

## STRONG - INVESTIGATING ARTIST, SALLY GABORI

### Curriculum Links: Visual Arts 7 – 10 Syllabus

#### OUTCOMES

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

#### PRACTICE

**Holistic Approach:** Implementing social activity with other children and educators, and community participation through the interaction with an external party of cultural value.

**Responsiveness to Children:** Catering for differentiation (responding to all children's interests). Allowing children to have an opinion regarding the programs content, and a choice in relation to the inspiration they use for their artmaking.

**Learning Through Play:** Allowing children to play and interact with other children and educators throughout the learning activities: developing social skills, testing new ideas, challenging one another, and developing new understandings.

**Intentional Teaching:** Learning will occur through social interactions, and conversation with explaining and questioning museums and art forms.

**Learning Environment:** The program is vibrant and engaging. It will stimulate the interests and abilities of each child.

## K – 6 Creative Arts Syllabus: Objectives

In Visual Arts, students will develop knowledge, skills and understanding:

- in making artworks informed by their investigations of the world as subject matter, use of expressive forms, and consideration of the audience for their works
- in appreciating their own artworks and those of others, recognising the roles of artists, audiences and how the world can be interpreted.

### Curriculum Links: Early Stage 1

#### Making

**VAES1.1** Makes simple pictures and other kinds of artworks about things and experiences.

**VAES1.2** Experiments with a range of media in selected forms.

#### Appreciating

**VAES1.3** Recognises some of the qualities of different artworks and begins to realise that artists make artworks.

**VAES1.4** Communicates their ideas about pictures and other kinds of artworks.

### Curriculum Links: Stage 1

#### Making

**VAS1.1** Makes artworks in a particular way about experiences of real and imaginary things.

**VAS1.2** Uses the forms to make artworks according to varying requirements.

#### Appreciating

**VAS1.3** Realises what artists do, who they are and what they make.

**VAS1.4** Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.

## Curriculum Links: Stage 2

### Making

**VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful\* by choosing among aspects of subject matter.

**VAS2.2** Uses the forms to suggest the qualities of subject matter.

### Appreciating

**VAS2.3** Acknowledges that artists make artworks for different reasons and that various interpretations are possible.

**VAS2.4** Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

## Curriculum Links: Stage 3

### Making

**VAS3.1** Investigates subject matter in an attempt to represent likenesses of things in the world.

**VAS3.2** Makes artworks for different audiences assembling materials in a variety of ways.

### Appreciating

**VAS3.3** Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.

**VAS3.4** Communicates about the ways in which subject matter is represented in artworks.

## 7 - 10 Visual Arts Syllabus: Objectives

Students will develop knowledge, understanding and skills:

- to make artworks informed by their understanding of practice, the conceptual framework and the frames
- to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

### **Curriculum Links: Stage 4**

#### **Artmaking**

- 4.1** uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2** explores the function of and relationships between artist – artwork – world – audience
- 4.3** makes artworks that involve some understanding of the frames
- 4.4** recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5** investigates ways to develop meaning in their artworks
- 4.6** selects different materials and techniques to make artworks

#### **Critical and Historical Studies**

- 4.7** explores aspects of practice in critical and historical interpretations of art
- 4.8** explores the function of and relationships between the artist – artwork – world – audience
- 4.9** begins to acknowledge that art can be interpreted from different points of view
- 4.10** recognises that art criticism and art history construct meanings

## Curriculum Links: Stage 5

### Artmaking

**5.1** Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.

**5.2** Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.

**5.3** Makes artworks informed by an understanding of how the frames affect meaning.

**5.4** Investigates the world as a source of ideas, concepts and subject matter in the visual arts.

**5.5** Makes informed choices to develop and extend concepts and different meanings in their artworks.

**5.6** Demonstrates developing technical accomplishment and refinement in making artworks.

### Critical and Historical Studies

**5.7** Applies their understanding of aspects of practice to critical and historical interpretations of art.

**5.8** Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.

**5.9** Demonstrates how the frames provide different interpretations of art.

**5.10** Demonstrates how art criticism and art history construct meanings.