

# VISUAL ART

## SUBJECT CONTINUUM



*At TRINT, we believe that creative thinking is a skill needed in the 21st century workplace. It is therefore important that the students learn to approach challenges from different perspectives and that they learn to express themselves in different ways.*

*In addition to practical, critical and problem-solving skills, the students will learn how the arts can also improve quality of life by stimulating curiosity and enhancing the imagination. The students will develop and express a strong sense of self and a sense of the world around them, as well as developing their own personal bonds with indigenous heritage and various cultures from around the world*

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## HOW TO READ THIS DOCUMENT:

The document is sectioned into two parts; the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

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## **PRIMARY YEARS PROGRAMME,**

IN THE SECTION FOR THE PYP YOU WILL FIND:

### **Written Curriculum for the various year levels.**

Contains conceptual understandings from the International Baccalaureate PYP subject documents as well as competency targets from the Norwegian curriculum. We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB. Therefore, they are written parallel to each other to show correlation.

### **Examples of taught curriculum**

Examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.

### **Milestones**

The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.

### **How can you support your child**

These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.

# PRIMARY YEARS PROGRAMME

How are arts practices changing?	
Increased emphasis on:	Decreased emphasis on:
collaborative planning and dialogue with classroom teachers and other single-subject teachers	individual planning in isolation from other teachers
arts teachers involved with the process of developing the units of inquiry and defining the central idea	classroom teachers developing the units of inquiry and defining the central ideas that are disseminated to arts teachers
planning for a conceptual understanding	thematic planning: for example, working on a play, composition, dance or a piece of visual art that is connected to a particular theme or topic
arts teachers viewed (and viewing themselves) as PYP teachers	arts teachers seen as solely single-subject teachers
students learning, observing and performing in different areas of the school and community	students remaining at all times in the arts rooms for lessons
arts as an avenue to inquiry	arts supporting other areas of the PYP
a variety of modalities, activities, assessments and artistic experiences	a textbook-driven arts curriculum
students exposed to arts from multiple cultures, genres, time periods and languages	students allowed access only to arts from a single culture
students' questions directing arts projects, and individual creativity valued and encouraged	teacher-led arts projects
deeper understanding of concepts behind artistic experiences	superficial use of artistic conventions
assessing students' understanding regularly through all stages of the creative process, as well as the final product.	assessment of the end product or performance only.

PYP 1 – 2 WRITTEN CURRICULUM

<b>PYP conceptual understandings</b>	<b>Norwegian curriculum</b>
Applying a range of strategies helps us to express ourselves.	use craft techniques and tools to work with wood, clay and textile in an environmental friendly and safe way
	experiment with form, colour, rhythm and contrast
We enjoy and experience different forms of arts.	examine the properties of materials and share sensory experiences
The art is a means of communication and expression.	explore different visual expressions and develop others' ideas in their own creative work
In creating art, people make choices to construct meaning about the world around them.	study form through drawing, painting and photographing
Our experiences and imagination	create stories using digital tools, inspired by local and national artwork
	imagine and describe the future through drawing and models
We are receptive to art practices and artworks from different cultures, places and times (including our own).	plan and construct using natural materials inspired by the Sami and local architecture
We reflect on our artwork and the work of others.	display and present objects within the framework of an exhibition or collection
People share art with others.	

## EXAMPLES OF TAUGHT CURRICULUM

- Working with **creating and expressing art** through
  - Using various sources of inspiration, students design an own product, such as a stuffy, and make it while learning a new skill, such as sewing.
  - Students get to try different techniques and materials like clay, paper, fabric etc.
  - Students explore basic elements of art such as line, shape, form and colour through fine motor skill activities such as building, beading, tracing and colouring.
- Working with **listening to and enjoying art** through
  - Students reflect on what they can use as source of inspiration in their lives, such as things they can see in the street/outside, book characters etc.
  - Students explore different artists to create various projects.
  - Students observe works by artists and by their classmates to be inspired and to reflect on their art works such as drawn or built structures.

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## MILESTONES

- **Drawing and colouring** Identifying and drawing various types of lines and shapes using crayons and markers; exploring which type of colouring tool is needed for different purposes
- **Painting** Colour theory: understanding the concept of and mixing primary, secondary, cool, warm colours
- **3D/design** Clay: making shapes and forms, and learning the rolling pin technique; creating paper sculptures; learning hand sewing and paper weaving
- **Cutting and gluing** Using scissors and glue correctly and safely, cutting along lines, cutting shapes, making collages

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## HOW CAN YOU SUPPORT YOUR CHILD

- In playtime, **make some simple art supplies available** for your child – blocks, empty packaging or toilet paper rolls, paper and pencils, buttons, dry beans, anything at hand one can use to create a picture or a structure.
- Celebrate creation: find a space on one of your walls where you can display your child's artwork given to you or that you decided to keep. Focus on **celebrating creation, not the product**: artworks don't have to be pretty to end up on the wall and to make both the artist and you proud!
- Encourage your child to **display visuals** they like in their room - anything from football players' posters to their own/friends' artworks, postcards, shells or stones collected, etc.
- Every now and then, **discuss what you see** is there anything that looks interesting/beautiful/out of the ordinary for you?
- Ask your child to **take photos** if you go somewhere **and talk** about the photos taken - which ones does your child like the most and why? And you?
- If you like, **create something together**. It can be a decorated cake or a drawing for example. **Make mistakes**, laugh about them **and turn them into something else** – in art, there are always so many ways we can go!

## PYP 3 – 4 WRITTEN CURRICULUM

<b>PYP conceptual understandings</b>	<b>Norwegian curriculum</b>
We can communicate our ideas, feelings and experiences through our artwork.	use craft techniques and tools to work with wood, clay and textile in an environmental friendly and safe way
When experiencing arts, we make connections between different cultures, places and times.	Explore how traditional crafts, including Sami crafts, include the properties of natural materials, and use experiences to make simple utility articles
People make meaning through the use of symbols.	Interpret forms and symbols from different cultures and use these in visual expressions
People communicate across cultures, places and times through arts.	
We are receptive to art practices and artworks from different cultures, places and times (including our own).	Explore diversity in motifs and visual expressions in art from different parts of the world and make a digital presentation
Through exploring arts across cultures, places and times we can appreciate that people innovate.	
We can reflect on and learn from the different stages of creating.	Have conversations about use, function and choices of materials in different buildings and make sketches with proposals of new architecture
We solve problems during the creative process by thinking critically and imaginatively.	
Applying a range of strategies helps us to express ourselves	Draw form and depth using instruments like overlapping and scaling
	Use simple principles of composition in photography and digital tools
We can enjoy and learn from creating art.	Convey and show own work through exhibition
The creative process involves joining in, exploring and taking risks.	
In creating art, people make choices to construct meaning about the world around them.	
We can express ourselves through arts.	
There is a relationship between the artist and the audience.	
We can reflect on and learn from the different stages of creating.	

## EXAMPLES OF TAUGHT CURRICULUM

- **Working with** creating and expressing art through
  - Artwork inspired by Sami culture and local artists.
  - Students inquire into different symbols using various art techniques.
  - Students work with perspective in photos and drawings.
  - Students do observational drawing.
  - Students learn how to give and receive constructive feedback to improve their work.
- **Working with** listening to and enjoying art through
  - Students observe the similarities between Sami and artists from different periods.
  - Students observe and reflect on how perspective is represented in pictures and photos.
  - Students observe models, artworks and give/receive feedback to improve their work.

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## MILESTONES

**Drawing** Students should be able to use techniques to observe and make organic observational drawings, lines and shapes, and they are aware of proportions.

**Painting** Students understand the following colour theory concepts and use them to mix colours and to complete various tasks: tertiary, analogous, complementary colours, and different values using watercolours; students also understand the basics of composition.

**3D/design** Clay: students know the thumb technique, they are able to make a sculpture using clay or wire for example, and they can complete more complex hand sewing and weaving projects using for example wool or fabric.

**Cutting and gluing:** students can cut more complex shapes and use this to create mixed media projects.

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## HOW CAN YOU SUPPORT YOUR CHILD

In playtime, **make some simple art supplies available** for your child – blocks, empty packaging or toilet paper rolls, paper and pencils, buttons, dry beans, anything at hand one can use to create a picture or a structure.

Celebrate creation: find a space on one of your walls where you can display your child's artwork given to you or that you decided to keep. Focus on **celebrating creation, not the product:** artworks don't have to be pretty to end up on the wall and to make both the artist and you proud!

Encourage your child to **display visuals** they like in their room - anything from football players' posters to their own/friends' artworks, postcards, shells or stones collected, etc.

Every now and then, **discuss what you see** – is there anything that looks interesting/beautiful/out of the ordinary for you?

Ask your child to **take photos** if you go somewhere **and talk** about the photos taken - which ones does your child like the most and why? And you?

If you like, **create something together**. It can be a decorated cake or a drawing for example. **Make mistakes**, laugh about them **and turn them into something else** – in art, there are always so many ways we can go!



PYP 5 – MYP 2 WRITTEN CURRICULUM

<b>PYP conceptual understandings</b>	<b>Norwegian curriculum</b>
Applying a range of strategies helps us to express ourselves.	Use various hand and electrical tools to work to process and join hard, plastic and soft materials in a safe and environmental friendly way.
	draw form, surface and space using methods such as contrast, shadows, proportions and perspective
We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.	Use digital tools to plan and present processes and products.
	Use programming to create interactivity and visual expressions
We solve problems during the creative process by thinking critically and imaginatively.	use different strategies to develop ideas and solve problems
Our experiences and imagination can inspire us to create.	build and experiment with stable constructions
People explore issues, beliefs and values through arts.	describe the diversity of traditional clothing or objects, including the Sami, and make a product that is inspired by cultural heritage
	research and reflect upon how feelings and opinions are represented in art, and use symbolism and colours to express feelings and opinions in their own work
The arts provide us with multiple perspectives.	Explore how gender roles are conveyed in cultural expressions before and now, and make visual expressions which challenges stereotypes
We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.	analyse visual techniques in different media, and present a current topic using photo or infographic
	research and reflect upon how feelings and opinions are represented in art, and use symbolism and colours to express feelings and opinions in their own work
Arts provide opportunities to explore our creative potential and engage in a personal artistic journey	Design and produce an exhibition which shows both process and product



## EXAMPLES OF TAUGHT CURRICULUM

- Working with **creating and expressing art** through
  - Students explore and investigate different architectures, plan and create constructions using cardboard, steel wires, wool strings, and different attachment- and decoration techniques.
  - Students plan and document their product using digital or other media.
  - Students explore a range of pencils to learn about their artistic preferences and to develop contour drawing and shading skills to create realistic drawings.
  - Students reflect on the connection between landscape and buildings/constructions to come up with innovative designs.
- Working with **listening to and enjoying art** through
  - Students explore clothes from various periods and traditional wear from different places to explore gender stereotypes and artists who fight them.
  - Students get to know various artists who made a difference when it comes to constructing buildings.

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## MILESTONES

- **Drawing** Students should be able to use techniques to draw observational (geometrical and organic) shapes and forms, and create different values with pencil.
- **Painting** Students understand and apply their knowledge of colour theory: values - tints and shades; students can demonstrate that they have a sense of composition in their creations.
- **3D/design** Students can work with clay: using the sausage technique; Students can create complex and proportionate sculptures; they can sew using a machine and weave with mixed media.
- **Cutting and gluing:** Students are able to create complex structures.

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## HOW CAN YOU SUPPORT YOUR CHILD

**Make simple art supplies available** for your child – blocks, empty packaging or toilet paper rolls, paper and pencils, buttons, dry beans, anything at hand one can use to create a picture or a structure.

Celebrate creation: find a space on one of your walls where you can display your child's artwork given to you or that you decided to keep. Focus on **celebrating creation, not the product**: artworks don't have to be pretty to end up on the wall and to make both the artist and you proud!

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If you like, **create something together**. It can be a decorated cake or a drawing for example. **Make mistakes**, laugh about them **and turn them into something else** – in art, there are always so many ways we can go!

*Students explore and investigate different architectures, plan and create constructions using cardboard, steel wires, wool strings, and different attachment- and decoration techniques.*

TRANSITION FROM PYP 5-6 TO MYP 3-5	
PYP	MYP
Introduction to the Elements of Arts with simple activities. Colour theory basics, colorwheel.	Elements of Arts continues with a deeper focus on each element and introducing principles of design and composition.
Pastel colouring techniques: Soft pastel	Pastel colouring techniques: Oil pastel
Water colouring basic, maintaining art equipment.	Continuing water colouring and introduction to acrylic painting.
Introduction to sculpting	Modelling clay sculptures
Paper and textile collage	Digital collage

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**MIDDLE YEARS PROGRAMME,**  
*IN THE SECTION FOR THE MYP YOU WILL FIND:*

**Written Curriculum for the various year levels.**

This section contains the competency targets from the Norwegian curriculum, and a brief outline of the four criteria used for assessment. We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB.

**Examples of taught curriculum**

Here you will see examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.

**Milestones**

The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.

**How can you support your child**

These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.

# MIDDLE YEARS PROGRAMME

MYP Arts is a framework fostering conceptual knowledge rather than a pre-set progression from one single book.

In the MYP the students will have assessments leading to a final grade in the subject. In comparison to many other programmes and countries, the MYP assess students in four pre-set criteria that links to the main objectives of the subject.

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## **Criterion A: Investigating**

Through the study of art genres and artworks, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings and images. All sources used must be referenced in accordance with the school's academic integrity policy.

Students use and further develop information literacy skills to evaluate and select relevant information about the art genre and artworks. While contextual information should be included, the focus of the investigation is the art genre or artworks, not extensive biographical information about artists. Students learn how to critique the artworks of others and to communicate in subject-specific language or terminology.

## **Criterion B: Developing**

Development of ideas through practical exploration provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Evidence of practical exploration cannot be limited to written form. Students must evidence extensive and varied practical exploration and refinement in their idea(s).

## **Criterion C: Creating/Performing**

The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation of a finalized artwork that is summative assessed.

## **Criterion D: Evaluating**

MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluating their own artwork, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques.

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## MYP 3-5 Written Curriculum

### Norwegian competency targets

Explore possibilities within handcraft techniques and suitable technology to process and joining hard and soft surfaces.

Assess the durability of materials and their potential for repair and recycling, and to use tools and materials and appropriately and in an eco-friendly way.

Develop solutions through a stepwise design process and assess durability, function and aesthetic expressions.

Explore how digital tools and new technology can give possibilities for communication forms and experiences in creative processes and product.

Visualize form using free hand drawing, sketches, models and digital tools.

Analyse how identity and local identity are communicated in architecture, clothing traditions, art or objects, and integrate cultural references in own creative work.

Explore how art, including Saami art, can contribute critique of society, and can create expressions of art which illuminates contemporary challenges.

Reflect critically upon visual devices and experiment with different visual expressions in a creative process.

Make sketches for the renewal of local surroundings and model architectural solutions which preserve different needs and interests.

Immerse yourself in a visual form of expression and/or a craft technique, explore options through practical creative work and present choices from the idea phase and up until the finished result.

## EXAMPLES OF TAUGHT CURRICULUM

- Makerspace
- Design process
- Reflection and the history of art
- Local art, art in culture, identity and the environment

## MILESTONES:

- The student is able to choose appropriate materials and equipment for a project, for example using oil pastel instead of soft pastel, or acrylic paint instead of poster paint. The student is able to use these materials correctly and independently.
- The student is able to choose and use a range of handcraft techniques to complete projects. They are able to use a range of tools safely and appropriately for their purpose.
- Students independently follow the design process to create their own solutions to a given task or problem.
- Students are reflective throughout the artistic process, from the planning phase to the finished project, and are able to present and justify their choices. They show that they have control over the process.
- The student uses their knowledge of the history of art to inform and inspire their artworks.
- The students can explain and reflect on the purpose of applied art in society, culture and the world around them. They recognise the importance of art for expression, identity and the environment.

## HOW YOU CAN SUPPORT YOUR CHILD:

- Draw their attention to the artistic opportunities around them, e.g. museums, creative spaces (both physical and digital spaces).
- Support them in finding beauty in the world around them, exploring the local environment and artwork in the local environment.
- Encourage them to visually document their life.
- Draw attention to design in daily life, e.g. interesting design solutions, and finding the connection with art.
- Take time to reflect together on new constructions in town, whether they like them and why, and how this links to their knowledge of architecture.
- Encourage an awareness of how visual art is used in their own interests, e.g. visuals at a concert, in the music they listen to, illustrations in a book or comic etc.
- Let them create their own space as much as possible, visually, according to their own interests, preferences and expression.