magazines to find the 5 types of lines • students will play "go fish" with cards "highlight and shadow" • students will tell the story "the missing area" • students will recall art terminology • discussions • think, pair, share activities	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** chart use for ticking of complete work in the area of (a) line (b) shape (c) value • assessment quizzes • oral or written presentation analyzing balance, harmony, emphasis, variety and unity in a drawing • experiment on different types of drawings

Module Title: Drawing	**Sequence Reference:** P5 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Mixed media collage or name tag demonstrating the use of line
- A self portrait demonstrating use of the value scale

Special Resources:

(materials, equipment & community involvement)

- overhead projectors, transparencies
- instructional video tapes on line, shape and space
- local artists to demonstrate in class
- VCR and TV
- elements of art

References - Teacher:

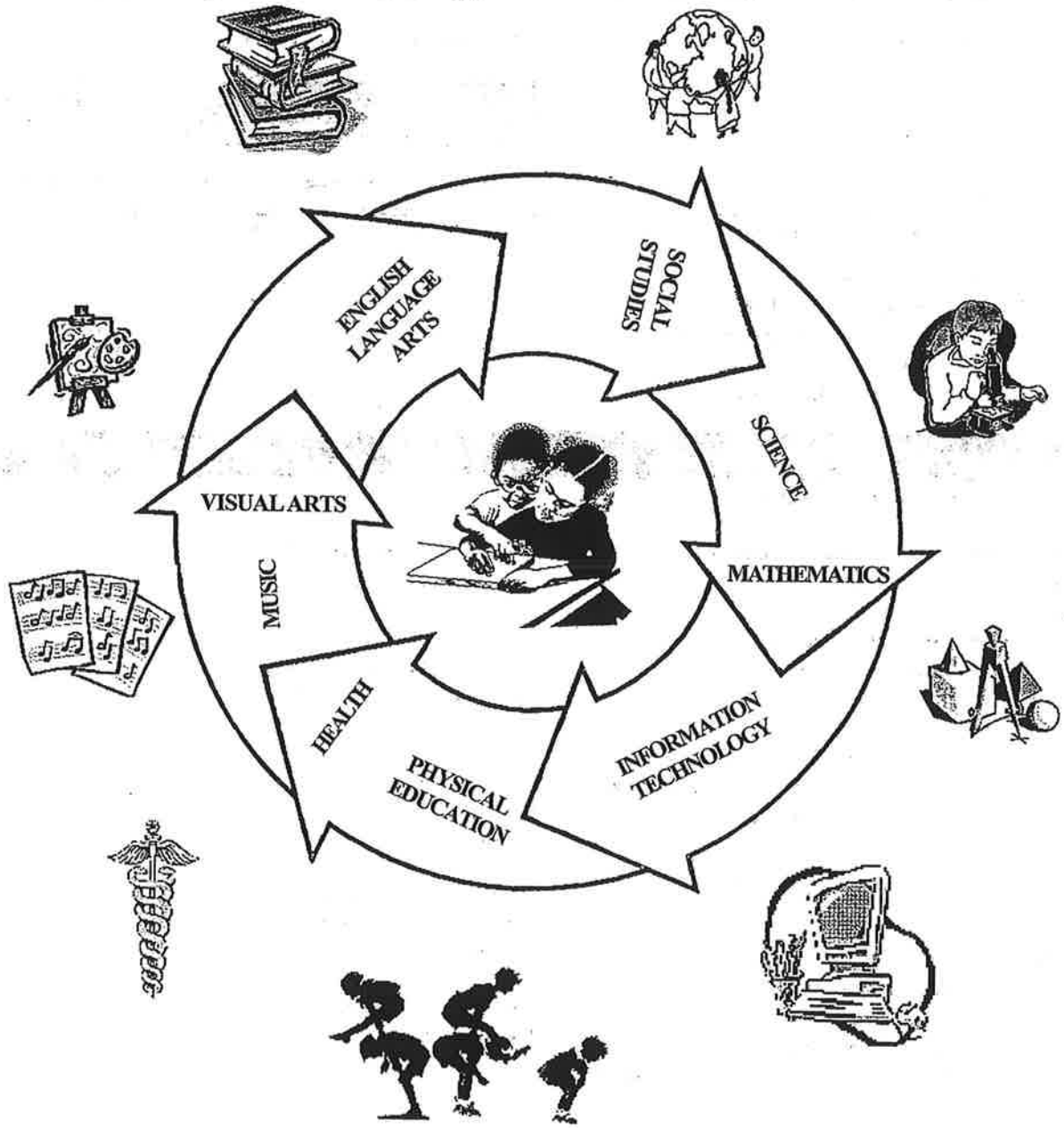
- Art Connections
- Art Connections: Art across the curriculum resource book
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- horizontal: straight up and down
- crosshatch: a shading technique in which two or more sets of parallel lines cross each other
- geometric: a math shape, such as a circle, triangle, rectangle or square
- balance: the principle of design that deals with visual weight in a work of art
- harmony: the principle of design that creates unity by stressing similarities of separate but related parts; a pleasing relationship between parts of an artwork
- emphasis: the principle of design that makes one part of the artwork stand out more than the other parts
- variety: the use of different lines, shapes, colours and textures to make a work of art interesting
- unity: parts of an artwork working together
- vertical: straight up and down
- free form: an irregular and uneven shape. Any shape that is not geometric


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P5 VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1, 1.3 - 1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Painting

Curriculum Objectives:

At the end of this module, students will:

- use art materials safely and responsibly
- paint, identify and organize colours into groups or schemes
- analyze how colour influences moods, feelings
- analyze how artists use colour in artwork
- identify and use tints and shades with paints
- critique paintings/slides/posters
- analyze colours in nature, in manufactured objects
- recognize how art relates to holidays and festivals
- study perspective – space – and how it changes colour and light
- discuss artists, their paintings and interpretation
- observe how colours are influenced by colours in the environment
- identify specific paintings belonging to various artists
- identify media/techniques used by different artists
- critique paintings using appropriate vocabulary
- recognize diversity in paintings
- compare works of art in Bermudian versus another culture

Content Detail:

- primary and secondary colours
- analogus colours
- complementary colours
- warm and cool colours
- visual rhythm and movement
- colour and visual rhythm
  - tints
  - shades
- transparency

<u>artists</u>

Michelangelo Winslow Homer Sharon Wilson
Rembrandt Lawrence Charles Zuill Otto Trott
Diana Amos Birdsey

- cultural perspectives
- art criticism

Module Title: Painting	**Sequence Reference:** P5 VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • observations - go on a walk around the school and look for colour combinations - look at a painting, inside under artificial light and outside in natural light (same painting) • look at one colour outside through different distances (sky – above-dark blue) (away – medium blue) (faraway – pale blue) • make a spectrum with a prism or glass of water • paint to music	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • discussions about artists and their works

Module Title: Painting	**Sequence Reference:** P5 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create a colour wheel
- Create two paintings
- One page written critique of own work
- Create a crayon resist painting of a flower, showing the flower in a close up view, and using analogous colours
- Written critiques

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- VCR and TV
- instructional video
- instructional posters
- art smocks
- water paint
- poster paints
- acrylic paints
- crayons
- visit galleries
- local artist visits

References - Teacher:

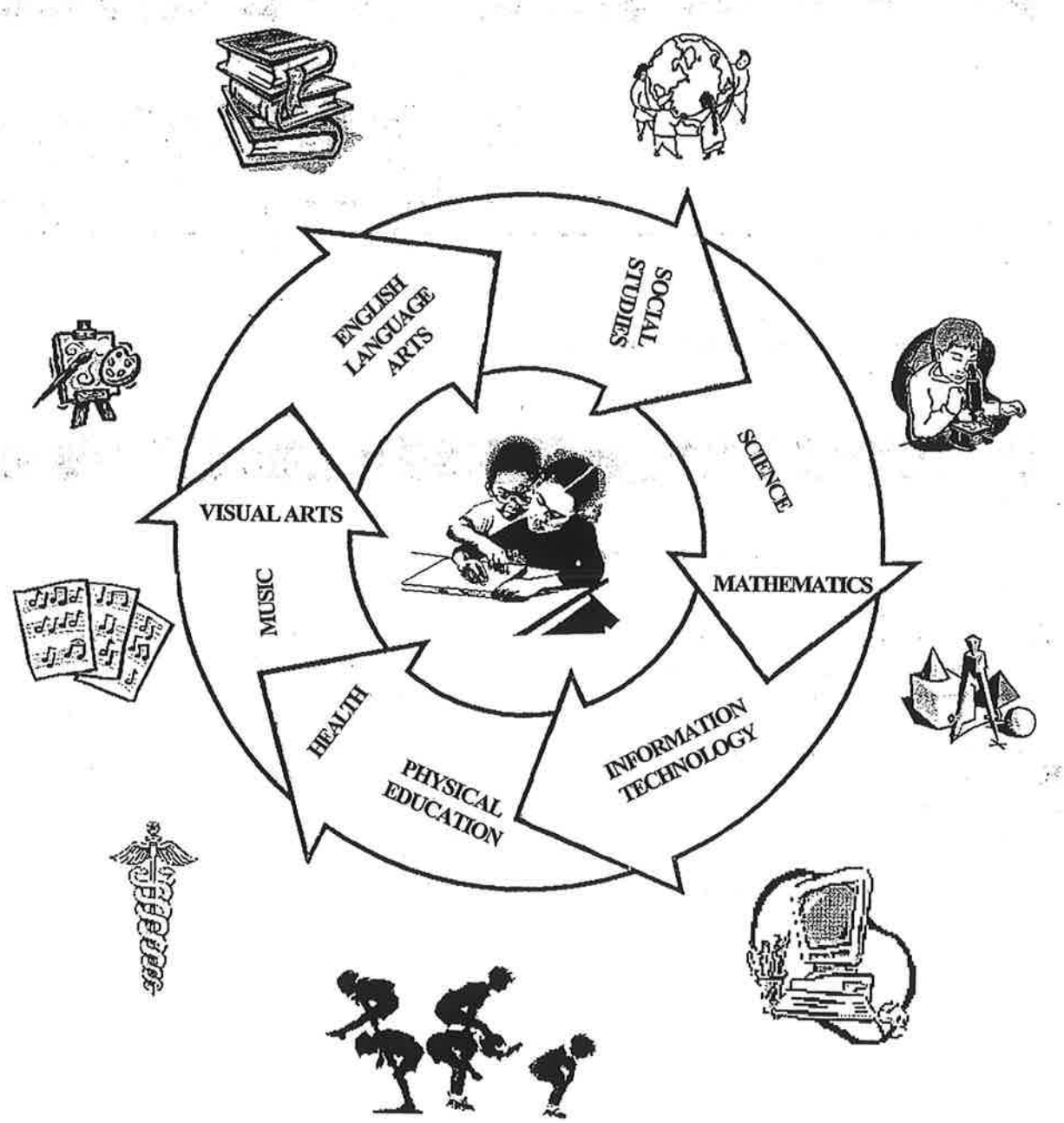
- Art Connections
- Art Connections: Art Across the Curriculum,
- Art Connections: Assessment Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- hue: another word for colour
- primary colour: one of the three basic colours, red, yellow or blue
- secondary colour: the mix of two primary colours. Orange, red, green and violet are secondary colours
- intermediate colour: one of six colours that are made when a primary colour is mixed with a secondary colour
- tint: any light value of a colour
- analogous: a colour scheme using colours that are side by side on a colour wheel
- colour spectrum: range of colours that come from light
- shade: any dark value of a colour
- warm colours: colour that seems to move toward the viewer and suggests warmth and energy. Red, orange and yellow are warm colours
- cool colours: colours that seems to move away from the viewer and suggest coolness. Green, blue and violet are cool colours
- value: the lightness or darkness of a colour or object


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P5 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.2, 4.4 Aesthetic Judgement

Content Focus:

- Printing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for the print making tools and materials
- create a motif from lines and shapes
- discuss pop art and printer Andy Warhol
- judge artwork according to specific criteria
- explore printing techniques and practice design concept
- brief history on Albert Durer a renaissance artist, who helped make printmaking a fine art
- identify symmetrical balance
- identify asymmetrical balance
- identify radial balance
- debate the advantages of print making

Content Detail:

- tools and materials
- printmaking
  - relief print
    - (a) pattern (using rhythm, moving, spacing)
    - (5 to 7 motifs to make a design)
- block print
  - (a) texture (natural – tree bark, sand, rock) manufactured – glass, cloth
  - (b) balance (symmetrical and asymmetrical)
  - radial balance
- Albert Durer
- Andy Warhol
- the history of print making
- terminology

Module Title: Printing	**Sequence Reference:** P5 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations • compose a positive shape into a simple design for prints (paper drawing) - relief print - mount print work for display - demonstrate to show that the images are reversed when printed - if students decide to use their initials for their design, they must glue them upside down in reverse order - add lines and shapes to create texture onto the motif (styrofoam, foam board or linoleum) • debate • discussions • visiting a printing presd	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • write the steps of what is learned in a notebook and have examples • define the term print making • know the three tools for print making - printing plate (surface for paint (ink) - paint (ink) which is applied to the plate with a brayer - brayer a roller used to apply paint (ink to the plate) • how is a pattern created? How many examples of natural and man-made patterns can you name? • in the portfolio students will have labelled examples of rhythm showing - (a) movement - (b) spacing • use appropriate art vocabulary in describing artwork • compare and contrast visual characteristics in artwork • research information concerning artists and artworks • list the materials to be used in printing • keep a notebook or journal containing prints completed • debate who was/is the best print maker in history • debate the advantages and disadvantages of print making

Module Title: Printing	Sequence Reference: P5 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create new patterns from imagination
- Make a relief block print

Special Resources:

(materials, equipment & community involvement)

- tag board (4" square)
- newspaper (old)
- water based ink
- sheets (bed)
- scissors
- brayer
- paper (white)
- foam food trays
- cardboard
- flat tray (cookie)

References - Teacher:

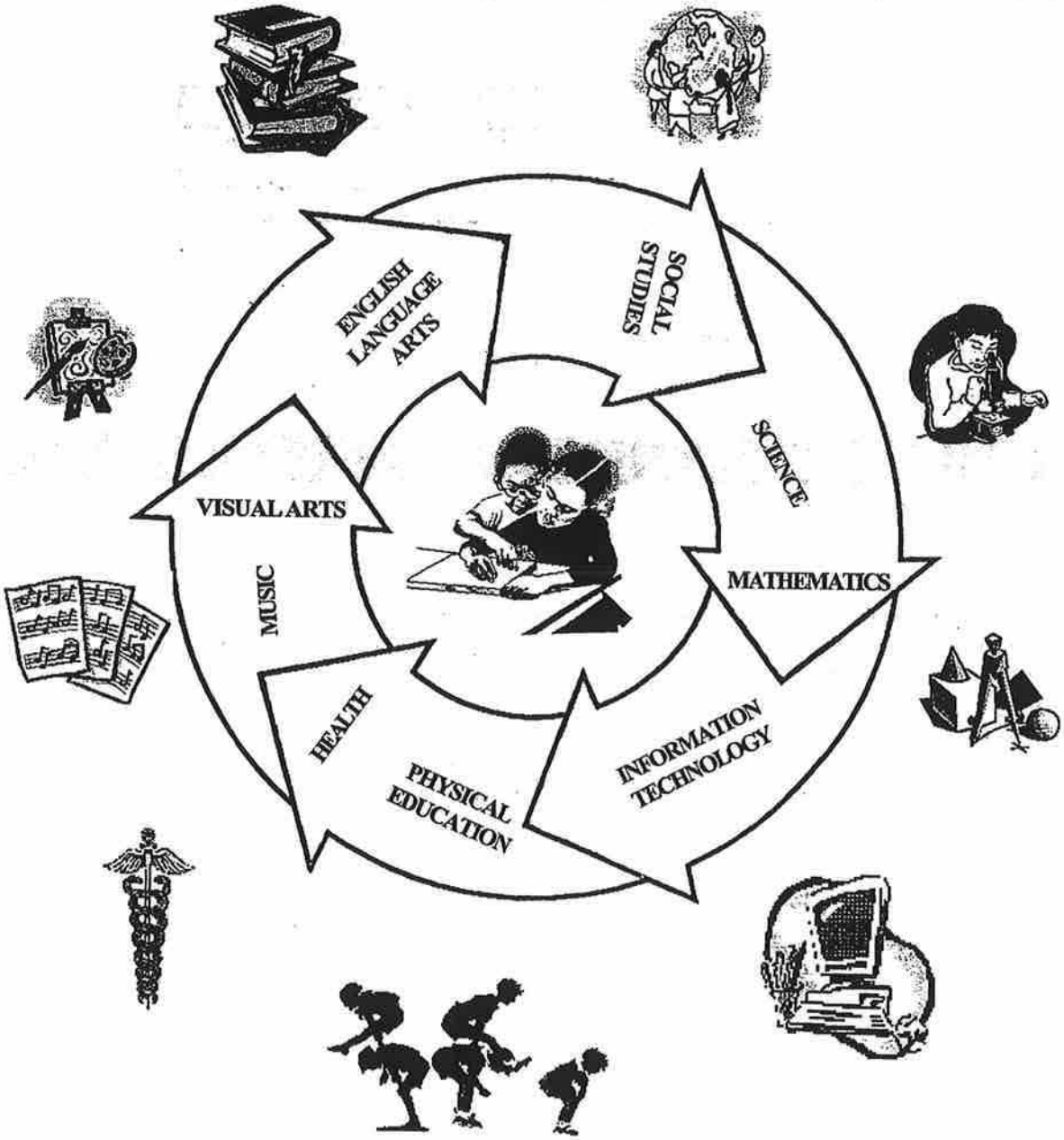
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- printing: pressing a shape from one thing to another many times
- brayer: a tool used for rolling the paint (ink) smoothly out on a flat surface (cookie tray)
- relief printing: the paint (ink) is on the top of the surface of the block (cardboard or vegetable)
- stencil: a cut out (negative shape) through which the paint (ink) is applied
- balance: the principle of design that deals with the visual weight in a work of art
- symmetry: formal balance in which two halves of a balanced composition are identical
- asymmetry: informal balance aware of organizing parts of a design so that unlike objects have equal weight


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P5 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Craft

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools and materials and art area
- analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object
- use the internet to investigate the work of crafts people
- know the history of craft
- understand the principles of art
- explain the elements of art
- appreciate how to make different crafts

Content Detail:

- history
- store and care of materials
- elements of art (shape, form, space)
- principles of art (unity, emphasis, variety)
- shadow puppet
- flag
- stain glass painting
- string art
- mask making

Module Title: Craft	**Sequence Reference:** P5 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations - create original designs with stitches and applique - cloth shapes to make - flags - soft sculptures - weave on - fingers - cardboard - wooden/free form looms - wax and glue batik on cloth - tie-dye techniques • observation • think, pair, share activities	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • check list for evaluation of craft work - clarity (do we understand the point?) - completeness (is it a whole that holds together?) - creativity (this is subjective) - thoughtful aspects (has there been careful thought?) - visual quality (has care been demonstrated?) - verbal presentation (how complete and clear is the presentation to the class?) • peer evaluation of work • keep record of student progress in an art notebook/portfolio

Module Title: Craft	Sequence Reference: P5 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create two of the following
  - shadow puppet
  - own flag
  - stain glass picture
  - string art
  - mask making

Special Resources:

(materials, equipment & community involvement)

- internet
- computer
- stained glass
- string
- glue
- paint
- mask forms

References - Teacher:

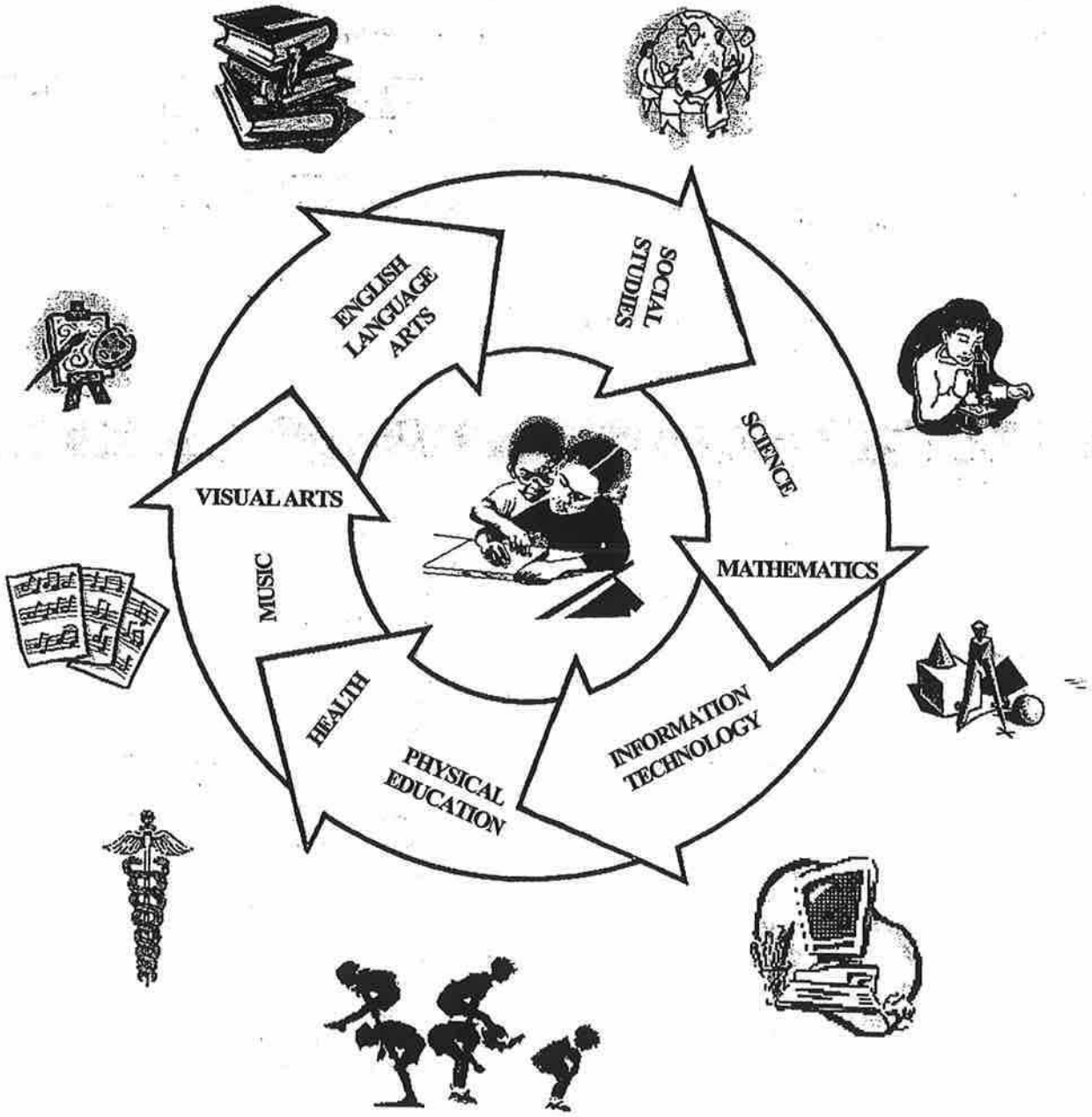
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P5 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools and materials
- critically evaluate art forms from various art backgrounds
- know how to create a sculpture
- analyze two similar sculptures from different points of view
- interview a sculptor and discuss point of view
- know the value of non objective art
- understand and analyze the importance of point of view in an art work
- appreciate the works of Bermudian sculptors

Content Detail:

- non objective art
- paper mache
  - additive
  - natural materials
  - shape
  - colour and mood
  - function
- sculpture
  - toys (scraps to use to create with)
  - forest (plants, seeds, tree barks, branches)
  - seashells (different shells from the ocean)
- soft stone sculpture
  - deductive
- point of view/perspective
- artist profiles
- artist encounter
  - terminology
  - criticism
- Bermudian sculptors
  - Desmond Fountain
  - Elizabeth Ann Trott
  - Chesley Trott

Module Title: Sculpture	**Sequence Reference:** P5 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations - appropriate skill needed for the project at hand - research (artworks on themes) • interview • class discussions • artist class visit	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • use checklist to summarize the knowledge and skills acquired in a studio experience • use student's art notebook or portfolio as a record of progress • have students compare and contrast the changes in their artwork and the work of others (different times/cultures) • ask and answer questions about the starting points for their work and development of ideas

Module Title: Sculpture	**Sequence Reference:** P5 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create a three dimensional piece for display
- Artist interview

Special Resources:

(materials, equipment & community involvement)

- visiting artist
- Desmond Fountain
- Chesley Trott
- Elizabeth Trott
- instructional posters
- instructional video
- VCR and TV
- plaster of paris
- soft sculpture
- vermiculite

References – Teacher:

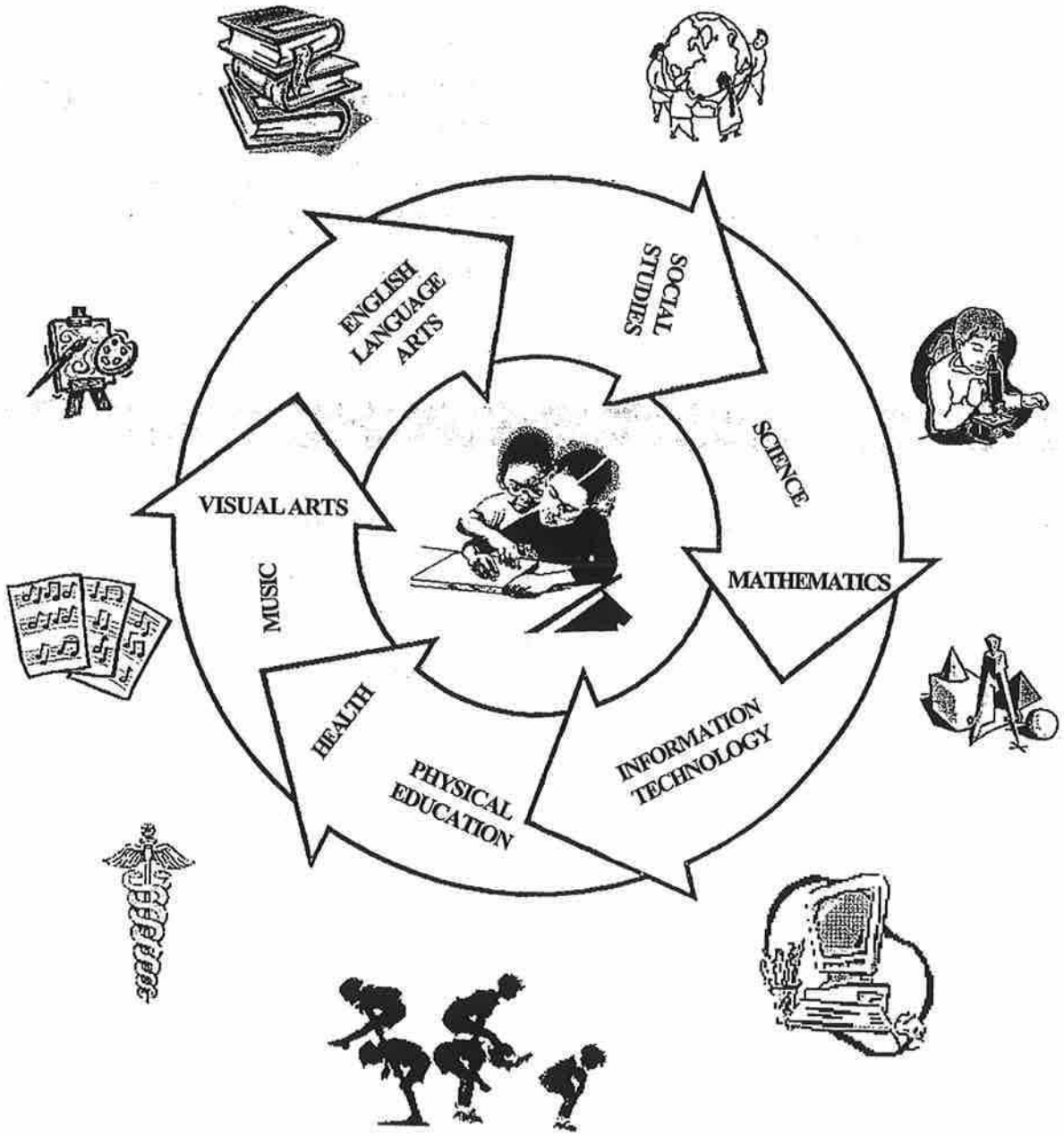
- Art Connections
- Art Connections. Assessment Book
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P5 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☒	☐

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- appreciate and understand the history of photography and video
- discuss the elements of art and their relationship to photography and video
- list the types of cameras available
- recognize the importance of care and handling of the camera
- explain photographic techniques
- explain the relationship between video and sound
- relate the production of video and sound

Content Detail:

- history of photography, video
- types of cameras
- care and handling of cameras
- elements of art
  - line
  - shape
  - colour
  - pattern
  - composition
- composition
- photographic techniques
- video and sound

Module Title: Photography and Video	**Sequence Reference:** P5 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• demonstrations • experimentation • discussion • think, pair, share activities • site visit • question and answer • overhead projections • computer research • internet searches • visit a photography lab	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • experiment making a pinhole camera • general knowledge quiz on - care and handling of cameras - elements of art - photographic techniques - video and sound - history of photography • research the types of cameras or the production of video sound • class participation in - discussions - debate - questions and answers - dramatic skits - think, pair, share activities

Module Title: Photography and Video	**Sequence Reference:** P5 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Pinhole camera creation
- Two page research paper on types of cameras or the production of video sound

Special Resources:

(materials, equipment & community involvement)

- overhead projector
- transparencies
- visit to a photography lab
- large prints
- computer
- rubber bands
- cameras (throw away)
- pinhole camera materials
- video camera
- boxes
- pins
- internet links
- sticky tape
- black paper
- mask forms
- wax paper
- scissors

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text

Visual Arts - P6
Level Code: P6 VR

MINISTRY OF EDUCATION
Bermuda
2001

PRIMARY SCHOOL
PHASE B OVERVIEW

Subject Title: Visual Arts

Subject Code: P6 VR

Time Allotted: 60 min/wk

RATIONALE

In the primary grades, visual art will assist students to acquire a range of skills and specific knowledge that will enable them to appreciate art as a lifelong process. An interesting, yet challenging programme will emphasize technical and critical thinking skills. Art literacy will be achieved as students begin to understand the importance of art criticism, appreciate artistic works and study art history. Students will also explore their emotional responses to art. It is therefore essential that a balanced artistic programme be offered. In this regard, modules such as drawing, painting, print making, crafts, sculpture, computer graphics, photography and video production will be studied in the local and international context. Wherever possible, the study of art will be linked to the study of other art disciplines and other subject areas. Further, visual art at the primary level will build upon preschool artistic experiences where creativity and curiosity will have played a vital role.

PRIMARY SIX (P6) REQUIREMENTS

The requirements for this level are as follows:

• **Performance Assessment** - Participation in discussions, group work - Interview a sculptor, individually or as a class with emphasis on point of view - Use the internet to research an artist for class discussion	**50%**
• **Product Assessment** - Portfolio including a still life with shadows using a blending, crosshatching or stippling technique - A computer generated drawing or painting - One glue line print - One craft - One sculpture - Pinhole camera creation	**30%**
• **Written Assessment** - A three page research paper on the lives of two artists comparing their drawing techniques or a two page report on the life of a renaissance or impressionist artist - One page critique of own work	**20%**
Total	**100%**

MATERIALS OF INSTRUCTION (Adopted Text)

Art Express. (Teacher's Edition). Harcourt Brace and Co, 1998.

SRA Art Connection. (Teacher's Edition). McGraw-Hill, 2000.

PHASE B OUTLINE

P4
Module Titles A - F

A. Drawing 6
- drawing materials
- types of lines
- types of shapes
- light and shadow
- observation drawings
- perspective drawings
- art terminology

B. Painting 6
- balance (symmetrical and asymmetrical)
- colour and emotion
- monochromatic design
- gesture drawing
- types of paintings
- artists and their works
- non objective art
- viewing

C. Printing 6
- types of prints
- rhythm
- printing techniques
- master printers
- viewing
- criticism

D. Craft 6
- types of crafts
- history
- elements of art
- principles of art
- technology and craft
- visual texture

P5
Modules Titles A - F

A. Drawing 6
- types of drawing
- line
- shape
- value
- drawing tools
- balance and harmony
- artists and their works

B. Painting 6
- colour
- rhythm and movement
- cultural perspective
- artists and their works
- art criticism

C. Printing 6
- tools and materials
- types of prints
- history of print making
- master printers
- terminology

D. Craft 6
- history
- care of materials
- types of crafts
- shadow puppet
- stained glass
- string art
- masks

P6
Modules Titles A - F

A. Drawing 6
- art history
- tools, materials and techniques
- line, shape, balance
- light and shadow
- one and two point perspective
- computer generated drawings

B. Painting 6
- colours
- renaissance
- baroque
- impressionism
- modern art
- Bermudian and master artists

C. Printing 6
- element and principles of art
- history of printing
- master printers
- types of printers
- glue line
- mono print
- critiques

D. Craft 6
- history
- elements and principals of art
- local material
- types of crafts
- Bermudian crafts
- flipbook
- masks
- jewellery

E. Sculpture 6
- types of sculpture
- master sculptors
- artist profiles
- scale and structures

F. Photography and Video.... 4
- care of the camera, video
- camera functions
- point of view
- shadow and highlights
- illusion of texture
- master photographers
- criticism

E. Sculpture 6
- non objective art
- materials
- types of sculptures
- perspectives
- artist profiles
- artist encounters

F. Photography and Video 4
- history
- types of cameras
- care and handling
- composition
- photographic techniques
- video and sound

E. Sculpture 6
- history
- types of sculptures:
  - abstract
  - foil
  - soap
- artist profile
- internet research
- local/Bermudian sculptors

F. Photography and Video 4
- basic elements
- time line
- photographic styles
- the pinhole camera
- photography today
- Bermuda's architectural forms criticism

Subtotal	34	Subtotal	34	Subtotal	34
Optional Weeks	4	Optional Weeks	4	Optional Weeks	4
Total Weeks	38	Total Weeks	38	Total Weeks	38

PRIMARY SCHOOL

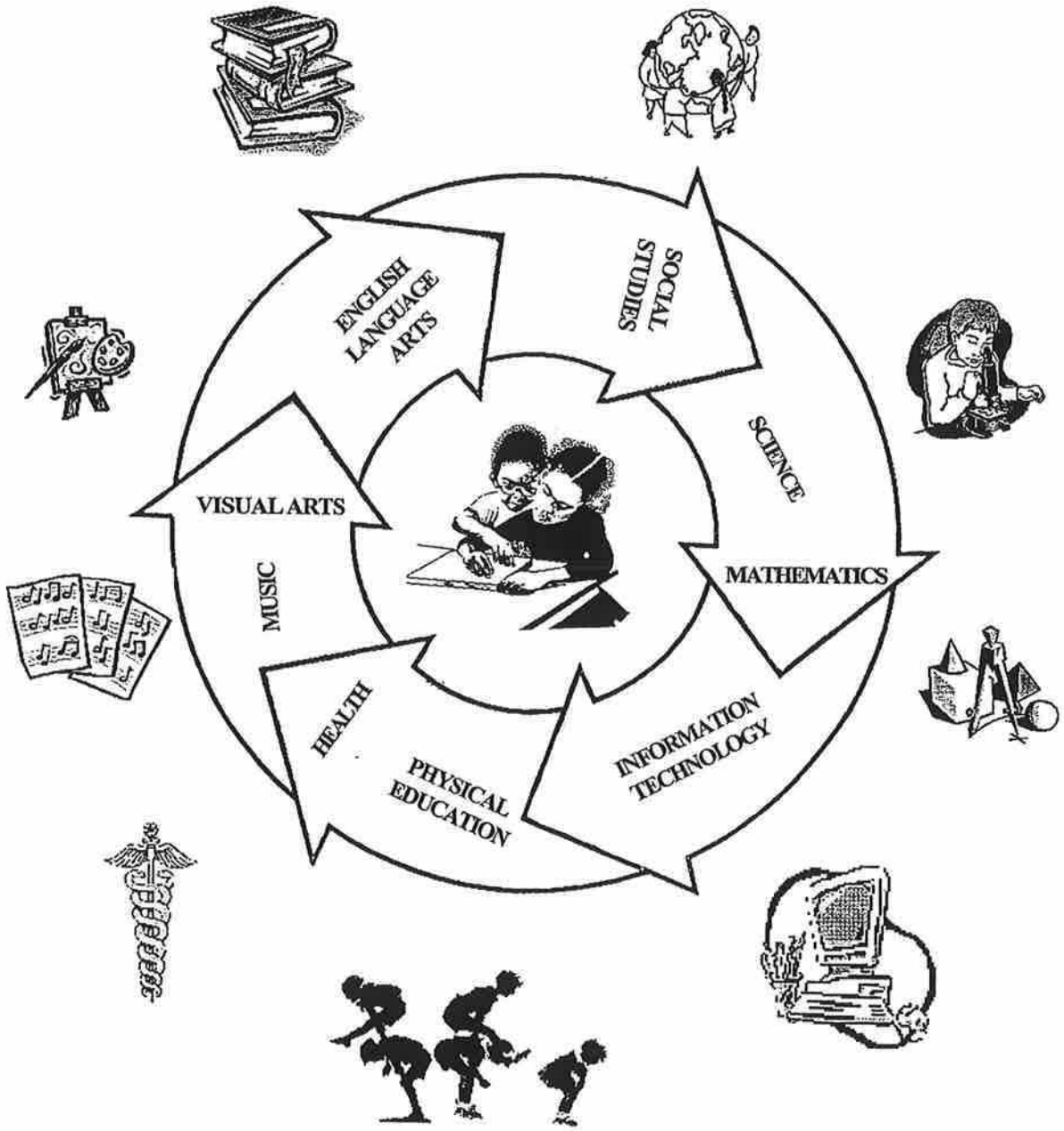
check one: PS ☐ P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒

Visual Arts

GOALS			SUBGOALS	MODULE & CURRICULUM CORRELATION MATRIX					
1	Technique and Skill	1.1	Elements	x	x	x	x	x	x
		1.2	Relationships	x	x	x	x	x	x
		1.3	Usage	x	x	x	x	x	x
		1.4	Creation	x	x	x	x	x	x
		1.5	Technique	x	x	x	x	x	x
2	History and Culture	2.1	Recognition	x	x	x	x	x	x
		2.2	Categorization	x	x		x	x	x
		2.3	Analysis	x	x				x
		2.4	Interrelations		x			x	x
		2.5	Connections					x	x
3	Creativity and Composition	3.1	Composition	x	x	x	x		x
		3.2	Creation	x	x	x	x	x	x
		3.3	Display	x	x	x	x	x	x
4	Aesthetic Judgement	4.1	Analysis	x	x		x	x	x
		4.2	Self-Assessment	x	x	x	x	x	x
		4.3	Appreciation	x		x	x	x	x
		4.4	Evaluation				x	x	
CONTENT STRUCTURE		Drawing		x			x		
		Painting				x	x		
		Printing							
		Craft					x		
		Sculpture						x	
		Photography							x
		MODULE		A	B	C	D	E	F

MODULE KEY

A - Drawing
B - Painting
C - Printing
D - Craft
E - Sculpture
F - Photography and Video


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module A

VISUAL ARTS

Module Title: Drawing

Sequence Reference: P6 VR-A

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Techniques and Skill
- 2.1 - 2.3 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Drawing

Curriculum Objectives:

At the end of this module, students will:

- explain the basic care of drawing tools
- identify various lines, that create movement
- describe the strengths and limitations of various drawing tools, materials and techniques
- discuss how artists use light and shadows to indicate dimension
- practice using lines to create patterns
- identify symmetrical, asymmetrical and radial balance
- recognize aesthetic qualities in both the natural and man made environment
- recognize Bermuda's artists and art from other cultures
- use software programs with graphics to enhance learning experiences
- recognize connections among visual arts and other disciplines
- evaluate and take pride in one's own work
- identify and categorize art on a historical time line

Content Detail:

- drawing tools, materials and techniques, ink and pen, coloured pencils, contour, oil pastels, markers, chalk, kneaded eraser
  - types of lines
  - vertical, horizontal, diagonal, zigzag, curved
  - types of shapes
  - geometric, organic, freeform
  - balance
  - light and shadow
  - blending, hatching, crosshatching, stippling, perception, shadows, highlights, pointillism
- one and two point perspective
- types of drawings
- art history
- art criticism
- computer generated drawings

Module Title: Drawing	**Sequence Reference:** P6 VR-A
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations - of elements of value in a drawing through hatching, crosshatching, stippling or pointillism - of standard figure proportions - depicting student posed drawings of contour drawing • explanations - artworks of people that focus on faces and expressive poses including hands - of expressive portraits • attend an art exhibit • create art using visual rhythms and repetition of patterns • draw from magazines, photographs, still life or people and continue to practise contrasting of darks and lights in a subject • use the computer to generate drawings	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • oral quizzes • observation of handling materials safely and responsibly • vocabulary words from the lesson • learn techniques to make shapes appear round and three dimensional (shading) • discuss various artists and art movements and the use of line, texture, shape and space • teacher observation of student creating • a still life with shadows using blending, crosshatching or stippling techniques • computer generated drawings • research the lives of two artists and compare their drawing techniques

Module Title: Drawing	Sequence Reference: P6 VR-A

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Creation of a still life form with shadows using a blending, crosshatching or stippling technique
- Create a computer generated drawing
- Create a drawing in one or two point perspective

Special Resources:

(materials, equipment & community involvement)

- instructional video
- instructional poster
- VCR and TV
- tape recorder and tapes
- overhead projector and transparencies
- gallery site visit
- artists encounter
- computer
- software

References - Teacher:

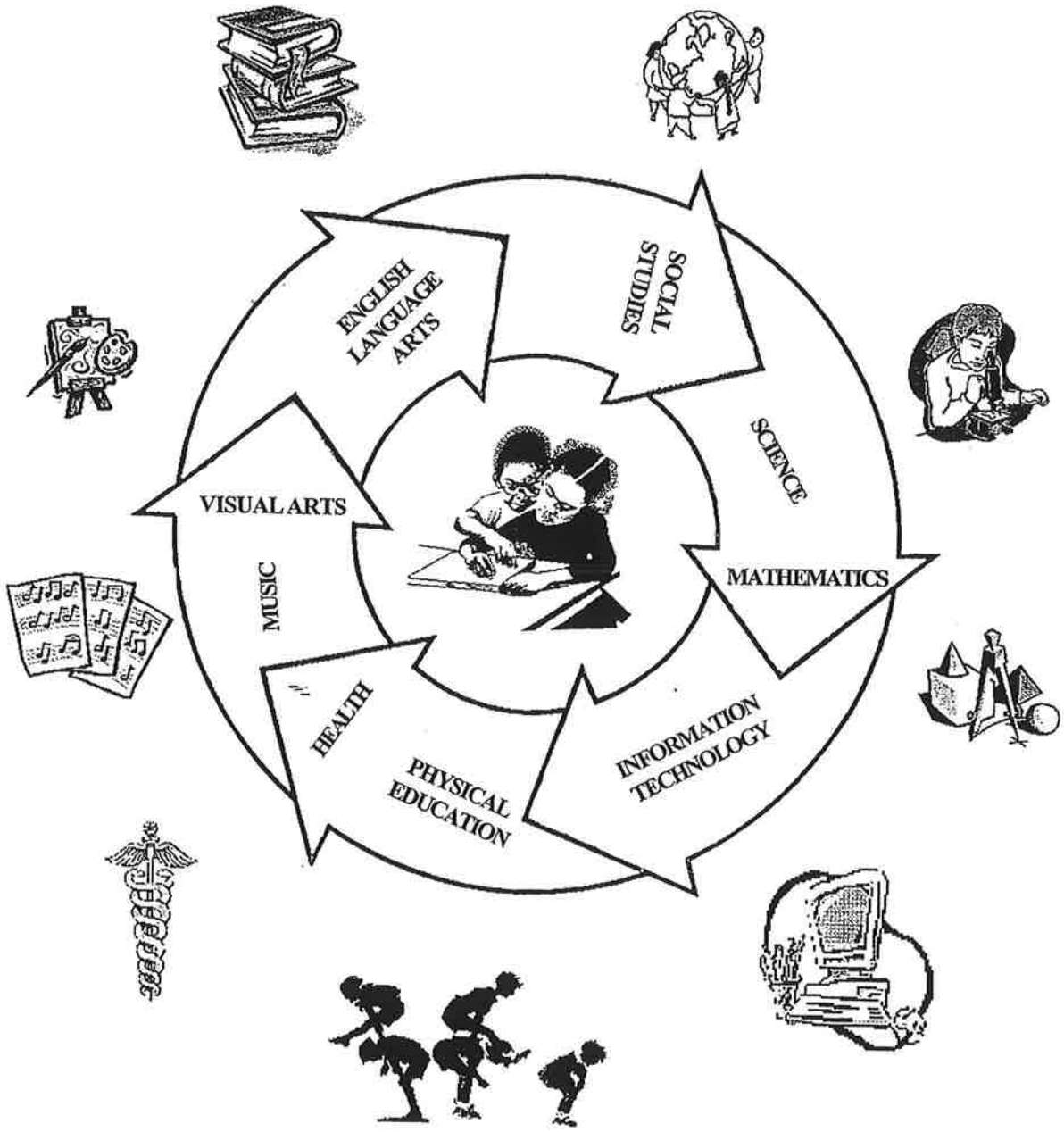
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express:

Glossary:

- portrait: shows a likeness of a person (artwork)


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module B

VISUAL ARTS

Module Title: Painting

Sequence Reference: P6 VR-B

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 -1.5 Technique and Skill
- 2.1 - 2.4 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.2 Aesthetic Judgement

Content Focus:

- Painting

Curriculum Objectives:

At the end of this module, students will:

- identify the primary, secondary and intermediate colours (tertiary)
- explain how colours are created and describe their use in works of art
- define monochromatic colours and describe the variety of colours that can be created from a single hue
- compare colours that have been altered through the addition of black, white and gray
- cite objectives visually and orally
- draw dramatic night scenes with unusual lighting, visual rhythms and colour contrasts
- research the life of a renaissance or impressionist artist
- create a computer generated painting

Content Detail:

- colours
  - primary colours
  - secondary colours
  - warm and cool colours
  - neutral colours
  - monochromatic colours
  - intermediate colours
- tints
- shades
  - brush strokes – wet wash, painting in strokes, without detail
  - dry wash
  - stippling
- Bermudian and other master artists

  Renaissance – Michelangelo, DeVinci
  Baroque– Rembrandt
  Impressionism – Van Gogh, Lautrec
  Twentieth Century/Modern Art – Picasso, O'Keeffe, Lawrence

Module Title: Painting	**Sequence Reference:** P6 VR-B
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• create a painting with brushstrokes that expresses motions and gestures • review ideas about colour and painting • discuss prior experiences in mixing tempera paint • use instructional posters/video for understanding of making group colours, transparencies • demonstrate how to do the following (wet brush, dry brush, stippling strokes • show examples of students' work • refer to instructional video/poster to identify the types of paintings, landscape, seascape, portrait, still life, abstract • paint to music • group discussions • critiques	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • students will share their work, focus on the use of values (tints, shades) development details and evidence of shading • group discussions or individual assessments guide book • groups will prepare two general statements about what they have learned • discuss lesson concepts. Help students recall style, artists and the interest or themes associated with each • view paintings to identify effective qualities and painting techniques • discussion of why the "dot" system is helpful in mixing colours • create and label different activities on card (a) weak colours/shining colours (b) making brown, gray (c) colours for feeling sad, joyful (d) opaque painting • look at colours and objects from far away (like mountains) then get close to the object and see the changes • report on a given assignment

Module Title: Painting	**Sequence Reference:** P6 VR-B

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Complete one of the following
  - paint a garden, expressing interpretation of the subject through the colours mixed
  - create a design filled with analogous colours
  - create design motifs with monochromatic colours
  - create a design filled with warm and cool colours
  - create a painting using value colours and contrasting value colours
- Write a two page report on the life of a renaissance or impressionist artist

Special Resources:

(materials, equipment & community involvement)

- instructional video
- instructional poster cards
- VCR and TV
- guest artist
- art smock
- paper
- paints
- paint brushes
- paint trays
- water containers

References - Teacher:

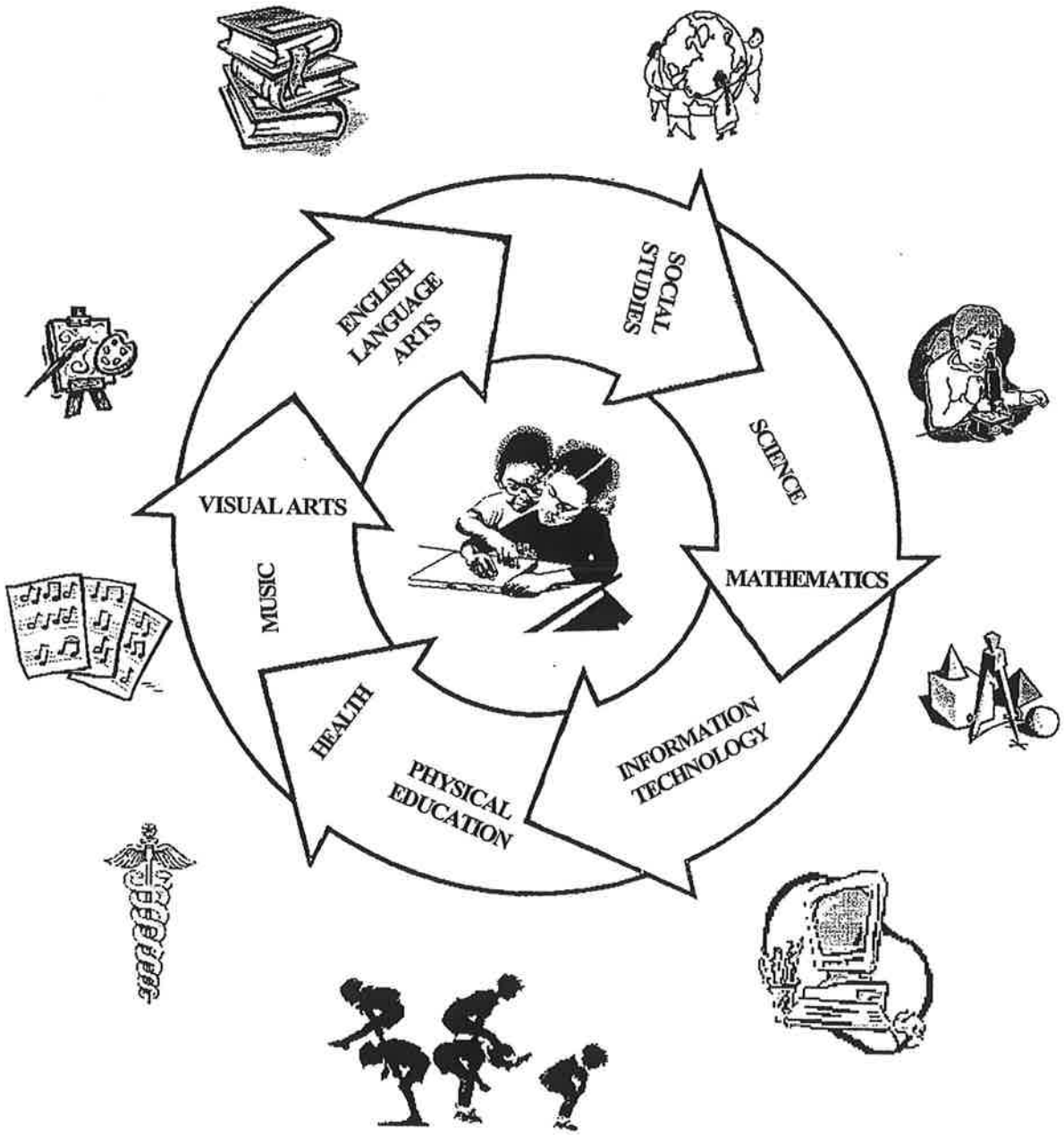
- Art Connections
- Art Connections: Overhead Transparencies Art Connections
- Art Connections: Art Across the Curriculum Art Connection
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- hue: another word for colour
- primary: colour cannot be mixed, red, yellow, blue
- secondary: colours made by mixing two primary hues
- intermediate: the mixing of a primary and secondary colour – red, violet
- tint: white added to the hue
- shade: black added to the hue
- expressionism: colour and strong brush strokes
- impressionism: small patches of colour placed side by side to create a shimmering effect
- colour scheme: a plan for organizing colours
- monochromatic: one colour and its tints and shade
- analogous: colours that are side by side on the colour wheel and share a common colour
- complementary: colours opposite each colour on the colour wheel
- warm: colours move towards the viewer (red, yellow, orange)
- cool: colours move away from the viewer (blue, green violet)
- visual and rhythm: repeated pattern of shapes, colour or lines that create a sense of movement


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module C

VISUAL ARTS

Module Title: Printing

Sequence Reference: P6 VR-C

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 History and Cultural
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.2 - 4.3 Aesthetic Judgement

Content Focus:

- Printing
- Painting

Curriculum Objectives:

At the end of this module, students will:

- demonstrate an awareness and respect for the print making tools and materials
- create a glue line drawing from sea books, magazines, books
- recognize and list the elements of art in print making
- apply design principles in composition
- use the imagination along with printing techniques as a means of self expression
- recognize individual techniques of master print makers
- use critical thinking skills to improve own print and to critique the work of peers
- explain the principles of design
- recall the history of printmaking
- demonstrate printing procedures

Content Detail:

- elements of art
- design principles
- print making
  - (a) glue line print
  - (b) monoprint
    - composition
    - monochromatic colour
    - texture
- history of printing
- master printers
- critiques
- exhibition

Module Title: Printing	**Sequence Reference:** P6 VR-C
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• demonstrations of printing procedures • practise drawing lines with glue on scrap paper	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • describe, analyze, interpret and judge their glue line print • have students critique each others prints, noting especially the environment at features and whether lines and patterns were used successfully • have students mount the printing plate next to the print itself • make an exhibition of the sea creature prints and invite a group of younger students to come and see them • in an art notebook, write one paragraph describing the scenery captured in a glue line print • place a print of own work next to the paragraph • mark of checklist on a chart to follow glue line print procedure

Module Title: Printing	**Sequence Reference:** P6 VR-C

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create an underwater creature
- Notebook content (print making)

Special Resources:

(materials, equipment & community involvement)

- art smock
- white glue
- scrap paper
- toothpick
- pencil/paper
- cardboard 8 ½ x 11
- water based printing ink
- ink plate or cookie sheet
- soft brayer
- oil pastels or coloured pencils
- display of other student's work
- craft paper
- glue line print chart (one for each student laminated)
- books on the sea creature

References - Teacher:

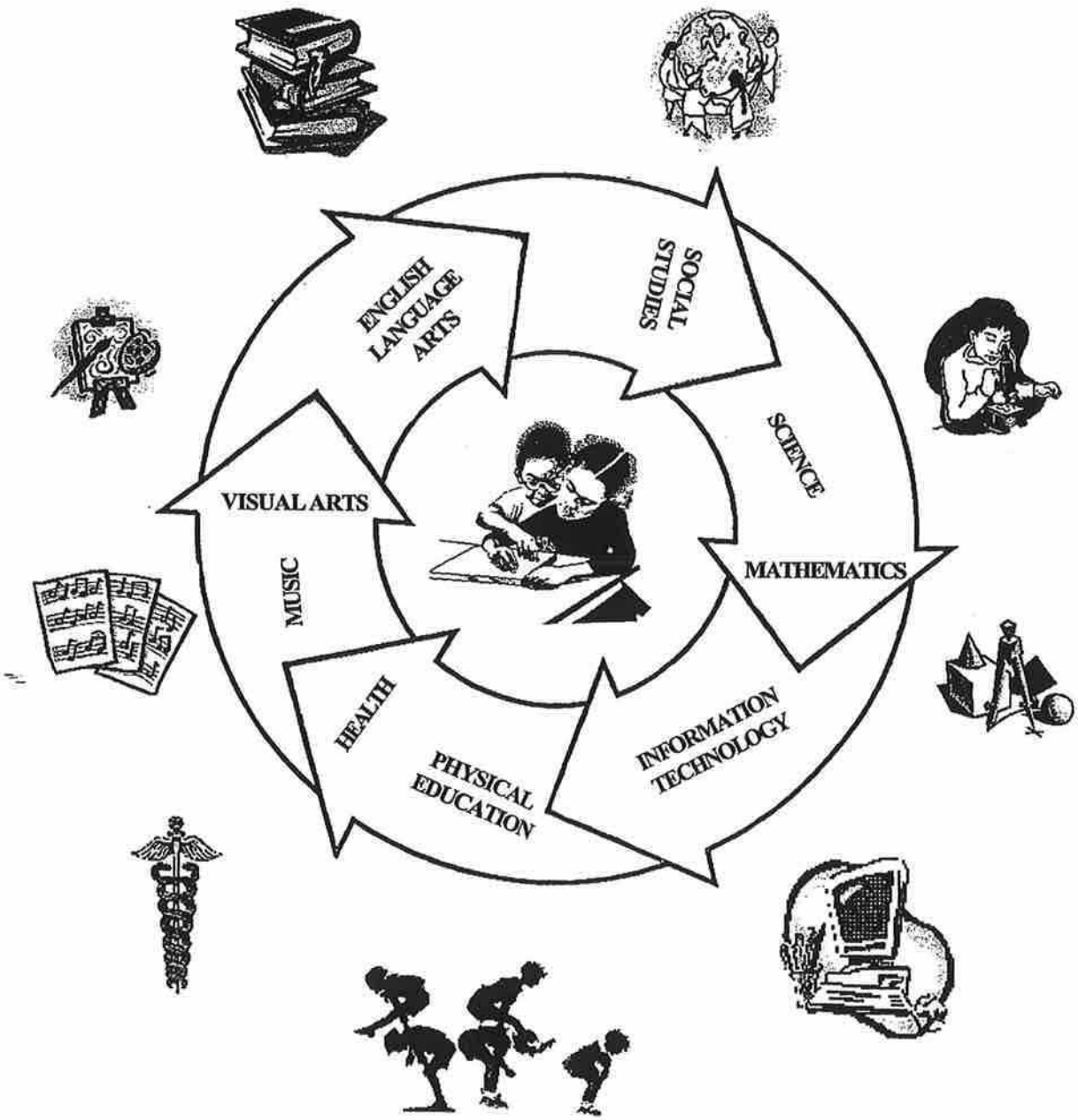
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- print: one of a series of multiple originals
- monochromatic colour: one colour with all the tints and shades of that colour


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module D

VISUAL ARTS

Module Title: Craft

Sequence Reference: P6 VR-D

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.2 History and Culture
- 3.1 - 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Craft
- Painting
- Drawing

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools and materials and art area
- identify and combine several approaches in the production of a single craft object
- evaluate a significant work discussing craftsmanship, creativity, technique and aesthetic appeal
- critically analyze crafts of peers and own work
- differentiate between decorative and functional purposes of craft

Content Detail:

- history
- store and care of materials
- elements of art (line, shape, colour, form, texture)
- principle of art: variety, emphasis, proportion
- local materials
- types of crafts
  - name tag design
  - banner
  - woodwork (kites, local craft items)
  - flip book
  - mask making
  - making jewellery

Module Title: Craft	**Sequence Reference:** P6 VR-D
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• teacher demonstrations of - safe and skillful use of a variety of tools and equipment • craft person to share information of their craft • discussions • think, pair, share activities	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • interview students to discover their understanding of their own creative processes • have small groups of students critique a work in progress by: - making constructive comments and praising success - being non-personal - identifying areas that need attention and providing suggestions • use a rating scale to evaluate student's care of tools and equipment, and art room • use checklist to summarize the knowledge and skills acquired in a studio experience • keep records of student progress in a portfolio

Module Title: Craft	**Sequence Reference:** P6 VR-D

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Students will create one of the following:
  - name tag (letter based design)
  - a hanging banner
  - a kite for display
  - flipbook (cartoon etc.)
  - a mask
  - jewellery

Special Resources:
(materials, equipment & community involvement)

- paper, pencil, eraser, glue, scissors
- pictures of craft
- art notebook/portfolio

References - Teacher:

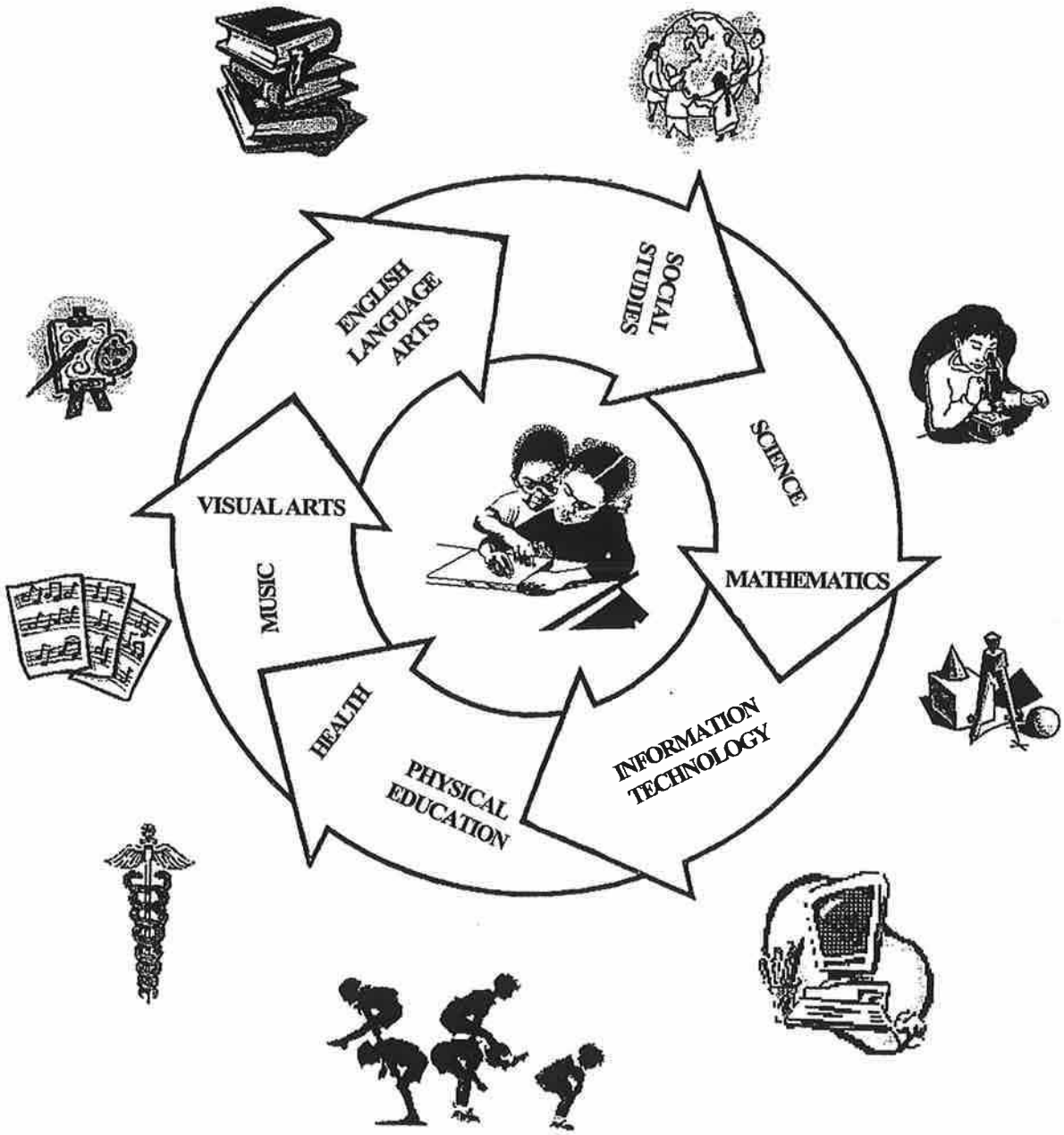
- Art Express
- Art Connections

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module E

VISUAL ARTS

Module Title: Sculpture

Sequence Reference: P6 VR-E

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 6 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.2, 3.3 Creativity, Composition and Exhibition
- 4.1 - 4.4 Aesthetic Judgement

Content Focus:

- Sculpture

Curriculum Objectives:

At the end of this module, students will:

- demonstrate the proper care for and use of tools, materials and art area
- critically evaluate art forms from various art historical backgrounds
- use the internet to investigate the work of sculptors
- identify what they might change in their current work or develop in their future work
- understand how to make an abstract sculpture, foil and/or soap sculpture
- research the internet to learn about sculptors
- recognize the works of local sculptors and historical pieces

Content Detail:

- history of sculpture
- type of sculptures
  - abstract sculpture (additive)
  - elements of art (lines, space, shape, value)
  - principle of art (balance, unity dominance, texture, pattern)
  - foil sculpture (high relief sculpture)
  - proportion
  - purpose
  - gallery visit
  - soap sculpture (low relief sculpture)
  - deductive
  - surface variety/detail
  - function
- artist profile
- internet research
- terminology
- local Bermudian sculptors

Module Title: Sculpture	**Sequence Reference:** P6 VR-E
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• play games to learn terminology • teacher demonstrations	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • use checklist to summarize the knowledge and skills acquired in a studio experience • use a rating scale to evaluate student's care of tools and equipment, and art room • keep records of student progress (written) in their art notebook or portfolio • use charts for measurement of personal objectives/goals • create architectural forms that demonstrate that forms follow functions • use Art Connection Assessment Book • keep records of student's progress (written) art notebook or portfolio

Module Title: Sculpture	**Sequence Reference:** P6 VR-E

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Create a foil sculpture face (human or animal)

Special Resources:

(materials, equipment & community involvement)

- cardboard
- pencil
- scissors
- white glue
- string (heavy)
- aluminium foil
- transparent or masking tape
- instructional posters
- instructional video
- VCR and TV
- sculptors to classrooms

References - Teacher:

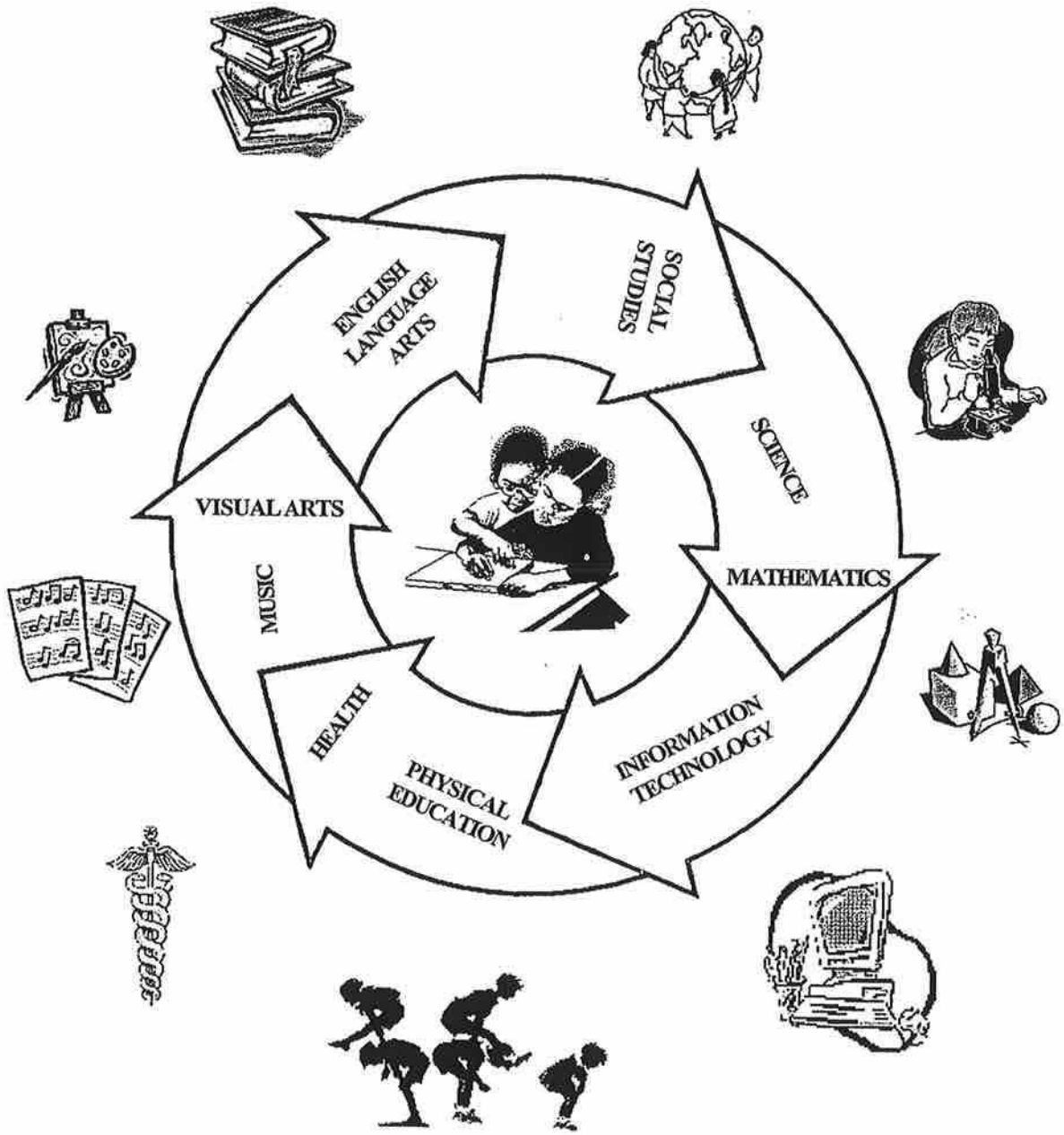
- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- abstract: twentieth century art containing shapes that simplify shapes of real objects to emphasize form instead of subject matter
- space: the area between, around, above, below, and within an object
- balance: the principle of design that deals with visual weight in a work of art
- refer to text


ENGLISH LANGUAGE ARTS
SOCIAL STUDIES
SCIENCE
MATHEMATICS
INFORMATION TECHNOLOGY
PHYSICAL EDUCATION
HEALTH
MUSIC
VISUAL ARTS

Module F

VISUAL ARTS

Module Title: Photography and Video

Sequence Reference: P6 VR-F

PHASE A				PHASE B		
PS	P1	P2	P3	P4	P5	P6
☐	☐	☐	☐	☐	☐	☒

Time allotted: 4 weeks

Subgoal Emphasis:

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.3 Creativity, Composition and Performance
- 4.1 - 4.3 Aesthetic Judgement

Content Focus:

- Photography and Video

Curriculum Objectives:

At the end of this module, students will:

- explain the basic elements of photography
- discuss the photography timeline
- illustrate some of Bermuda's architectural forms
- create a pinhole camera
- use a camera and capture an architectural form
- debate the advantages and disadvantages of modern day photography
- view, analyze and discuss photo exhibits and photographic styles
- exhibit photography

Content Detail:

- basic elements of photography
- photography timeline
- the pinhole camera
  - the pinhole
  - shutter and viewfinder
  - loading
  - exposure
  - processing and printing
  - art criticism
- light and sound
- Bermuda architectural forms
- photographic styles
- photo exhibits
- photography today

Module Title: Photography and Video	**Sequence Reference:** P6 VR-F
Recommended Instructional Strategies:	**Recommended Formative Assessment Strategies:**
• demonstrations • experimentation • group discussions • site visits • questions and answers • overhead projections • photography lab visit • photographer/videographer • class visit	**Assessments that are part of regular teaching and learning in classrooms. Teachers and students use this data to promote student learning and conceptual understanding.** • practice creating a pinhole camera • practice creating a poster on photography • discussion on - light and sound - photographic styles - photography today - architectural forms • class participation in - debate - discussions - questions and answers - think, pair, share activities

Module Title: Photography and Video	**Sequence Reference:** P6 VR-F

Summative Assessment:

Assessments given at the end of a module where the data is used to generate grades.

- Poster on any element of photography
- Class participation

Special Resources:

(materials, equipment & community involvement)

- camera
- computer
- internet links
- visit by photographer
- the History of Photography
  http://www. Kbnet.co.uk/rleggat/photo/
- exposure, photographic concepts, tricks, hints and tips
  http://www.88.com/exposure/index.htm

References - Teacher:

- Art Connections
- Art Express

References - Student:

- Art Connections
- Art Express

Glossary:

- refer to text

PRESCHOOL (PS) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ identify and name geometrical shapes ❑ identify several different types of lines, e.g. straight, wavy, zigzag etc. ❑ differentiate between a line and a shape ❑ associate the connection between lines and rhythm and music ❑ know that lines and shapes can make up a whole picture ❑ draw a picture to express emotion ❑ use line, shape and space for expression ❑ utilize a variety of drawing tools: pencils, crayons, chalk, etc. ❑ hold and handle tools correctly ❑ understand that drawing is a form of communication ❑ make translations from an actual object to a drawing of an object ❑ demonstrate the ability to analyze objects visually ❑ make size and shape and other comparisons of objects and drawings ❑ know how to draw basic shapes, circles, squares, triangles, ovals, rectangles ❑ willingly select one of their own artworks to display **B. PRINTING** ❑ identify primary colours ❑ mix two primary colours ❑ recognize what happens when two primary colours are mixed ❑ hold and use a paint brush correctly ❑ differentiate between brush strokes made with brushes of various sizes			**B. PRINTING (Cont'd)** ❑ recognize that various tools can be used to apply colour e.g. sponges, fingers, vegetables etc. ❑ demonstrate awareness of colours in the environment ❑ differentiate between light and dark colours ❑ be able to discuss colour in paintings ❑ identify differences in texture of objects portrayed in artworks ❑ create stories surrounding viewed paintings ❑ wear appropriate clothing while painting ❑ respect and care for art tools and materials **D. CRAFT** ❑ demonstrate correct use of printing tools ❑ create prints using various materials ❑ demonstrate awareness of printing and other techniques e.g. painting, drawing etc. ❑ realize possibilities for materials and colours ❑ demonstrate awareness of the levels of the surface to be printed e.g. raised areas only ❑ identify the difference between painting, printing ❑ use objects from nature as printing material e.g. leaves ❑ print both sides of a single object ❑ create prints from rubbing, carving, rolling, offsetting, masking ❑ combine simple techniques with simple themes to create printed images ❑ wear appropriate clothing while printing **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D. CRAFT ❑ use scissors safely to create crafts ❑ use paper, card and discovered objects to create crafts ❑ use glue effectively to create crafts ❑ create objects using recyclable paper, plastic and tin ❑ design various material collages ❑ understand the specific functions of string, thread, glue, scissors ❑ experiment with shape, pattern and design ❑ integrate drawing, painting and craft ❑ understand the qualities of a collage ❑ appreciate computer images of various crafts ❑ appreciate crafts from varied ancestries ❑ appreciate the value of found objects in creating art ❑ improve manual dexterity **E. SCULPTURE** ❑ know the difference between a painting and a sculpture ❑ create sculptures using various materials, e.g. play dough, paper, cardboard, found objects ❑ create three dimensional forms ❑ explain how to create a sculpture ❑ create a drama about sculpture ❑ recognize that people in many places and cultures have made art throughout history ❑ express feeling about own artwork and the work of others ❑ wear appropriate clothing while creating sculptures			**F. PHOTOGRAPHY AND VIDEO** ❑ understand the function of a camera ❑ distinguish between a photograph, a painting and a drawing ❑ explain picture composition **2 of 2**		

PRIMARY ONE (P1) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ line: - create lines using a variety of art tools (pencils, crayons, markers, paint brush etc.) - identify types of lines found in the environment - analyze how artists use line in artwork ❑ shape: - identify geometric shapes - differentiate between shapes made with straight lines and curved lines - create a picture using geometric shapes - discuss how different types of lines make a picture look different ❑ identify a Bermudian artist and his/her work ❑ draw a variety of facial moods and expressions **B. PAINTING** ❑ demonstrate an awareness and respect for art materials and tools ❑ demonstrate the proper techniques for using a paintbrush ❑ colour: - know primary colours - mix primary colours (two) to get secondary colours - differentiate between warm and cool colours ❑ value: - identify colours and patterns in their environment - recognize unity in colourful patterns in natural and man-made objects			**B. PAINTING (Cont'd)** ❑ balance: - recognize balance and the relationship of balance in art and self ❑ history/culture: - recognize appreciation for environments in landscape paintings - recognize that different colours create mood (local artist) ❑ line: - understand that different brush strokes create variety in lines ❑ texture: - recognize that different art tools create different types of line/textures **C. PRINTING** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand that a print can be made by pressing an object with paint on paper (printing process) ❑ differentiate between many types of prints (potato, sponge, gadgets etc.) ❑ understand that shapes make patterns ❑ create simple patterns through repetition ❑ create variety in patterns using interesting shapes for printing (sticks/cloth/spoons) ❑ recognize that certain objects for printing create - varied line patterns - varied texture patterns - varied shape patterns - varied feelings (through movement) ❑ make pictures using different printing techniques 1 of 2		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D. CRAFT ❑ display an awareness and respect for art materials and tools ❑ understand safety rules and procedures ❑ demonstrate gluing, pasting and cutting skills ❑ use varied materials to create interesting crafts: - shape cards, soft sculptures, paper mosaic objects - beads - necklace ❑ demonstrate making cards of varied shapes and sizes ❑ demonstrate printing process in card making ❑ use proper technique for holding and cutting with scissors ❑ understand paper mosaic technique **E. SCULPTURE** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ define sculpture as having a front, sides and back ❑ identify basic shapes found in sculptures (square, rectangle etc.) ❑ make soft sculptures based on observation of flowers and butterflies, etc. ❑ make found object sculpture using materials (cans, plastic bottles and egg cartons) etc. ❑ make paper plate sculptures			**F. PHOTOGRAPHY AND VIDEO** ❑ demonstrate proper holding technique for a camera ❑ differentiate between still and moveable pictures ❑ understand that photos create feelings or moods ❑ differentiate between a photograph and a painting ❑ interpret the mood in a photograph and video scene **2 of 2**		

PRIMARY TWO (P2) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ display an awareness and respect for art materials ❑ and tools ❑ follow safety rules and procedures ❑ create lines using a variety of art materials and tools (pencils, markers, crayons, paintbrush and paper etc.) ❑ identify five types of lines ❑ understand that line is the main building block for ❑ a work of art ❑ recognize line qualities – (thick, thin, smooth etc.) ❑ demonstrate knowledge of line variations to show ❑ feelings and excitement ❑ use lines and basic geometric shapes to create interesting pictures ❑ recognize the effects and characteristics of different art tools ❑ continue to develop appropriate art vocabulary ❑ illustrate poems, stories, art terminology or rhymes ❑ understand the relationship between geometric math shapes and geometric art shapes **B. PAINTING** ❑ demonstrate an awareness and respect for art, ❑ materials and tools ❑ name and identify the primary colours ❑ mix any two primary colours to get secondary ❑ colours ❑ name and identify secondary colours ❑ <u>value</u>: - differentiate between light and dark colours - differentiate between warm and cool colours - name and identify warm colours in works of art and their environments			**B. PAINTING (Cont'd)** - name and identify cool colours in works of art and in the environment - demonstrate basic paintbrush techniques - know at least one or two local artists - name and identify background of a picture - name and discuss Bermudian artwork (painting) - recognize that art is made to meet personal and/ or societal needs - appreciate the artwork of others - create original pictures from observation and imagination **C. PRINTING** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand that a print can be made by pressing an object with paint on paper (printing process) ❑ differentiate between many different types of ❑ prints (potato, sponge, gadgets) ❑ understand that shapes and lines make patterns ❑ understand that simple patterns are created through repetition ❑ create a variety of patterns using interesting shapes for printing (sticks/cloth etc.) ❑ recognize how artists create interesting pictures using the printing process ❑ use proper cleaning techniques ❑ name Bermudian artists that use printing techniques ❑ identify a print work by a Bermudian artist **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
D. CRAFT ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand that crafts are 2-D and 3-D works of art ❑ relate crafts to a specific type of sculpture ❑ understand the making of crafts ❑ analyze different types of textures (rough, smooth) ❑ demonstrate proper safety procedures ❑ relate how to make different types of crafts ❑ explain the history of crafts **E. SCULPTURE** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ describe and identify how different artists use different materials to create certain types of sculptures ❑ differentiate between 2-D and 3-D works of art ❑ understand that sculptures have a front, sides and back ❑ recognize that sculptures take up space showing height, width and depth ❑ describe and recognize what basic shapes, colours and lines are found in sculptures ❑ name one Bermudian sculptor ❑ analyze formal balance in 3-D masks ❑ create a 3-D mask showing balance ❑ differentiate between soft sculptures and other types of artworks (paintings/drawings) ❑ create soft sculptures, pop art sculptures and clay sculptures ❑ understand the relationship between basic shapes used in math and art			**F. PHOTOGRAPHY AND VIDEO** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ demonstrate proper camera holding technique ❑ differentiate between still and moving pictures ❑ paint a picture showing shades and tints (black and white) ❑ paint a landscape showing depth: - foreground - background ❑ list the differences between a photo and a painting ❑ explain the likeness between a photo and painting ❑ understand how a photographer creates works of art through pictures ❑ explain what a photograph is ❑ analyze and understand that photographs create certain moods and feelings ❑ understand that video cameras create moving ❑ pictures ❑ differentiate between video and standard cameras **2 of 2**		

PRIMARY THREE (P3) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ display an awareness and respect for art materials ❑ and tools ❑ follow safety rules and procedures ❑ line: - recognize line directions (vertical, diagonal etc.) using a variety of art tools - discuss line in nature, manufactured objects, and - artists' works - identify lines that create movement (colour or excitement) - recognize how lines can create texture, value, patterns and depth - understand that line and shape are interrelated - analyze how artists use line, shape, overlapping and perspective - recognize the relationship between geometric shapes in math and art **B. PAINTING** ❑ display an awareness and respect for art materials ❑ and tools ❑ color: - know how to mix primary colours to create secondary - colours - explain how to mix primary and secondary colours to create - intermediate colours - recall twelve colours in the colour wheel - understand that hue is another name for colour			**B. PAINTING (Cont'd)** ❑ contrast: - differentiate between light and dark colours or - bright and dull colours - create a focal point in works of art - explain how to mix black and white to colours to create shades - and tints - identify tints within their own artworks - identify warm and cool colours on the colour - wheel - create works of art using warm or cool colours - (sculpture, still life/landscape) - create a picture using the spectral colours - (rainbow) - identify colour unity in works of art showing - moods etc. - analyze works of local artists - differentiate between complementary and - monochromatic designs (colour schemes) - identify Bermudian artists and their paintings - wear appropriate clothing when painting **C. PRINTING** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ understand the printing process ❑ use various objects to create prints ❑ analyze how artists use printing techniques in creating pictures **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
C. PRINTING (Cont'd) ❑ demonstrate the printing process using various printing tools for many effects ❑ understand that shapes make patterns, textures, lines etc ❑ differentiate between the many types of prints (potato, sponge, gadgets, etc.) ❑ create variety in patterns using the printing process ❑ make pictures using the printing process ❑ recognize how artists use the printing process **D. CRAFT** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ create a variety of crafts using different types of materials etc. - soft sculptures, felt patch, fish headdress etc. ❑ incorporate the art elements and principles in works of art - line, shape, texture, balance, colour, unity ❑ use different techniques - gluing, cutting, tie-dye, collage, mosaic, folding understand how crafts are made **E. SCULPTURE** ❑ display an awareness and respect for art materials and tools ❑ follow safety rules and procedures ❑ use a variety of materials to create different types of sculptures ❑ identify three dimensional forms used by artist in sculptures: - sphere, cone, cylinder, free form, pyramid ❑ differentiate between form and shape			**E. SCULPTURE (Cont'd)** ❑ understand the basic preparation procedures and technique for clay sculptures: - pinch, pull, scoring, slip, join ❑ incorporate certain elements and principles in works of art - line, shape/form, colour/texture, balance - formal/informal **F. PHOTOGRAPHY AND VIDEO** ❑ display an awareness and respect for art materials ❑ and tools ❑ follow safety rules and procedures ❑ demonstrate proper technique for holding a ❑ camera. (Polaroid) ❑ differentiate between still and moving pictures ❑ create a picture using black and white paint ❑ showing shades and tints ❑ paint a landscape showing depth: - foreground - background - middle ground ❑ analyze elements of art in a photo ❑ understand that photography is an important form of ❑ art ❑ understand that a photocopier is like a large camera using - heat - light - toner ❑ create an image from natural objects using a ❑ photocopier (print) ❑ understand photographs as records ❑ use Polaroid cameras to take pictures ❑ analyze rolls of film which make prints/photo ❑ from cameras ❑ create moving pictures (flipbooks) **2 of 2**		

PRIMARY FOUR (P4) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ explain the basic use of drawing materials ❑ identify elements and principles of art ❑ analyze line as the basic building block of all drawing ❑ recognize art of Bermuda as well as in other cultures ❑ create art using different techniques, ideas and themes ❑ analyze patterns in nature, repetition and of shapes, rhythms ❑ discuss differences between two dimensional and three dimensional art ❑ explain how textures feel ❑ identify balance ❑ recognize aesthetic qualities in both natural and man-made environment ❑ discuss draw objects from a variety of perspectives ❑ know how to draw details of real objects with a high degree of accuracy ❑ demonstrate knowledge of draw shadows cast from objects **B. PAINTING** ❑ identify symmetrical and asymmetrical balance ❑ create portraits, still life and landscapes from real life observations and imagination ❑ develop the ability to discuss personal artwork and the artwork of others in terms of principles and elements ❑ use value, colour and texture to create interest ❑ critique art work using appropriate terminology ❑ name selected works by Bermudian and other master artists			**C. PRINTING** ❑ demonstrate an awareness and respect for art tools and materials ❑ create a motif from lines and shapes ❑ use imagination to create an artwork ❑ demonstrate the handling and inking the motif ❑ demonstrate how to press the motif onto paper to create a print ❑ demonstrate the pulling of the print ❑ explain the number on the print (3/5) the third print of five ❑ discuss the art of print making ❑ identify master printers and their worker **D. CRAFT** ❑ demonstrate the proper care and use of tools, materials and art area ❑ display a variety of expressive qualities or moods, meanings, symbols and themes in artworks ❑ critically evaluate art from various historical backgrounds ❑ identify and discuss the artworks of a particular artist ❑ analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object ❑ identify and combine several approaches in the production of a single craft object ❑ understand the cultural traditions that influence the making of crafts ❑ use the computer to design a craft ❑ create different crafts using different shapes, textures and patterns ❑ perform a skit explaining the creation of a craft **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. SCULPTURE ❑ demonstrate the proper care and use of tools, materials and art areas ❑ critically evaluate art forms from various art historical backgrounds ❑ display a variety of expressive qualities or moods, meanings and symbols and themes in artwork ❑ explain the similarities and differences in two different sculptures ❑ identify and analyze the types of forms and lines used in a sculpture to communicate feeling ❑ create individual relief on sculpture, a mask and or a diorama ❑ add or subtract from a sculpture and discuss the change in feeling that results			**F. PHOTOGRAPHY AND VIDEO** ❑ look carefully at an object and photograph it from three points of view ❑ create an illusion of texture in a photographic composition ❑ discuss a video taped (e.g. scene of an artist explaining point of view in work of art Henri Rousseau) ❑ appreciate how background can enhance a composition/photograph ❑ analyze a video scene and discuss how it can be improved ❑ critique individual and group work ❑ research master photographers **2 of 2**		

PRIMARY FIVE (P5) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ describe the strengths and limitations of various art tools, materials and techniques ❑ create lines using a variety of tools (crayons, pencils, pastels, charcoal) ❑ discuss lines in nature, manufactured objects, artists' works ❑ relate how lines create rhythm and movement ❑ analyze how artists use line in many ways; materials, form, texture, pattern, space, shape etc. ❑ shape: -identify geometric shapes, free form shapes -analyze how artists use shapes ❑ value: - apply shading techniques to geometric shapes to create the illusion of form - use gradations of value in a work of art - identify the usage of lighting to create highlights and shadows in artwork - look at a still life drawing and outline its free-form shape - identify balance, harmony, variety, emphasis and unity in a drawing - analyze different types of drawings			**B. PAINTING** ❑ use art materials safely and responsibly ❑ paint, identify and organize colours into groups or schemes ❑ analyze how colour influences moods, feelings ❑ analyze how artists use colour in artwork ❑ identify and use tints and shades with paints ❑ critique paintings/slides/posters ❑ analyze colours in nature, in manufactured objects ❑ recognize how art relates to holidays and festivals ❑ study perspective – space – and how it changes colour and light ❑ discuss artists, their paintings and interpretation ❑ observe how colours are influenced by colours in the environment ❑ identify specific paintings belonging to various artists ❑ identify media/techniques used by different artists ❑ critique paintings using appropriate vocabulary ❑ recognize diversity in paintings ❑ compare works of art in Bermudian versus another culture **C. PRINTING** ❑ demonstrate an awareness and respect for the print making tools and materials ❑ create a motif from lines and shapes ❑ discuss pop art and printer Andy Warhol ❑ judge artwork according to specific criteria **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
C. PRINTING (Cont'd) ❑ explore printing techniques and practice design concepts ❑ brief history on Albert Durer a renaissance artist, who helped make printmaking a fine art ❑ identify symmetrical balance ❑ identify asymmetrical balance ❑ identify radial balance ❑ debate the advantages of print making **D. CRAFT** ❑ demonstrate the proper care for and use of tools and materials and art area ❑ analyze and apply ways tools and techniques can be used to emphasize surface texture in a craft object ❑ use the internet to investigate the work of crafts people ❑ know the history of craft ❑ understand the principles of art ❑ explain the elements of art ❑ appreciate how to make different crafts **E. SCULPTURE** ❑ demonstrate the proper care for and use of tools and materials ❑ critically evaluate art forms from various art backgrounds ❑ know how to create a sculpture ❑ analyze two similar sculptures from different points of view ❑ interview a sculptor and discuss point of view ❑ know the value of non objective art ❑ understand and analyze the importance of point of view in an art work ❑ appreciate the works of Bermudian sculptors			**F. PHOTOGRAPHY AND VIDEO** ❑ appreciate and understand the history of photography and video ❑ discuss the elements of art and their relationship to photography and video ❑ list the types of cameras available ❑ recognize the importance of care and handling of the camera ❑ explain photographic techniques ❑ explain the relationship between video and sound ❑ relate the production of video and sound **2 of 2**		

PRIMARY SIX (P6) VISUAL ARTS
CURRICULUM OBJECTIVES AT A GLANCE
PACING GUIDE

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
A. DRAWING ❑ explain the basic care of drawing tools ❑ identify various lines, that create movement ❑ describe the strengths and limitations of various drawing tools, materials and techniques ❑ discuss how artists use light and shadows to indicate dimension ❑ practice using lines to create patterns ❑ identify symmetrical, asymmetrical and radial balance ❑ recognize aesthetic qualities in both the natural and man made environment ❑ recognize Bermuda's artists and art from other cultures ❑ use software programs with graphics to enhance learning experiences ❑ recognize connections among visual arts and other disciplines ❑ evaluate and take pride in one's own work ❑ identify and categorize art on a historical time line **B. PAINTING** ❑ identify the primary, secondary and intermediate colours (tertiary) ❑ explain how colours are created and describe their use in works of art ❑ define monochromatic colours and describe the variety of colours that can be created from a single hue ❑ compare colours that have been altered through the addition of black, white and gray ❑ cite objectives visually and orally ❑ draw dramatic night scenes with unusual lighting, visual rhythms and colour contrasts ❑ research the life of a renaissance or impressionist artist ❑ create a computer generated painting			**C. PRINTING** ❑ demonstrate an awareness and respect for the print making tools and materials ❑ create a glue line drawing from sea books, magazines, books ❑ recognize and list the elements of art in print making ❑ apply design principles in composition ❑ use the imagination along with printing techniques as a means of self expression ❑ recognize individual techniques of master print makers ❑ use critical thinking skills to improve own print and to critique the work of peers ❑ explain the principles of design ❑ recall the history of printmaking ❑ demonstrate printing procedures **D. CRAFT** ❑ demonstrate the proper care for and use of tools and materials and art area ❑ identify and combine several approaches in the production of a single craft object ❑ evaluate a significant work discussing craftsmanship, creativity, technique and aesthetic appeal ❑ critically analyze crafts of peers and own work ❑ differentiate between decorative and functional purposes of craft **1 of 2**		

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
E. PRINTING ❑ demonstrate the proper care for and use of tools, materials and art area ❑ critically evaluate art forms from various art historical backgrounds ❑ use the internet to investigate the work of sculptors ❑ identify what they might change in their current work or develop in their future work ❑ understand how to make an abstract sculpture, foil and/or soap sculpture ❑ research the internet to learn about sculptors ❑ recognize the works of local sculptors and historical pieces			**F. PHOTOGRAPHY AND VIDEO** ❑ explain the basic elements of photography ❑ discuss the photography timeline ❑ illustrate some of Bermuda's architectural forms ❑ create a pinhole camera ❑ use a camera and capture an architectural form ❑ debate the advantages and disadvantages of modern day photography ❑ view, analyze and discuss photo exhibits and photographic styles ❑ exhibit photography **2 of 2**		

ASSESSMENT

SUPPORTS LEARNING

IN

BERMUDA SCHOOLS

CURRICULUM, INSTRUCTION & EVALUATION
Department of Education

BERMUDA

BERMUDA ASSESSMENT PLAN

The Ministry of Education provides schools with several types of tests to monitor students' progress towards becoming life-long learners and good citizens. Different measures are used to collect a full range of assessment evidence about students' capabilities to analyze information, to evaluate charts and graphs, and to devise solutions to problems.

People who can communicate well and have the ability to interpret complex problems will be highly valued in the future workplace. Testing results are one of the ways that the Ministry informs young learners and their parents about their progress towards developing the capabilities that will enable them to succeed.

Annual Assessment Schedule

Each June students write *TerraNova* Assessments for Primary School students in year 3 through 6. These measures include a full range of achievement tests covering Reading, Language and Mathematics. School principals evaluate the results as part of their School Improvement Plans looking for year-level and school wide weakness to guide curriculum plans for the year and identify areas of focus for staff development.

In June the Ministry requires schools to administer the Bermuda Educational Assessment Programme for P3 and P5 as a performance indicator for Mathematics and English Language Arts achievement. These tests are all developed in Bermuda by curriculum specialists with the assistance of classroom teachers. In Language Arts, students write an essay and take a spelling test. In Mathematics, students solve problems and answer sets of questions that ask them to calculate and apply mathematical concepts.

OUR BELIEFS ABOUT ASSESSMENT

Assessment strategies are the plans that teachers use to collect evidence about students' achievement in school. When teachers have a good understanding of how far students have come, then teachers are in a better position to guide them, as they become more able learners.

When teachers collect assessment information they may have different purposes in mind, but learning is the primary focus. There are seven basic assessment guidelines for educators:

1. The primary purpose of assessment is to improve student learning.

2. Assessment practices and policies are fair to all students.

3. Assessment supports learning even when it is designed for other purposes, such as accountability.

4. Teachers support learning by working together to improve assessment.

5. Community representatives participate in developing assessments.

6. There is a schedule to communicate clear assessment information.

7. Educators review progress toward assessment goals along with community people.

DEFINITIONS

Educators use the term, "assessment" to describe any plans and activities they use to monitor student achievement. Measuring, evaluating, and reporting are three components of assessment.

Assessment

For our system we define assessment to mean gathering information systematically to determine:

- What students know,
- What they are able to do,
- and what goals they are working toward.

Evaluation

We define evaluation to mean judging information systematically to determine student progress toward intended curriculum objectives. When teachers evaluate, they interpret assessment evidence compared to the intended curriculum and to the taught curriculum, so they may judge student progress. Evaluation helps students improve their learning when educators show learners their strengths and direct them in ways that develop their competencies.

Reporting

We define reporting to mean communicating information on student progress, especially to parents. In order to support student learning, parents need regular assessment updates on what their children have learned, what they can do, and what they are working toward. This communication may be verbal in personal interviews or in telephone conversations, but some reports must be in writing. Parents can be effective learning guides when educators give them clear information about student progress.

EXEMPLAR SCORING GUIDE*
Primary Levels 3-6
(0 - 4 Scale)

Level	Definition	EQUIVALENT Letter	EQUIVALENT % mark
4	**A very good performance** • focuses on the purpose of the task • meets or exceeds all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes appropriate detail to support ideas or conclusions • demonstrates creativity, originality and/or initiative	A (VG)	80-100
3	**A good performance** • focuses on purpose of the task • meets all the requirements of the task • organizes content and ideas in a logical way • presents information clearly • includes some detail to support ideas or conclusions	B (G)	70-79
2	**A satisfactory performance** • has some awareness of the purpose of the task • meets most of the requirements of the task • organizes content and ideas in a logical way • presents information in an understandable way • may not include significant details to support ideas or conclusions	C (S)	60-69
1 (R)	**A fair performance** • does not fit the purpose of the task • does not meet the requirements of the task • presents information in an unorganized or confused way • does not include details to support ideas or conclusions • Remediation required	D (NI)	50-59
0 (R)	**An unscorable performance** • does not demonstrate the required knowledge, skills or capabilities • is not understandable, is incomplete or 'defiant' (e.g. "I won't do this"). • Extensive remediation is required.	F (NI)	Below 50

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.
An '0' student may be one who refuses to work or needs specialist help.

*** Adapted from British Columbia**

This new perspective on assessment implies a **shift** in our practice

Decreasing emphasis on ----------->Increasing emphasis on	
Delivering curriculum	*Enhancing learning*
Summative assessment which discounts further learning	Formative assessment which supports further learning
The assumption that learning can be represented or demonstrated in one way	The assumption that learning can and should be represented in a variety of ways
Teachers directing all curriculum planning and assessment	Learners participating in assessing their own progress and learning
Quantitative assessment and reporting (e.g., letter grades, test scores)	Qualitative assessment and reporting (e.g., conferences, systematic observations, conferences)
Comparing learners to each other and/or in relation to a pre-determined norm or standard	Learner's individual progress is based on pre-determined and explicit criteria

ASSESSMENT IN THE CLASSROOM

Assessment drives instruction. We must devise procedures and instruments which are "intelligence-fair" and which allow us to look directly at the kinds of learning in which we are interested.

- Howard Gardner

A. Developing and Choosing Appropriate Assessment Methods

Valid assessments provide students with achievement information that enables them to monitor their own progress toward learning objectives. Experienced educators develop their assessment plans at the same time that they plan how to teach. This coordinated planning helps ensure that the assessment methods chosen match both the instruction and the purpose.

- **Assessment methods selected should connect directly to students' knowledge, skills, behaviour, and attitudes.**
- **Assessments should be clearly related to the goals and objectives of instruction, and be compatible with instructional strategies.**
- **Teachers consider possible consequences when they choose or develop an assessment.**
- **Differentiating instruction means that teachers use more than one assessment method to indicate student progress.**
- **Assessment methods match students' heritage, their learning style, and learning experiences.**
- **Assessments chosen avoid language and content that express bias.**
- **When teachers borrow a method from some other context or location they have evidence that the assessment will be valid for Bermudian students.**

B. Collecting Assessment Information

Before assessment information is collected, students need sufficient opportunity to experience the activities designed for the curriculum objectives. They also need to be informed of how they will be expected to demonstrate the knowledge, skills, behaviours, and attitudes to be assessed.

- **Students should be told why teachers are assessing and how teachers and the Ministry will use that information.**
- **Assessment conditions should suit both the purpose and the style.**
- **When using observations, checklists, or rating scales only a few characteristics should be assessed at one time. Each characteristic should be clearly defined.**
- **Directions given to students should be clear, complete, and phrased correctly for their age and grade level.**
- **There should be no penalty for guessing.**
- **While collecting assessment information, teacher-student interactions should be consistent.**
- **Keep written records of all unanticipated assessment circumstances.**
- **Decisions about alternative practices for special needs students should be guided by a written policy.**

> *"If tests determine what teachers actually teach*
> *and what students will study for*
> *-- and they do --*
> *then test those capacities and habits we think are essential*
> *and test them in context"*
>
> *-- Grant Wiggins*

C. Evaluating and Scoring Student Performance

Procedures to evaluate and score student performance should match the assessment method and educators should monitor these procedures to ensure that they are applied consistently. The best way to ensure students will feel that they have been treated fairly and consistently is to integrate assessment planning with instructional strategies. This plan will detail procedures for how the evidence will be scored so that students are aware of the contribution that each portion of their work will make towards a final grade.

- **Scoring procedures should be developed before the assessment method is used.**
- **Students should be told about how the scoring will proceed to allow them to prepare for the assessment.**
- **Relevant factors are included in scoring.**
- **Students need to be able to understand any comments included as feedback.**
- **Scoring procedures should be changed when faults are detected in the initial system.**
- **A written appeal process should be explained to students at the start of each year.**

> *"I want to be evaluated on what*
> *I can do,*
> *not on what someone else*
> *can do better"*
>
> *-- Middle School Student*

D. Summarizing and Interpreting Results

Summarizing and interpreting are the procedures used to combine assessment results into grades that will appear on report cards. This includes comments about performance as well as letter or number grades. Any procedures used should accurately represent the student's performance and be connected to the planned instructional objectives.

- **A written policy guides teachers at each school in their plans to summarize and interpret results.**
- **Explain to parents and students the procedures that teachers will use to generate and interpret grades.**
- **Describe the process used to derive summary comments and grades.**
- **Different results should be combined carefully.**
- **A broad sample of learning outcomes requires more than one assessment.**
- **Combine assessment results according to their weight of the taught curriculum.**
- **Describe and justify the basis for each interpretation.**
- **Differentiate interpretations according to the student's background and learning experiences.**
- **Create accurate records and store assessment information in a secure place.**
- **Consider how an assessment method might limit the way you interpret the work a student has achieved.**

> *"Whenever people are classified on the basis of cutoff scores misclassifications are bound to occur. The solution is --to avoid making decisions about anyone's future solely on the basis of one imperfect instrument"*
>
> *-- Bernard Gifford*

E. Reporting Assessment Findings

Clarity and accuracy are necessary for quality assessment reports, but educators who write these documents should also think how the reader will use the information. Consider the audience for the assessment report, so that these people can use your report to guide their interpretations of student learning. Since the primary purpose of assessment is to improve student achievement, the primary audience for the report is the student. Students, and their parents interpret the information in their report to make decisions about themselves, their capabilities, their achievements, and their potential achievements.

- **Write a school assessment policy that guides reporting.**
- **Describe instructional objectives used as standards for reports, written and oral.**
- **Describe strengths and weaknesses completely in reports.**
- **Provide conferences for parents.**
- **Define and describe appeal procedures to students and parents each year.**
- **Ensure that appropriate people have access to assessment information.**
- **Ensure that reports are secure when transferred.**

> *"The key question is -*
> *What information provides the*
> *most accurate depiction of students'*
> *learning at this time?"*
> *-- Tom Guskey*

F. Promotion and Retention

Children enter school with other learners approximately their own age. They are expected to make reasonable learning progress and advance along with their peers. In the first few levels of primary school students should not repeat a year, but as they get into the higher grades there may be instances where students are asked to repeat a grade or course. The principal makes these decisions after consulting with teachers, counsellors, and the parents.

Whenever students are retained, every effort is made to differentiate instructional strategies to provide learners with opportunities they need to advance.

Some factors considered when students might be retained.

- Repeating a grade is no guarantee that students will be more successful with the same material.
- Students' attitude to school may become more negative if they are retained.
- Retained students may develop social and personal problems.
- Students who are retained are less likely to complete school.

There is always a concern that students need to be accountable for their achievements, or lack of achievements. When weighing these concerns it is worthwhile to consider how far the student's responsibility extends. If the learner has not had appropriate opportunities that enable learning to occur, then it would not be fair to hold the child fully accountable for the outcome. In addition to learning opportunities, it is also worthwhile to consider assessment opportunities. Is it possible that an alternate assessment strategy may have permitted the student to show what they really know?

> *"School is a complex experience;*
> *by breaking apart*
> *all of the ways we*
> *learn, rehearse, and assess*
> *we can uncover how to do*
> *a better job."*
>
> *-- Eric Jensen*

Assessment Activity	Description
Records over time: • Journals • Diaries • Learning Logs	• Recordings that reflect students' perceptions of their progress, difficulties, understanding and feelings
Computer Assisted Learning	• Using carefully selected software to lead students from one level of difficulty to another, building on what they know and as they are tested.
Demonstrations • Live • Video • Multimedia	• Opportunities for students to display knowledge, skills and attitudes
Discussions • Small or large group • Panel	• Oral representations
Conversations and Conferences • Teacher/Student • Student/other person	• Verbal exchanges to uncover/clarify what a student has learned or understands that might not have been demonstrated through other means of assessment.
Pictorial Displays • Posters • Photographs • Collages, picture collections, scrap-books	• Visual presentations
Laboratory • Application • Laboratory Projects • Experimental	• Hands-on experiences that allow students to experiment, replicate, produce, and/or create.

Use the table below to plan your assessment programme for your subject. Under the column Curriculum objective, decide which objectives will be tested and then decide how best to assess each of these objectives. At the end of this exercise you should be able to group the various objectives under the assessment types.

CURRICULM OBJECTIVE NO./NAME	TYPE OF ASSESSMENT				
	M/C TEST	SHORT ANSWER	ESSAY	PRACTICAL TEST	PROJECT/ PRESENTATION
TOTAL					

Self/Peer Checklist for Students
HUMAN AND SOCIAL DEVELOPMENT STUDENT PROFILE

PROFILE OF: _____

COMPILED BY: _____ DATE: _____

1. Never 2. Seldom 3. Occasionally 4. Usually 5. Frequently 6. Always	1	2	3	4	5	6
1. I am able to form an opinion about what I am asked to consider.						
2. I am able to express my opinion about what I am asked to consider.						
3. I can interpret and appreciate what I know in different ways.						
4. I want to learn more about things and issues that I don't know.						
5. I accept and appreciate other people's ideas.						
6. I am able to make connections between ideas and things that contribute to larger issues.						
7. I am able to see my personal strengths and work toward increasing them.						
8. I am able to see my personal weaknesses and work toward decreasing them.						
9. I am able to evaluate objectively and accurately.						
10. I am able to take an unpopular stand without fear of ridicule by my peers.						
11. I am able to balance the demands of my life and school without feeling overwhelmed.						
12. I am able to identify and understand other students' situations.						
13. I am able to actively support others.						
14. I am able to accept and appreciate other students' values, expression and capabilities.						
15. I am able to function as a contributing member of a working group.						
16. I am able to make and maintain friendships without difficulty.						
17. I am able to take responsibility for my actions.						
18. I am able to see the consequences of my actions.						
19. I am able to approach problems calmly and realistically.						
20. I am able to handle conflicts in a mature and responsible manner.						
21. I am able to consult with others when I need help or support.						
22. I am able to function effectively as a member of a democratic society.						
23. I am able to see how my actions affect our environment and our world.						
24. I am able to see how the actions of others affect our environment and our world.						
25. I am able to apply my knowledge and understandings to my life away from school.						
26. I am curious about and willing to use new technologies when searching for information.						
27. I am able to consider and weigh the implications of potential change.						
28. I am flexible and able to adapt to change.						
29. I am an open-minded listener.						
30. I am a good citizen.						

PLANNING FOR INTEGRATED CURRICULUM IN THE PRIMARY SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impact on you at once and you make the experience into a meaningful whole.

> *"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."*

By Susan Krog,
Professor of Education
Western Washington University

Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

Simplest Stage: Parallel teachers realign content so that related topics are taught concurrently.

More Ambitious Stage: Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

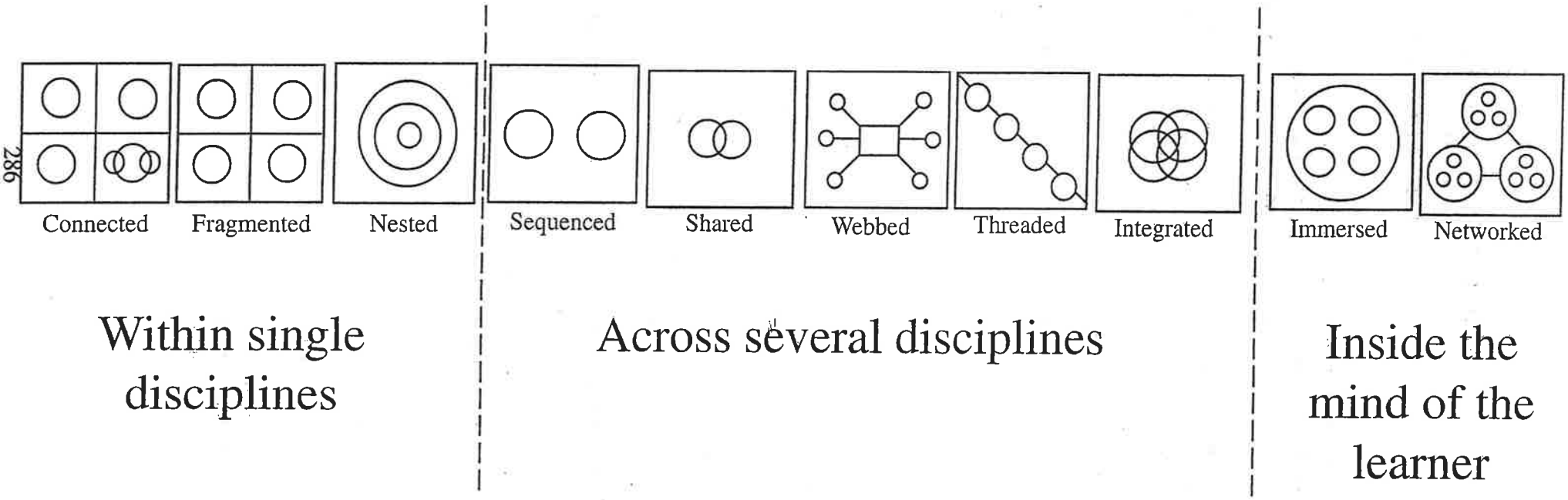
Most Ambitious Stage: Teachers create interdisciplinary modules that focus on a theme or project.

The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development; perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

Design Options (see next page)

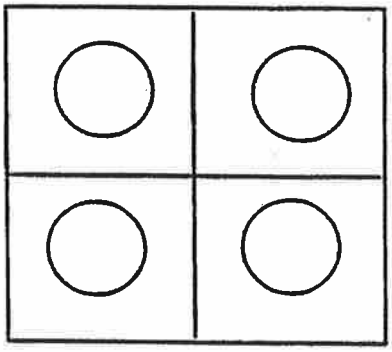
Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

How to Integrate the Curriculum



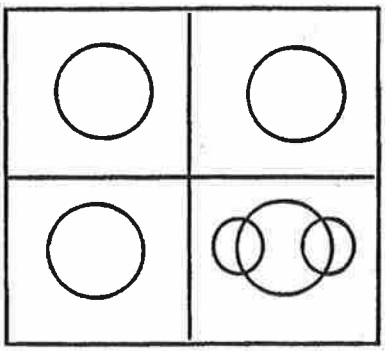
Design options for curriculum might include:

Disciplined-based



Description
The traditional model of separate and distinct disciplines which fragments the subject areas.

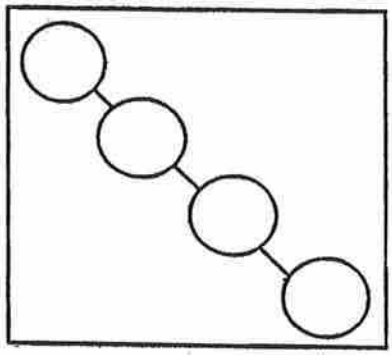
Example
Teacher applies this view in mathematics, science and social studies, etc.



Description
Within each subject area, course content is connected topic to topic, concept to concept, one year's work to the next and relates idea(s) explicitly.

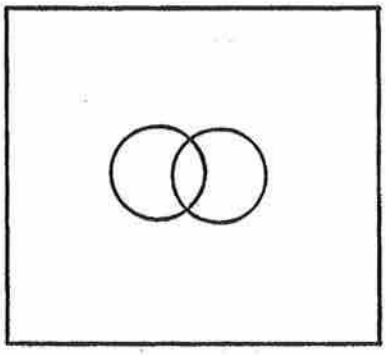
Example
Teacher relates the concept of fractions to decimals, which in turn relates to money, grades, etc.

Parallel Disciplines



Description
The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

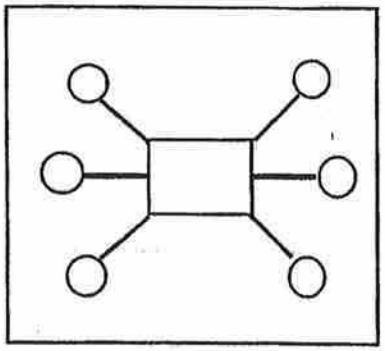
Example
Teaching staff targets prediction in reading, mathematics and science experiments while teaching social studies the teacher targets forecasting current events and thus threads the skill (prediction) across all disciplines.



Description
Shared planning and teaching take place in two disciplines in which over-lapping concepts or ideas emerge as organizing elements.

Example
Science and mathematics teachers use data collection, charting and graphing as shared concepts that can be team-taught.

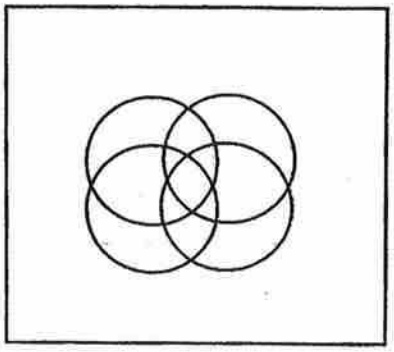
Multidisciplinary



Description
The fertile theme is webbed to curriculum contents and disciplines; use the theme to sift out appropriate concepts, topics and ideas.

Example
Teacher presents a simple topical theme, such as the circus and webs it into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme approach.

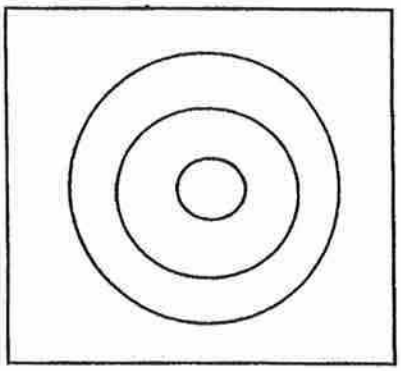
Interdisciplinary



Description
This interdisciplinary approach matches subjects for overlaps in topics and concepts with some team teaching in an authentic integrated model.

Example
In science, music, visual arts and health education, teachers look for patterning models and approach content through these patterns.

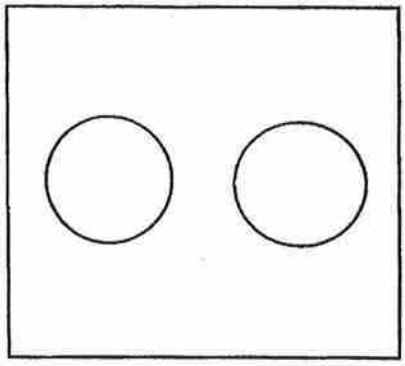
Disciplined-based



Description
Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

Example
Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill).

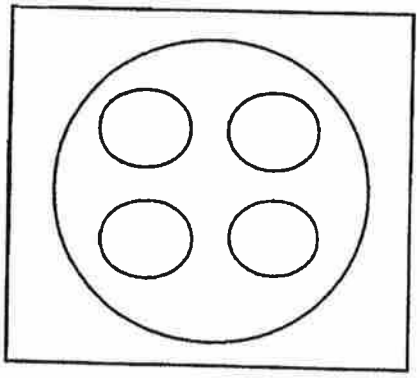
Parallel-based



Description
Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

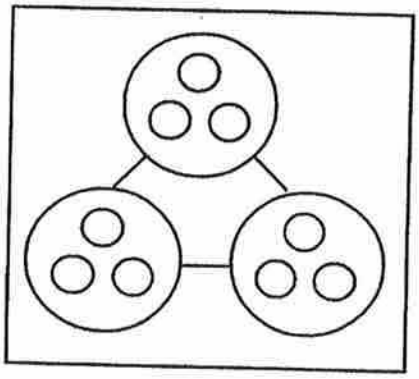
Example
In English language arts the teacher will teach an historical novel depicting a particular period while in social studies the teacher could cover the same period.

Immersed



Description
The disciplines become part of the learner's lens of expertise: the learner filters all content through this lens and becomes immersed in his or her own experience.

Networked



Description
Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

Choosing a Theme

In the initial development of primary schools, four disciplines have been identified as core subjects:

- English Language
- Mathematics
- Science
- Social Studies

Year level teachers, along with teachers of other discipline areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that primary school teachers keep abreast of current research and trends on integrating curriculum. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

Teachers should:

- take inventory of what is already being done - writing across the curriculum, etc.
- design a curriculum map by listing the content of all subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

PROFESSIONAL ASSOCIATION

VISUAL ARTS

Name:	National Art Education Association
Address:	1916 Association Drive Reston, VA 20191 U.S.A.
Telephone:	(703) 860 8000 (general information) (800) 299 8321 (membership and publication sales only)
Fax:	(703) 860 2960
e-mail:	naea@dgs.dgsyfcom
Website:	http://www.naea-reston.org

National Art Education Association Conference Dates

2001	March 14 – 18	New York, NY

CURRICULUM ABBREVIATIONS

School Level Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Information Technology	IT
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

Subject Code

e.g. PreSchool English Language Arts
PS EL-B

Year Level	Subject Area	Module Sequence
(PS-P6) representing PreSchool to Primary Six	abbreviated subject area	(A-G) representing sequence of module at any level
PS	**EL**	**B**
PreSchool	English Language Arts	(2nd module in the sequence of 7 modules)

Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB

Ministry of Education
P.O. Box HM 1185
Hamilton HM EX
Bermuda
September 2001