

## Visual Arts

### Curriculum 'Glance Cards'

A fundamental principle of the curriculum is that children's current understanding and knowledge should form the basis for new learning. The curriculum is designed to follow an incremental approach to teaching and learning by increasing the complexity of concepts as the child progresses through the primary school. The content objectives outlined in each of the strand units observe a spiral progression as the curriculum advances from infants to sixth class.

These curriculum "glance cards" were designed to provide a one-page overview of the content objectives in each strand unit for all class levels. **It is not intended that these glance cards replace the curriculum documents** but that rather they will provide an immediate snapshot of how particular concepts are developed from infants to sixth class.

Teachers are advised to pay particular attention to this feature of the curriculum when planning their work. It is important that teachers are fully aware of the level of knowledge and understanding required of the child in previous class levels as it will inform current planning. It is also important that teachers are familiar with what the children will be learn after the present class level so that they can prepare the child adequately for further learning. Awareness of the curriculum content which precedes and follows the current class content ensures progression in teaching and learning, and minimises unnecessary duplication.

Teachers may find this useful when they are engaging in continuing professional development, or when they are planning for teaching and learning. However, **it is essential that teachers consult the curriculum documents when engaging in planning as the content objectives are expanded upon in the context of the various class levels.**

It is also assumed that every content objective in these cards is preceded by "**The child will be enabled to....**" as is stated in the curriculum. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, it is intended that teachers continue to explicitly teach these concepts if the required level of understanding has not been reached. If the learning objective has been realised, the teacher will endeavour to maintain and consolidate the learning.

**Strand: Paint and colour**
**Strand unit: Painting**

Infants	First and second	Third and fourth	Fifth and sixth
Experiment with a variety of colour drawing instruments and media to develop colour awareness	Explore colour with a variety of materials and media	Explore colour with a variety of materials and media	Explore colour with a variety of colour drawing instruments, media and techniques
Use colour to express vividly recalled feelings, experiences and imaginings		Make paintings based on recalled feelings and experiences, exploring the spatial effects of colour and tone, using overlapping, and with some consideration of scale	Make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects
	Use colour expressively to interpret themes based on his/her personal or imaginative life	Express his/her imaginative life and interpret imaginative themes using colour expressively	Express his/her imaginative life and interpret imaginative themes using colour expressively
	Paint objects chosen for their colour possibilities	Paint from observation	Paint from observation
Discover colour in the visual environment to help develop sensitivity to colour	Discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue)	Discover colour in the visual environment and become sensitive to colour differences and tonal variations through colour mixing	Become sensitive to increasingly subtle colour differences and tonal variations in natural and manufactured objects
Discover colour, pattern and rhythm in colourful objects	Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities	Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities	Discover harmony and contrast in natural and manufactured objects and through themes chosen for their colour possibilities
	Discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work	Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work	Discover pattern and rhythm in natural and manufactured objects
Discover the relationship between how things feel and how they look	Explore the relationship between how things feel and how they look	Explore the relationship between how things feel and how they look	Explore the relationship between how things feel and how they look

**Strand: Paint and colour**
**Strand unit: Looking and responding**

Infants	First and second	Third and fourth	Fifth and sixth
Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work, the work of other children and the work of artists

**Strand: Drawing**
**Strand unit: Making drawings**

Infants	First and second	Third and fourth	Fifth and sixth
Experiment with the marks that can be made with different drawing instruments on a range of surfaces	Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces	Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces	Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control
			Discover how line could convey movement and rhythm
Make drawings based on vividly recalled feelings, real and imaginative experiences and stories	Make drawings based on his/her personal or imaginative life with a growing sense of spatial relationships	Make drawings from recalled experiences, emphasising pattern, detail, context and location	Make drawings based on themes reflecting broadening interests, experiences and feelings
Discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes	Explore shape as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects	Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail	Draw imaginative themes using inventive pattern and detail
Explore the relationship between how things feel and how they look			
	Draw from observation	Draw from observation	Draw from observation

**Strand: Drawing**
**Strand Unit: Looking and responding**

Infants	First and second	Third and fourth	Fifth and sixth
Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work, the work of other children and the work of artists	Look at and talk about his/her work, the work of other children and the work of artists

**Strand: Construction**
**Strand unit: Making constructions**

Infants	First and second	Third and fourth	Fifth and sixth
Explore and experiment with the properties and characteristics of materials in making structures	Explore and experiment with the properties and characteristics of materials in making structures	Explore and experiment with the properties and characteristics of materials in making structures	Explore and experiment with the properties and characteristics of materials in making structures
		Make drawings from observation to analyse the structures of buildings and the natural structures of plants	Make drawings from observation to analyse form and structure
Make imaginative structures	Make imaginative structures	Make imaginative structures	Make imaginative structures

**Strand: Construction**
**Strand unit: Looking and responding**

Infants	First and second	Third and fourth	Fifth and sixth
Look at, investigate and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures	Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole	Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, outline	Look at, investigate and talk about spatial arrangements, balance and outline in collections or photographs of natural and manufactured structures
Look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts	Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints)	Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history.	Look at and talk about impressive examples of buildings created in the past in different parts of the world and at contemporary architecture, sculpture, engineering and design (slides or prints)
Look at and talk about his/her work and the work of other children	Look at and talk about his/her work and the work of other children	Look at and talk about his/her work and the work of other children	Look at and talk about his/her work and the work of other children

**Strand: Clay**
**Strand unit: Developing form in clay**

Infants	First and second	Third and fourth	Fifth and sixth
Explore and discover the possibilities of clay as a medium for imaginative expression	Explore and discover the possibilities of clay as a medium for imaginative expression	Explore and discover the possibilities of clay as a medium for imaginative expression	Explore and discover the possibilities of clay as a medium for imaginative expression
Make a clay form and manipulate it with fingers to suggest a subject	Change the form of a small ball of clay, using the medium expressively		Use clay to analyse and interpret form from observation
			Explore some of the essential characteristics of three-dimensional work
	Make simple pottery	Make simple clay pots	Make simple pottery and sculpture
Invent mixed-media pieces in both representational and non-representational modes		Make sturdy figures in clay using the medium expressively and with imaginative detail	
	Work inventively with cubes or oblong blocks of clay and add details to suggest a solid structure	Work inventively and expressively with cubes or oblong blocks of clay	Make an imaginative slab-built structure
	Experiment with and develop line, shape, texture and pattern in clay	Develop line, shape, texture and pattern in clay	Experiment with and develop line, shape, texture and pattern in low relief
		Work inventively and expressively with papier maché	Work inventively and expressively with papier maché

**Strand: Clay**
**Strand Unit: Looking and responding**

Infants	First and second	Third and fourth	Fifth and sixth
Look at, handle and talk about objects with free-flowing forms	Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form	Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form	Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form
Look at, handle and talk about his/her own work, the work of other children and simple pieces of clay pottery	Look at and talk about his/her work, the work of other children and figures by famous sculptors with contrasting styles (or slides or prints)	Look at and talk about his/her work, the work of other children and figurative and non-representational pieces of sculpture (slides or prints)	Look at and talk about his/her work, the work of other children and the work of sculptors, including relief sculptures (prints or slides)
		Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery (or slides or prints)	Look at and talk about ritual masks, street theatre masks and figures, and functional and decorative pottery from different cultures and different times

**Strand : Printing**
**Strand unit : Making prints**

Infants	First and second	Third and fourth	Fifth and sixth
Experiment with the effects that can be achieved with simple print-making techniques	Experiment with the effects that can be achieved with simple print-making techniques	Experiment with a widening range of printmaking techniques	Experiment with more complex printmaking techniques
Use a variety of print-making techniques	Use a variety of print-making techniques to make theme-based or non-representational prints	Use a widening range of print-making techniques to make theme-based or nonrepresentational prints	Use more complex print-making techniques to make theme-based or nonrepresentational prints
		Make prints for functional uses (as well as for their own sake)	Make prints for functional uses (as well as for their own sake)
		Use a computer art program to create original images that are not dependent on clip art	Use a computer art program to create original images that are not dependent on clip art

**Strand: Printing**
**Strand unit : Looking and responding**

Infants	First and second	Third and fourth	Fifth and sixth
Look at, handle and talk about familiar objects for experience of shape, texture, pattern	Look at, handle and talk about familiar objects for experience of shape, texture and pattern	Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern	Look at, handle and talk about natural and manufactured objects for experience of texture, shape and pattern
Look at and talk about his/her work, the work of other children and art prints composed of simple shapes and textures	Look at and talk about his/her work, the work of other children and art prints that have relatively simple shapes, textures and patterns	Look at and talk about his/her work, the work of other children and art prints or print design that emphasise the play of shape, texture or line	Look at and talk about his/her work, the work of other children and art prints or print design that demonstrate a variety of print-making techniques
Look at and talk about examples of simple print design in everyday use	Look at examples of print design in everyday use	Look at and talk about examples of design in everyday use	

**Strand: Fabric and Fibre**
**Strand unit : Creating in fabric and fibre**

Infants	First and second	Third and fourth	Fifth and sixth
Explore the possibilities of fabric and fibre as media for imaginative expression	Explore and discover the possibilities of fabric and fibre as media for imaginative expression	Explore and discover the possibilities of fabric and fibre as media for imaginative expression	Explore and discover the possibilities of fabric and fibre as media for imaginative expression
Make simple collages	Make small inventive pieces with fabric and fibre	Make small inventive pieces in fabric and fibre	Make small inventive pieces in fabric and fibre
		Make soft toys, emphasising individuality and variety	Make simple character toys
Invent a costume	Invent a costume	Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design	Design and make a costume

## Strand: Fabric and Fibre

## Strand unit: Looking and responding

Infants	First and second	Third and fourth	Fifth and sixth
Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities	Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities	Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities	Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities
Look at and talk about his/her work and the work of other children	Look at and talk about his/her work and the work of other children	Look at and talk about his/her work and the work of other children	Look at and talk about his/her work and the work of other children
		Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures	Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures, and explore the role of textiles in culture
	Look at and talk about fabrics crafts and artefacts and visit a craftsperson at work if possible.	Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible.	Look at fabric crafts and artefacts and visit a craftsperson at work if possible.