



# Creative Arts

in the

## National Curriculum

Revised



Creative Arts in the National Curriculum

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# Introduction

The Creative Arts is one of the eight key learning areas in the National Curriculum that covers related but distinct art forms – Drama, Music and Movement and Visual Arts. Although these art forms can be often interrelated, each artform involves distinct bodies of knowledge, understanding and skills and each involves different approaches to arts practices.

## Rationale

Creative Arts have the capacity to engage, inspire and enrich all students, develop their creativity, imagination, aesthetic awareness and communication and information skills. The Creative Arts syllabus provide opportunities for students to learn, create, design, represent, communicate and share their imagination, conceptual ideas, emotions, observations and experiences.

Creative arts contribute to the development of student's critical and inventive thinking, imagination, perception of their world and give them new ways of looking at things. Through the development of artistic literacy, creating, presenting, viewing, and listening, students are able to participate in, interpret, value, and enjoy the arts throughout their lives.

Creative Arts play a significant role in fostering students' sense of identity, culture and place in society. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. It also values, respects and explores the significant contributions of Maldivian artists to the arts and heritage and contemporary arts practices. Creative Arts also helps students understand and appreciate cultures and traditions beyond the Maldives. This enable students to develop respect for others, value harmony and thereby cultivating global awareness and cross-cultural skills.

Creative Arts develops students' confidence, self-expression, aesthetics, sensorial perceptions, skills in handling various media and conceptual tools. In Creative Arts, students learn to work as both artists and audiences. They learn that designing, producing and resolving their work is as important as creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the different art forms. Creative Arts learning also provides students with opportunities to engage with arts professionals and creative industries.

## Creative Arts - Key Learning Area

Creative arts is one of the key learning area that comprise of one subject- Creative Arts that draws together three different art forms – Visual Arts, Music and movement and Drama- across the following key stages or grade levels:

- Foundation
- Key stage one – grades 1-3
- Key stage two – grades 4-6
- Key stage three – grades 7-8

Creative Arts is identified as a compulsory subject in the National Curriculum and schools should offer learning experiences in all three arts strands from Foundation to the end of grade 8.

Please note that, learning experiences in Visual arts, Drama and Music and Movement is crucial for developing students’ aesthetics, and contributes to the holistic development of each child. However, students who do not wish to take part in the Music and Movement activities may be exempted.

In key stage four (grades 9-10), students will be able to specialise in one Arts subject – Art and Design.

Table 1: Creative Arts in Foundation – key stage 4

Foundation	Key stage one (grades 1-3)	Key stage two (grades 4-6)	Key stage three (grades 7-8)	Key stage four (grades 9-10)
Creative Arts - Visual arts - Drama - Music & movement	Creative Arts - Visual arts - Drama - Music & movement	Creative Arts - Visual arts - Drama - Music & movement	Creative Arts - Visual arts - Drama - Music & movement	Art & Design

## Aim

The aim of Creative Arts is to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about drama, music and movement and visual arts practices through making and responding to artworks
- arts knowledge and skills to communicate ideas, value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas while displaying empathy to multiple viewpoints
- understanding of Maldivian history and tradition through the arts, engaging with the artworks and practices of both traditional and contemporary artists of Maldives.
- Understanding of local, regional and global cultures, and their arts histories and traditions through engaging with the world of artists, artworks, and arts professions.

## Creative Arts in the National Curriculum

Along with the other subjects in the National Curriculum, Creative Arts curriculum can help students to develop the eight principles and key competencies that would prepare them to face future challenge thereby, help achieve the vision of the National Curriculum.

### The Vision

The Creative Arts curriculum is structured in such a way that it paves the road to achieve the vision of the National Curriculum.

The National Curriculum envisions the development of:

- Successful individuals who are motivated to learn and explore; who are inquisitive and eager to seek, use and create knowledge;
- Confident and competent individuals who have a firm belief in Islam, a strong sense of self and cultural identity, and believe in their own capabilities; and
- Responsible and productive contributors to their own family, their local community and the global society.

The learning experience in Creative Arts assist students to develop specific knowledge, skills and processes, and also engage them actively in the process of art making and responding. This provides the ground to develop successful learners who are motivated and eager to learn and explore.

Creative Arts also challenge, provoke responses and enrich our knowledge of self, communities, cultures and histories. The Creative Arts contribute to the development of confident, competent and creative individuals, active and informed citizens. Learning in the Creative Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence across their years of learning.

### The Principles

The Creative arts syllabus is underpinned by the principles of the national curriculum

#### Islam

Teaching and learning in the Creative arts has the scope for strengthening learners Islamic beliefs by providing students with opportunities to value and appreciate the aesthetics of Allah's creations. It also teaches ways to accept and live in harmony with people from other religions and cultures.

### **Identity and Culture**

The Creative Arts incorporates Maldivian history and culture as a priority for learning. Students will expand their knowledge and understandings of Identity, Country, People and Culture through learning in each of the art forms. Important historical figures, events and traditions are communicated through cultural expressions in stories, movement, song and visual artworks. Students will appreciate the intrinsic value of art works and artists' practices as well as their place and value within broader social, cultural, historical and political contexts.

### **Human Rights, Democracy & Justice**

Students get the opportunity to engage in activities related to topics such as empathy, globalization, citizenship, human rights and this empowers students to promote human rights, democracy and justice.

### **Holistic Development**

Learning opportunities offered through Creative arts contributes to the development of students' intellectual, social, physical and emotional growth and well-being.

### **Personal Excellence**

Teaching and learning activities in the Creative arts supports and empowers all students to learn and achieve personal excellence through active arts experiences, regardless of their individual circumstances.

### **Inclusivity**

Creative Arts curriculum provide opportunities for all students to develop awareness and understanding of diversity in the world we live. One of the aspect of this diversity is disability. The study of Creative Arts is an ideal platform for developing inclusive attitudes and beliefs, and for challenging stereotypes based on differences.

### **Preparation for Life**

Students are provided with necessary skills for life and work through the use of authentic situations such as visit to local artists, museums and galleries and create and reflect on artworks and performance as artists.

### **Relevance**

The artistic knowledge and skills developed are of great relevance to the students as they have the opportunity to use them in various personal, social, and cultural contexts.



## The Key Competencies

The Creative Arts syllabus engages students in learning that contributes to developing the eight key competencies described in the National Curriculum. Teachers are encouraged to explore the key competency Guide and incorporate the key competencies in their everyday teaching. The following are some ways by which knowledge, skills and values related to key competencies are developed through the subject.

### Practising Islam

As students learn about different art forms, they develop knowledge, skills and values related to Practising Islam. For example, they will:

- explore Islamic concepts and Islamic values such as peace, living in harmony, showing empathy, etc through role play/drama, music and movement, art making and responding.
- appreciate and value the aesthetics (beauty) of Allah’s creations.
- develop deeper understanding of Islamic arts and culture such as Islamic calligraphy, architecture, symbols and design.

### Understanding and managing self

As students engage in exploring different art forms, their sense of self, social and cultural identity is reinforced and they develop self-management skills through art making and responding. These skills are of lifelong importance to them. For example: they will:

- understand oneself through self and cultural expressions and identify
- identify and assess personal strengths, interests and challenges
- set and achieve realistic goals, implement plans and evaluate achievements.
- develop constructive attitude and approaches towards personal challenges.
- demonstrate commitment, perseverance, confidence and responsibility when contributing to arts projects and activities.
- manage time and meet deadlines.
- Take risks, adapt to new ideas, situations and technologies.
- Take increasing responsibility for their own learning.

### Relating to people

As students engage in learning about different art forms, they develop social and cooperative skills that are fundamental to their current experiences and future adult life. For example, they will:

- work collaboratively with others during art making and responding.
- negotiate with others to reach agreements when doing arts activities or group projects.
- listen to and respect different viewpoints/diverse perspectives.
- give, receive feedback and support from others.
- Discuss their emotions, reactions and interactions with others.
- empathise with the emotions, needs and situation of others, to appreciate diversity.

- respect others' cultural beliefs, protocols and practices as they explore the works of art from diverse cultures, considering the historical, cultural, social and political contexts.

### **Living a healthy life**

As students engage in different art forms, they develop social and physical skills that contribute to their own emotional well-being. For example, they will:

- demonstrate personal hygiene and safety practices when using tools, materials and equipment, and when participating in performance tasks that might lead to physical injury or emotional distress.
- use effective strategies to maintain positive relationships.
- identify and manage stresses that they may experience while making or presenting artworks.
- use body and voice as effective instruments for artistic expression and everyday communication.
- develop fine-motor skills through activities such as learning an instrument, working with visual arts media and technologies.
- practice appropriate strategies for taking care of their body such as enjoyment, relaxation activities, warming up and warming down.

### **Making Meaning**

As students engage in exploring different art forms, they develop skills in a range of visual, auditory and kinesthetic forms of communication for different purposes. For example, they will:

- communicate ideas, feelings, beliefs and experiences in ways that are culturally meaningful.
- Explore signs, symbols and notations systems used to communicate meaning in a range of contexts.
- Write drama scripts, compose music and make objects and images as forms of personal and cultural expressions.
- Interpret and present their own or others' work to a range of audiences.
- Develop audience skills, such as listening, viewing and responding appropriately.

### **Thinking critically and creatively**

As students learn about different art forms, they develop and use a wide range of critical and creative thinking skills. For example, they will:

- Apply their imagination and higher order thinking to express and communicate their ideas and innovations through arts making and responding.
- Engage in higher order thinking as they experiment with innovative ideas to develop their own solutions to problems.
- Generate relevant questions and contribute meaningfully to discussion in arts learning experiences.
- Seek opportunities from mistakes.
- Recognise that there may be multiple solutions to any given problem.
- Understand relationships and patterns.

### **Using technology and media**

As students engage in learning about different art forms, they develop skills that are necessary to learn about the right use of technology and the media. For example, they will:

- Develop and use information and communication technology (ICT) and electronic media skills when making artwork such as using multimedia, notation or form ideas, plans, processes and solutions to challenges or tasks
- Locate and retrieve information and ideas from various sources.
- Share and exchange information and communicate with a variety of audiences using appropriate technology.  
Apply appropriate social and ethical protocols and practices.

### **Using sustainable practices**

As students engage in learning different art forms, they investigate the concept of sustainability and interrelated nature of social, economic and ecological systems. For example, they will:

- Use the arts to communicate their developing understanding of the concept of sustainability- exploring social, economic and environmental issues.
- Consider the sustainability practices and traditions in the arts.
- Recognise the importance of
- Value and respect the participation of people in the development of cultural and economic activities.
- Take responsibility to reduce, recycle, reuse materials/resources when making artworks.
- Evaluate the different roles of artists in the society and how they contribute to the economy of the country.
- Contribute to the cultural life and well-being of their school or/and community.

# Structure of the Creative Arts syllabus

## Strands

Creative arts syllabus comprises of three distinct strands (also known as art forms):

1. Visual Arts
2. Music and Movement
3. Drama

Each strand is unique with its own discrete knowledge, symbols, language, process and skills. Each strand focuses on its own practices, terminology and unique ways of looking at the world.

### **STRAND 1: VISUAL ARTS (VA)**

In Visual Arts students work with a range of materials, tools, design elements, technologies and processes to create two- and three-dimensional and design works. Student will get opportunities to critically analyse a wide variety of artworks from different historical periods, styles and cultures.

### **STRAND 2: MUSIC AND MOVEMENT (MU)**

In Music and Movement, students listen to, compose and perform music from a diverse range of styles, traditions and context. Music practices integrates the use of body movements to express meaning. Students also create, shape and share sounds in time and space and critically analyse music.

### **STRAND 3: DRAMA (DR)**

In Drama, students explore and depict real and fictional world through the use of body language, gestures, voice and language and space to make meaning as performers and audiences. They begin with their immediate lives, communities and identify the purposes of drama. In their drama, students use a variety of sources including stories, personal experiences and historical and current events to create meaning through situations and characters. They also draw on their experiences in other arts subjects and learning areas. Students also get opportunities critically analyse dramas they view and create.

## Sub Strands

Each of the Creative Arts strands reflects two broad interrelated sub-strands: Making and Responding.

- **Making** includes learning about and using the knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- **Responding** includes exploring, responding to, analysing and interpreting artworks.

### **Making (M)**

Making in each strand engages students' perception, imagination, senses and emotions in conceptual and practical ways and involves them thinking kinesthetically, critically and creatively. Students develop knowledge, understanding and skills to design, produce, present and perform artworks. When making an artwork, students work from an idea, an intention, particular resources or techniques, or an imagination.

Students learn, develop and refine skills both as an artist and as audience. Making involves practical actions informed by critical thought to design and produce artworks. Students independently and collaboratively experiment, conceptualise, reflect on, refine, present, perform, communicate and evaluate. They learn to explore possibilities across diverse art forms, solve problems, experiment with techniques, materials and technologies, and ask probing questions when making decisions and interpreting meaning.

### **Responding (R)**

Responding in each arts strand involves students, as artists and audiences, explore, respond to, analyse, interpret and critically evaluate artworks they experience. Students learn to understand, appreciate and critique the arts through the critical and contextual study of artworks and by making their own artworks. Learning through making is interrelated with and dependent on responding. Students learn by reflecting on their making and critically responding to the making of others.

When responding, students learn to critically evaluate the presentation, production and/or performance of artworks through an exploration of the practices involved in making an artwork and the relationship between artist, audience and artwork. Students learn that meanings can be interpreted and represented according to different viewpoints, and that the viewpoints they and others hold shift according to different experiences.

Students consider the artist's relationship with an audience. They reflect on their own experiences as audience members and begin to understand how artworks represent ideas through expression, symbolic communication and cultural traditions. Students think about how audiences consume,

debate and interpret the meanings of artworks. They recognise that in communities many people are interested in looking at, interpreting, explaining, experiencing and talking about the arts.

## **Outcomes**

The outcomes are statements of knowledge, skills and understandings expected to be achieved by most students at the end of a given stage. These outcomes are achieved as students engage with the content of the syllabus. All outcomes are equally important. The presentation of the outcomes does not imply a sequence of teaching and learning activities.

## **Indicators**

Each outcome in this syllabus is accompanied by a set of indicators. An indicator is a statement of the behaviour that students may display as they work towards the achievement of syllabus outcomes. Indicators reflect and describe aspects of knowledge, understanding, skills and values.

Outcomes and indicators together assist teachers in identifying student's achievement and progress and help them in planning future learning experiences.

The learning outcomes in the syllabus include achievement indicators assist teachers to identify whether students have achieved the learning outcomes. These indicators define the knowledge; skills and or attitudes demonstrated by the students and could be used as evidence to determine whether or not a student has fully met the intent of the learning outcome. The achievement indicators support the principles of assessment for learning, assessment as learning, and assessment of learning. In this regard, the indicators provide teachers with tools that can be used to reflect on what students are learning, and at the same time provide the students with a means of self-assessment and ways of defining how they can improve their own achievement. Finally, teachers should keep in mind that the indicators are not mandatory and they are suggestions provided to assist in the assessment of how well the students achieve the learning outcomes.

# Planning, Teaching and Assessing Creative Arts

## The Planning Stage

Careful and systematic planning is essential for the success of Creative Arts teaching. To begin with, in order to ensure that children receive a rich learning experience, it is important that teachers become familiar with the outcomes and indicators at each level and have an understanding of how these are translated and implemented in the classroom. The following are some key features to consider when planning Creative Arts education:

### Content selection:

It is important to note that children should experience a broad and balanced programme. Teacher should draw content from the different context areas:

- Personal experiences
- Imagination
- Cultures

When planning units, teachers have opportunities to engage people and resources available in the wider school community. In addition, sharing ideas and materials within a school or group of schools during the planning, allows for rich and varied experiences for students and initiates important conversations among teachers about the excitement that can be generated through art.

The following are some key features to consider in planning Creative arts programs:

- **SELECTING THEMES**  
Learning of arts concepts and skills should be planned around unifying themes and ensure continuity and progression. Learning through themes provide context in which students learn the application of arts concepts and skills and also connect students' learning with their experiences in the wider world. Teachers also should make decision about the appropriateness of the themes in terms of interest, relevance, time, level of difficulty, needs, and abilities.
- **INTERGRATING LEARNING IN THE ARTS**  
Teachers should consider possibilities for meaningful integration of the concepts in visual art, music and movement and drama within the subject strands and across other key learning areas. Integration can be achieved through concepts and skills development (*for example: 'developing awareness of pattern' in Visual arts, Music and Mathematics*) and

through activities that develop a theme (*for example, 'Toys' in Visual arts, Drama, and Languages*).

- **STIMULATING ACTIVE PARTICIPATION**

Interactive learning activities stimulate students' intrinsic expressive motivation, feelings and ideas. Students should be able to participate in learning activities which provide them with choices and room for development in art appreciation, criticism and making activities.

- **USING ARTWORKS AND ARTISTS**

Artworks and artists can be used to teach art concepts and the use of traditional and contemporary materials, techniques and technologies. Artworks and artists can be used as stimuli to engage students.

- **CONSIDERING HEALTH AND SAFETY ISSUES**

A wide variety of tools, equipments and materials are used in the art making process. Teachers should consider health and safety issues when planning practical activities in the Creative arts.

Different learning environments should be considered when planning Creative arts lessons. A conducive learning environment enhances and promotes the learning of arts.

- **DISPLAY OF ARTWORKS**

Displaying students' artworks in class, school and public spaces fosters their self-confidence and sense of achievement. The displays are excellent resources to engage students in the discussion and making of art. Students can learn from one another and learn to value artworks made by their peers. Displays of works in progress and of varying achievements levels can also be used to focus on the processes of artmaking. These works can be used to generate discussions and provide feedback for learning and improvement.

- **EXPERIENCES BEYOND THE CLASSROOM**

Different environments provide different sensory experiences for students. Bringing students to places where artworks are produced or displayed also helps to connect their learning with real life. The following are some suggestions which teachers can consider:

- Visits to concerts, galleries, museums and exhibitions
- Visits to artists' studios, advertising or media production companies
- Talks/demonstrations/workshops by local and/or visiting artists



## Teaching and Learning Creative arts

Creative arts syllabus supports teachers in meeting the needs of students through providing a wide range of carefully planned and well-paced learning experiences. Within a rich, supportive environment teachers should draw upon a skilful mix of teaching learning approaches to promote a climate of creativity and innovation, including:

- active involvement in creative activities and performances
- tasks or performance opportunities which require a creative response
- opportunities to perform or present to an audience
- partnerships with professional performers or artists and other creative adults
- raising awareness of contemporary culture and connecting with student's experiences
- appropriate, effective use of technology
- building on the principles of Assessment for Learning
- both collaborative and independent learning
- establishing links within the Creative arts and with the wider curriculum
- opportunities to analyse, explore and reflect.

The majority of activities in the Creative arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are an integral part of the creative process and are linked to developing creative skills, knowledge and understanding and enhancing enjoyment.

### COORDINATION BETWEEN INSIDE AND OUTSIDE SCHOOL HOURS

The Creative Arts curriculum should incorporate the planning of formal, informal and non-formal learning. It assists students in experiencing a wide range of arts activities, knowledge and skills, and also enhancing self-learning abilities and attitudes, thus fostering the notion of Learning to Learn. Students can also make good use of extra-curricular activities and venues outside schools to broaden their visual arts learning experiences.

## Recommended Time

### CLASSROOM LEARNING

Schools should ensure a balanced school curriculum to develop students holistically in the cognitive, spiritual, social-emotional, physical and aesthetic domains.

As a core subject in the National Curriculum, Creative Arts lessons should be conducted **once a week over 2 periods** during school terms. The minimum duration for each period is 35 minutes. In planning an effective timetable, schools should consider the skills-based and creating a nature of arts and ensure weekly arts lessons are planned and conducted in **double-period blocks (without break between the two periods) throughout the year**. Weekly arts lessons throughout the year provide students with regular engagement in art making and responding to art which facilitate engaged learning and continuous improvement. Students would then be able to build their arts skills and knowledge in a sustained and developmental manner.

About 9- 10% of lesson time is recommended for Creative arts in the formal curriculum at primary level.

The following table shows the allocated time for teaching Creative Arts to KS1 (grade 1, 2 and 3) students:

Key Stage	Contact Time/Weeks	Minimum Contact time/Year
Key Stage 1 (grade 1, 2 & 3)	70 min (2 periods/week)	54.5hrs (123 periods of 35 min)

## Assessment

Assessment is an integral aspect of the teaching and learning process. It should be based on the learning outcomes in Visual arts, Drama, Music and Movement that specify what students know, understand and are able to do in the artforms. Assessment should be conducted regularly to provide students with information on their strengths and areas for improvement. Assessment also provides teachers with information on their students' learning and allows review of teaching for further instruction. Teachers are recommended to use variety of assessment strategies to facilitate students' learning in the Creative arts. Some possible assessment strategies teachers can use are:

- Teacher observation
- Teacher-designed tasks and tests
- Assessment rubrics
- Checklists
- Student-teacher conference
- Anecdotal records
- Rating scales
- Self and peer assessment
- Students work samples and portfolios
- Practical performance
- Reflection journals

### WHAT SHOULD BE ASSESSED?

Assessment in the Creative arts should be closely related to the syllabus outcomes/ indicators. It should focus on student's skills and abilities to express themselves through creating, presenting, contextualizing, evaluating, and appreciating. Approaches to assessment will also include a focus on their abilities to organize, present and discuss their own feelings and emotions and those of others.

Assessment should reflect all the creative process used to achieve an outcome. Students should constantly be challenged to examine their artwork, discuss and share ideas with others and bring learning to new levels of understanding.

Assessment should also link with other areas of the curriculum within and outside the classroom and, for example, offer students opportunities to become aware of the role of professional arts companies and cultural organizations in society and the economy.

## FORMATIVE ASSESSMENT

Formative assessment is the practice of building a cumulative profile of student achievement. This usually takes place during day-to-day classroom activities and involves informal interaction and systematic observation. The intentions developed for particular units of work through the indicators may be used to guide teacher observations. While it may also include more formal assessment procedures, formative assessment can provide a broader profile of the student than just formal testing. It is a valid and valuable part of overall assessment.

## SUMMATIVE ASSESSMENT

Summative assessment is the practice of making judgments about student achievement at certain relevant points in the learning program, such as at the end of a unit of work, or at the end of a term or year of schooling.

Formative and summative assessment complement each other and both should be used to form a comprehensive profile of student achievement.

## **Key Stage 1 (grades 1, 2 and 3)**

### Strand: Visual Arts

Grade 1	Grade 2	Grade 3
<b>Making</b>		
<b>Exploring ideas</b>		
Explore visual art elements (shape, colour, line, form and texture) in their surroundings and in artworks	Explore the environment and artworks to develop ideas for their own artwork	Explore artworks from local artists and other cultures to develop ideas for their own artwork
Ask simple questions about what they see	Ask questions and make simple sketches of what they see	Draw from their observation and experience to record ideas for their art making
<b>Developing skills and processes</b>		
Create 2D and 3D artwork to communicate their imagination, thoughts and feelings about self and others	Create 2D and 3D artwork to communicate their imagination, thoughts and feelings about self and others	Create 2D and 3D artwork to communicate their imagination, thoughts and feelings about self, others and their environment
Develop artistic skills by exploring the art elements to create artwork: <ul style="list-style-type: none"> <li>• dots (dots can be arranged to form lines.</li> <li>• line (curved, straight, wavy, zigzag, dotted, curly, spiral)</li> <li>• basic shapes (square, triangle, rectangle, circle)</li> <li>• colour (mixing primary colours to create secondary colours)</li> <li>• texture: (soft, hard, rough, smooth,; texture rubbing)</li> </ul>	Develop artistic skills by exploring the art elements and principles to create artwork: <ul style="list-style-type: none"> <li>• line (horizontal, vertical and diagonal; thick, thin; line to show movement)</li> <li>• symmetrical shapes; geometric shapes; organic shapes</li> <li>• colour (warm and cool colours; colours to show feelings)</li> <li>• texture: (furry, sharp, prickly; etching by scratching through surfaces)</li> <li>• pattern (patterns in nature; make simple pattern)</li> <li>• movement (use lines to show movement)</li> </ul>	Develop artistic skills by exploring the visual art elements and principles, including: <ul style="list-style-type: none"> <li>• line (organic lines-wavy, curved, spiral)</li> <li>• shape (asymmetrical shapes; composite shapes)</li> <li>• colour (monochromatic colours; colour moods)</li> <li>• value (tints-mixing white; shades-mixing black)</li> <li>• texture: (visual texture)</li> <li>• space (positive and negative space)</li> <li>• pattern (create pattern using repetition of forms/3D shapes)</li> <li>• variety (create an artwork made up of a variety of letters and numbers)</li> </ul>
Experiment with tools, materials, techniques and art processes individually and with others	Explore and discover different ways to use tool, materials and techniques (assemblage, to make art individually and with others)	Explore and discover different ways to use tool, materials and techniques (assemblage, to

		make art individually and with others
<b>Responding</b>		
<b>Present arts to an audience</b>		
Display and present their own artwork to familiar audiences	Present and display artworks for a specific audience	Present and display artworks for a specific audience
<b>Appreciate, reflect and respond to the arts</b>		
Show interest in looking at a variety of artworks	Ask questions and make simple sketches of what they see	Demonstrate eagerness to find out more about artworks from a variety of cultures
Look at their own and others artwork and talk about personal preferences and art experiences using appropriate art vocabulary	Describe artworks using appropriate art vocabulary	Talk about their intentions, art making processes with others using appropriate art vocabulary
	Identify familiar signs and symbols in the environment and what it represents	Recognise signs and symbols and how they communicate meaning

## Strand: Music and Movement

Grade 1	Grade 2	Grade 3
<b>Making</b>		
<b>Exploring ideas</b>		
Improvise with voice, movement and play to explore and create music ideas	Improvise with sounds, simple pitch and rhythm patterns to create music ideas	Explore and experiment with, the elements of music through movement, body percussion, singing and playing instruments to create music ideas
<b>Exploring ideas</b>		
<p>Development of aural skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> <li>rhythm (sound, silence; long, short; steady beat)</li> <li>tempo (fast, slow)</li> <li>pitch (high, low; pitch direction; distinguish between speaking and singing voice)</li> <li>dynamics (loud, soft)</li> <li>form (same, different; echo patterns)</li> <li>timbre (exploration of sounds produced on percussion instruments)</li> </ul> <p>to create music</p>	<p>Development and consolidation of aural skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> <li>rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z)</li> <li>tempo (getting faster, getting slower)</li> <li>pitch (explore a limited pitch set)</li> <li>dynamics (use terminology and symbols for loud (<i>forte, f</i>) and soft (<i>piano, p</i>))</li> <li>form (echo patterns, call and response)</li> </ul>	<p>Development and consolidation of aural and theory skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> <li>rhythm (experience and identify time signatures <math>\frac{2}{4}, \frac{3}{4}, \frac{4}{4}</math>; use bar lines as a division for beats; terminology and notation for <math>\downarrow, \circ</math>)</li> <li>tempo (changing tempos)</li> <li>pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale)</li> </ul>

	<ul style="list-style-type: none"> <li>• timbre (recognition of familiar sounds produced by instruments, voice and sound sources) to create music</li> </ul>	<ul style="list-style-type: none"> <li>• dynamics (getting louder, getting softer, very soft (<i>pp</i>) and very loud (<i>ff</i>))</li> <li>• form (introduction, verse, chorus rounds and ostinato)</li> <li>• timbre (sound qualities of instruments; matching different sounds to specific instruments)</li> <li>• texture (melody and accompaniment) to create music</li> </ul>
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## Responding

### Present arts to an audience

Improvise and practise music (singing, playing, moving) for a familiar audience	Practise their own and others' music to perform for a specific audience	Practise their own and others' music to perform for a specific audience
Develop performance skills (singing songs and rhymes, and playing classroom instruments in tune and in time)	Develop performance skills (singing in tune, moving and playing classroom instruments with correct timing)	Develop performance skills (singing in tune, moving and playing classroom instruments with correct timing)

### Appreciate, reflect and respond to the arts

Demonstrate audience behaviour (being an attentive listener) during performances	Demonstrate audience behaviour (being quiet during a performance; clapping after a performance)	Demonstrate audience behaviour (responding appropriately in a given context)
Appreciate and sing simple songs and rhymes from Maldivian and other cultures	Appreciate music from Maldivian and other cultures	Appreciate music from Maldivian and other cultures
Talk about the role of music in their lives: music at home, music in school; music for celebrations	Describe places and occasions where different types of music are experienced and performed	Describe places and occasions where different types of music are experienced and performed
Talk about music, songs and rhymes they listen to and make	Talk about their personal preferences, ideas and feelings about the music they listen to and make	Responses that identify specific elements of music and how they communicate mood and meaning

## Strand: Drama

Grade 1	Grade 2	Grade 3
<b>Making</b>		
<b>Exploring ideas</b>		
Use dramatic actions to sequence events to communicate an idea or message	Use dramatic action to sequence events communicating an idea, message or story	Improvise and devise drama based on narrative structures in familiar drama styles



<b>Exploring ideas</b>		
<p>Explore and experiment three (3) elements of drama:</p> <ul style="list-style-type: none"> <li>• voice (loud, soft, varying loud and soft)</li> <li>• movement (big, small; use of facial expressions)</li> <li>• role (fictional character)</li> </ul> <p>to create drama</p>	<p>Explore and experiment four (4) elements of drama:</p> <ul style="list-style-type: none"> <li>• voice (loud, soft, varying loud and soft; pace and pitch)</li> <li>• movement (big, small; use of facial expressions; gestures; posture)</li> <li>• role (fictional character; listening and responding in role)</li> <li>• situation (establishing a fictional setting and relating to it in role)</li> </ul> <p>to create drama</p>	<p>Explore and experiment seven (7) elements of drama:</p> <ul style="list-style-type: none"> <li>• voice (loud, soft, varying loud and soft; pitch variation; pace; volume)</li> <li>• movement (facial expressions and gestures to create belief in character and situation)</li> <li>• role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)</li> <li>• situation (establishing and sustaining a fictional setting)</li> <li>• space (establishing a clear setting)</li> <li>• character (communicating character traits; developing relationships between characters)</li> <li>• time (sense of time to create belief in drama)</li> </ul> <p>when creating improvised or devised drama</p>
Use familiar stories and personal experience to create drama	Use drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies	Use drama to communicate important personal events or fictional stories using objects, puppets, images and/or available technologies
Develop improvisation skills (contributing to the progression of action) to develop dramatic action	Develop improvisation skills (establishing a situation) to develop dramatic action and ideas	Develop improvisation skills (breaking patterns) to develop drama

<b>Responding</b>		
<b>Present arts to an audience</b>		
Perform improvised drama that communicate ideas to an audience	Perform planned and spontaneous drama that expresses feelings, moods, ideas and experiences to an audience	Perform drama to an audience demonstrating story structures to set the scene, link action and create an ending

Perform skills (performing towards the audience, raising chin for good eye lines) when sharing drama with peers	Perform skills (suitable openings and conclusions to performances) when sharing drama with familiar audiences	Perform skills and audience awareness (where performers use focus and control) when performing drama styles
<b>Appreciate, reflect and respond to the arts</b>		
Audience behaviour (paying attention to the development of a story) when viewing drama	Audience behaviour (responding to interactive elements) where students view drama that uses different styles and unfamiliar stories	Appropriate responses to, and respect for, drama of others as performers and audience members
Make personal responses expressing ideas and feelings to key moments in drama they view and make	Make personal responses using the elements of voice and movement in drama they view and make	Make responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology

# GRADE 1

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## Strand: Visual Arts

### Sub-strand 1: Making

#### Exploring Ideas: Observe and inquire

**Outcome:**

**VAM101**  
Identify the visual qualities (e.g., dot, line, shape, texture and colour) in artworks and in their immediate environment.

**Indicators**

*This is evident when a student:*

- a. Identifies the elements of art (dot, line, colour, shape and texture) in objects in nature, in the environment and in artworks.
- b. Asks simple questions about what they see in artworks and in the things around them.

#### Developing Skills and Process Creating visual arts: Elements of Art

**Outcome:**

**VAM102**  
Create an artwork with dots.

**Indicators**

*This is evident when a student:*

- a. Demonstrates an understanding that dots can be arranged to form lines.
- b. Explores making dots using a range of tools.
- c. Creates an artwork with dots.

**Outcome:**

**VAM103**  
Identify different kinds of lines (curved, straight, wavy, zigzag, dotted, dashed, curly, spiral, light and dark) and use lines to make artworks.

**Indicators**

*This is evident when a student:*

- a. Reviews straight, curved, wavy and zigzag lines.
- b. Recognises and name different kinds of lines (dotted, dashed, curly, spiral) in the environment, in picture books or in artworks.
- c. Creates artwork using different kinds of lines.

**Outcome:**

**VAM104**  
Identify and mix primary colours to create secondary colours and use them to create an artwork.

**Indicators**

*This is evident when a student:*

- a. Identifies and names primary (red, yellow and blue) and secondary colours (green, orange, purple).
- b. Distinguishes between primary and secondary colours.
- c. Mixes primary colours to create secondary colours and describes the process (e.g., 'I mixed red and yellow to make orange').  
*\*Note: students should be given only the three primary colours and they need to mix them to create secondary colours.*
- d. Makes a colour wheel to show primary and secondary colours.
- e. Creates artwork using primary colours (e.g., blot painting)

**Outcome:**

**VAM105**  
**Create lighter shades of a colour and use them to create an artwork.**

**Indicators**

*This is evident when a student:*

- a. Identifies lightness and darkness of a colour (e.g., light blue/dark blue).
- b. Experiments by adding water to a colour to make it lighter (light blue/transparent).
- c. Creates a painting with one colour using varying tones.

**Outcome:**

**VAM106**  
**Identify and use geometric shapes (square, triangle, rectangle, and circle) to create an artwork.**

**Indicators**

*This is evident when a student:*

- a. Identifies and names geometric shapes (square, triangle, circle, and rectangle) in artworks and in objects in nature and the environment.
- b. Draws the outline of a shape.
- c. Creates an artwork or design using shapes.

**Outcome:**

**VAM107**  
**Identify actual textures (rough and smooth) and create textures in artworks.**

**Indicators**

*This is evident when a student:*

- a. Identifies textures on different surfaces (e.g., thumb, leaf, wood) and categorizes materials/objects according to their texture (smooth and rough).
- b. Makes print from things with texture to create an artwork.
- c. Use rubbings to create an artwork.
- d. Makes an artwork with actual textures (e.g. collage using textured materials such as cloth, plastic bag, bubble wrapper etc).

### Creating visual arts: Art based on imagination, experience and observation

**Outcome:**

**VAM108**  
**Make artworks and design about self and others, personal experiences, real and imaginary things and places.**

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**Indicators**

*This is evident when a student:*

- a. Creates an artwork about 'Myself.'
- b. Makes artworks about people who are important to them such as family members, friends and people in their community.
- c. Makes artworks based on pets and other living things.
- d. Makes artworks based on significant events, places and/or real experiences.
- e. Makes simple artwork based on their imagination (e.g., an imaginary animal/character or place).

### Creating visual arts: Visual Art forms

NOTE: It is expected that, the exploration of visual art elements and principles should go in conjunction with the exploration of a range materials, media and technologies. All students should be exposed but not limited to a range of artforms including drawing, painting, digital imaging, mixed media, printmaking, sculpture and fibre crafts.

### Creating visual arts: Drawing

**Outcome:****Indicators**

*This is evident when a student:*

**VAM109**  
**Make simple drawings using a variety of wet and dry media on different surfaces.**

- a. Practices drawing skills using a variety of wet and dry media (e.g., oil pastels, felt pens, pencils, markers) and on different surfaces.

#### Creating visual arts: Painting

**Outcome:**

**VAM110**  
**Practice painting skills using various tools, paint media and techniques.**

**Indicators**

*This is evident when a student:*

- a. Experiments with paint of different consistencies such as transparent (thin paint) and/or opaque (thick) paint (e.g., blow-straw painting).
- b. Uses brushes and/or different tools and techniques to apply paint to different surfaces.

#### Creating visual arts: Mixed Media/Other Media

**Outcome:**

**VAM111**  
**Experiment different media together to create artworks.**

**Indicators**

*This is evident when a student:*

- a. Uses different media together to create an artwork.
- b. Makes a collage using a range of materials.
- c. Uses recycled materials to make an artwork that can be used (functional).
- d. Uses techniques such as weaving to create a 2D artwork (e.g., make a woven placemat).

#### Creating visual arts: Printmaking

**Outcome:**

**VAM112**  
**Use simple printmaking techniques to create artworks.**

**Indicators**

*This is evident when a student:*

- a. Makes simple printmaking using objects with interesting textures or shapes (e.g., bubble wrap, leaves, banana stem, Lego and/or vegetables).
- b. Creates thumbprint and use them to make cartoon characters.
- c. Creates a texture rubbing from interesting surfaces (embossed tree bark, walls) and use them in an artwork.

#### Creating visual arts: Fibre crafts

**Outcome:**

**VAM113**  
**Begins to experiment with fabric (cloth) to create artworks.**

**Indicators**

*This is evident when a student:*

- a. Experiments with a variety of fabric (cloth) and fibre to create artworks (e.g., gluing different textured fabric pieces to dress up a paper doll).

#### Creating visual arts: Sculptures and 3D crafts

**Outcome:**

**Indicators**

*This is evident when a student:*

<b>VAM114</b> <b>Manipulate a variety of materials to create 3D artworks.</b>	<ul style="list-style-type: none"> <li>a. Manipulate and use sculptural materials (e.g., clay, paper) to create simple 3-D forms.</li> <li>b. Creates a representational sculpture based on people, animals or things.</li> </ul>
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### Creating visual arts: Digital Media

<b>Outcome:</b>	<b>Indicators</b>
<b>VAM115</b> <b>Experiment using digital media and software programs as a tool to make artworks.</b>	<p><i>This is evident when a student:</i></p> <ul style="list-style-type: none"> <li>a. Uses digital media as a tool in art making (e.g., use a tablet/phone to take photos of things and use them to make an artwork).</li> <li>b. Uses computer-generated programs (e.g., MS Paint) to create an artwork.</li> </ul>

### Creating visual arts: art class practice

<b>Outcome:</b>	<b>Indicators</b>
<b>VAM116</b> <b>Follow instruction and use art materials and tools safely and responsibly.</b>	<p><i>This is evident when a student:</i></p> <ul style="list-style-type: none"> <li>a. Uses art media and equipment safely.</li> <li>b. Uses art materials wisely and appropriately (e.g., replace glue stick lids and replace lids on colour pens to prevent drying out).</li> <li>c. Keeps art materials and work space organised.</li> </ul>

## Sub-strand 2: Responding

### Presenting and Displaying Visual Arts

<b>Outcome:</b>	<b>Indicators</b>
<b>VAR117</b> <b>Share their artwork with familiar audience through displays and exhibitions.</b>	<p><i>This is evident when a student:</i></p> <ul style="list-style-type: none"> <li>a. Shares their own artwork with others such as peers, family and/or teachers through displays and exhibitions.</li> </ul>

### Reflect, Evaluate and Respond to the Visual Arts

<b>Outcome:</b>	<b>Indicators</b>
<b>VAR118</b> <b>Respond to the artworks they view and make by talking about what they see and feel using appropriate art vocabulary.</b>	<p><i>This is evident when a student:</i></p> <ul style="list-style-type: none"> <li>a. Describes what they see and feel about artworks they view and make using appropriate vocabulary.</li> <li>b. Looks at and talk about artworks that are used in daily life verses those that are only viewed.</li> </ul>

**Outcome:**

**VAR119**  
**Evaluate their own artwork and works of others using simple strategies.**

**Indicators**

*This is evident when a student:*

- a. Evaluates artworks they view and make (e.g., using simple reflective tools such as happy face or sad face to reflect personal thought of the artwork, thumbs up or thumbs down).
- b. Demonstrates appropriate behaviour when receiving comments about their own artworks (e.g., Listens carefully to others' feedback/comments without offence).

# Strand: Music and Movement

## Sub-strand 1: Making

### Music Elements/Concepts

#### Outcome:

**MMM120**  
**Identify rhythm (long, short, steady beat).**

#### Indicators

*This is evident when a student:*

- Identifies examples of beat in daily life and in music (e.g., heartbeat, steady pulse of a bass drum in a march).
- Listens to, imitate and performs a simple rhythmic pattern with silences using body percussion (e.g., clapping, marching, tapping, slapping and clipping to the pulse).
- Perceives the difference between long and short sounds, steady beat and music without a steady beat.
- Use icons or invented symbols to represent beat.

#### Outcome:

**MMM121**  
**Identify tempo (fast, slow).**

#### Indicators

*This is evident when a student:*

- Identifies and differentiates between fast and slow rhythmic and melodic patterns.
- Demonstrates the concept of tempo (fast, slow) through movement, dance or by imitating animal movements (e.g., slow movement with slow music, fast movement with fast music; running cat-fast, walking turtle-slow).

#### Outcome:

**MMM122**  
**Identify pitch differences (high, low).**

#### Indicators

*This is evident when a student:*

- Understands and differentiates between high and low-pitched sounds.
- Identifies pitch differences in voices (child, adult male, adult female).
- Identify and imitate melodies.

#### Outcome:

**MMM123**  
**Identify dynamics (loud and soft).**

#### Indicators

*This is evident when a student:*

- Identifies examples of loud and soft sounds in their environment and in music.
- Recognizes and differentiates between loud and soft sounds (e.g., slamming door, gently closing a door).
- Interprets through body movements the dynamics of a song (e.g., small movements- soft, big movements- loud).

#### Outcome:

**MMM124**  
**Identify form (same, different; echo patterns)**

#### Indicators

*This is evident when a student:*

- Identifies form (same and different).
- Identifies echo patterns.



**Outcome:**

**MMM125**  
Explore sounds produced on percussion instruments (timbre).

**Indicators**

*This is evident when a student:*

- Plays with and explores a variety of sound-making materials and percussion instruments.
- Compares and distinguish between different timbres.

### Developing Skills and Process

**Outcome:**

**MMM126**  
Sings expressively with accurate rhythm and pitch, tempo and dynamics.

**Indicators**

*This is evident when a student:*

- Sings familiar songs and melodies (e.g., nursery rhymes, bandhi, action songs, children’s songs) from memory.
- Sings expressively, with accurate rhythm and pitch in  $\frac{2}{4}$ ,  $\frac{3}{4}$  and  $\frac{4}{4}$  time.
- Performs songs and rhymes with appropriate tempo (fast, slow) and dynamics (loud, soft).
- Shows the steady beat in listening to or accompanying songs or rhythmic chants (e.g., who puts the cookies in the cookie jar?).

**Outcome:**

**MMM127**  
Play simple percussion and/home-made instruments in tune and in time, individually and in small groups.

**Indicators**

*This is evident when a student:*

- Plays simple percussion instruments and moves to demonstrate awareness of beat, tempo, dynamics and melodic direction.
- Performs, as an ensemble using classroom instruments, short melodic and rhythmic patterns in ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$  time).
- Uses simple home-made or manufactured instruments to accompany songs or nursery rhymes.

## Sub-strand 2: Responding

### Present Music to an audience

**Outcome:**

**MMR128**  
Improvise and practise music (singing, playing, moving) for a familiar audience.

**Indicators**

*This is evident when a student:*

- Creates sound effects with untuned instruments, body percussion and voice (e.g., experiment with different objects and different surfaces, ways of beating, intensity).
- Responds to a live performance with appropriate audience behaviour (being an attentive listener).

### Reflect, interpret and respond to the Arts

**Outcome:****Indicators**

*This is evident when a student:*

**MMR129**  
**Listen to and sing songs from various cultures and talk about the uses of music in their daily lives.**

- a. Listens to, sing simple songs and plays singing games from various cultures.
- b. Recognizes and talks about the various uses of music in daily experiences (e.g., music used in media, in cultural celebrations).
- c. Describes instruments from different cultures.

**Outcome:**

**Indicators**

*This is evident when a student:*

**MMR130**  
**Talk about music, songs and rhymes they sing and hear.**

- a. Communicates their thoughts and feelings about the music that they sing and hear (e.g., “I like this boduberu music because it is fast and it makes me want to dance”)

# Strand: Drama

## Sub-strand 1: Making

### Drama Elements/Concepts

#### Outcome:

**DRM131**  
Identify and use the three drama elements (role, voice and movement) to create dramas.

#### Indicators

*This is evident when a student:*

- Takes part in purposeful dramatic play focusing on the roles (e.g., fictional character) they create.
- Takes turn in offering and accepting ideas, and staying in role.
- Expresses emotions and feelings through voice (loud, soft, variations in voice), facial expressions and body movement (posture and gesture).

### Developing Skills and Process

#### Outcome:

**DRM132**  
Perform dramas that communicate ideas based on children's stories, everyday events personal experiences and familiar themes.

#### Indicators

*This is evident when a student:*

- Identifies and uses pantomime, tableau and improvisation to retell a story.
- Retells and act out nursery and other rhymes, stories, or narratives from picture books.
- Creates and uses simple props, and/or images to create and tell stories.

## Sub-strand 2: Responding

### Present Drama to an audience

#### Outcome:

**DRR133**  
Perform dramas to familiar audience (e.g., teacher, peer and parents).

#### Indicators

*This is evident when a student:*

- Engages and presents a dramatic play or a guided drama experience to a familiar audience (e.g., classmates, teachers and parents).
- Demonstrates good performance skills (e.g., facing the audience, raising chin for good eye contact) when performing a play.
- Demonstrates appropriate behavior (e.g., paying attention) as an audience, when viewing drama.

### Reflect, interpret and respond to the Arts

#### Outcome:

#### Indicators

*This is evident when a student:*

**DRR134**

**Make personal responses expressing ideas and feelings to key moments in drama they view and make.**

- a. Describes the similarities between characters and oneself in dramatic play.
- b. Uses drama vocabulary such as plot (beginning, middle and end), improvisation, pantomime, stage, character and audience to describe their drama experiences.
- c. Explains what they liked about a drama/performance.

# Sample Unit Plan

## Dots and Spots

### About the Unit

In this unit, students will learn about dots. They will have the opportunities to explore dot paintings, including the works of Maurice Stockton III. Students will then experiment making dots using a range of tools and create their own dot painting.

<p><b>No of Periods</b> 4 (2 double period)</p>	<p><b>Learning Outcomes and Indicators:</b></p>
<p><b>Key words</b></p> <ul style="list-style-type: none"> <li>• Dots</li> <li>• Colours</li> </ul>	<p><b>Making</b></p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Flip book</li> <li>• The Dot' by Peter Reynolds (YouTube video).</li> <li>• Success criteria</li> <li>• Peer assessment (copy for each student)</li> <li>• Tools for making dots (pencil, cotton bud, pencil, sticks, pompom balls)</li> <li>• paint brushes</li> <li>• drawing paper</li> <li>• poster paint</li> <li>• palette</li> <li>• rag</li> <li>• water</li> </ul>	<p><b>VA.M.1 Identify simple visual qualities (e.g., dot, line, shape, texture and colour) in artworks and in their immediate environment.</b></p>
<p><b>Links within the subject</b> Drama</p>	<p>a. Identifies visual qualities (dot, line, shape, texture and colour) in artworks and in objects they see in their immediate environment (e.g., use of dots by Maurice Stockton III).</p> <p>b. Asks simple questions about what they see in artworks and in the things around them.</p>
<p><b>Links within other subjects</b> Mathematics</p>	<p><b>VA.M.7: Create an artwork with dots.</b></p>
<p><b>Prior Learning</b> It would be helpful if students have experience of creating dots and using poster paint.</p>	<p>a. Observes and describes how artists have used dots to create artworks</p> <p>b. Paints and show how dots can be used to form lines.</p> <p>c. Draw a simple picture/favourite animal and create a dot painting.</p>
<p><b>Health &amp; Safety</b> Advice students to use an apron or protective clothing as paint can stain clothes. Students should be taught how to hold and use the tools when making dots.</p>	<p><b>VA.M.9 Share their imagination, experiences and feelings through art making.</b></p>
<p>Key stage 1 -grade 1 Creative Arts – Final Draft /June 2021/NIE- Maldives</p>	<p>d. Makes visual artworks based on their imagination.</p>
<p>36</p>	<p><b>VA.M.12 Practice painting skills using various tools, paint media (e.g., water colour, poster colour), and techniques.</b></p>
<p></p>	<p>a. Experiments with paint of different consistencies such as transparent and thin paint or opaque and thick paint (e.g., paint with one colour and add more water to make transparent/light lines).</p>
<p></p>	<p><b>Appreciating</b></p>
<p></p>	<p><b>VA.R.2 Respond to the artworks they view and make by talking about what they see and feel using appropriate art vocabulary.</b></p>
<p></p>	<p>a. Talks about what they see and feel about artworks they view and make using art vocabulary (e.g., I like the red colour used in this painting).</p>
<p></p>	<p><b>VA.R.3 Evaluate their own artworks and works of others using simple strategies.</b></p>
<p></p>	<p>a. Evaluates artworks they view and make</p>

**Key competencies**

**Understanding and managing self**

- Manage time
- Ask for help
- Keep workspace organised

**Thinking Critically and Creatively**

- Make decisions
- Experiment with ideas
- Ask questions
- Take risks and face challenges

**Shared Values**

**Values relating to self**

- Sense of Duty
- Personal Excellence










**Values relating to environment**

- Sustainability

## Success criteria

1. I can point out and show dots and colours in artworks.	
2. I understand that dots can be used to form lines.	
3. I can create a painting with dots.	
4. I can choose the colours for my artwork.	
5. I can use one colour at a time and follow the instructions.	
6. I can keep myself and my work area clean.	

<b>Learning Sequence</b>	
1	<b>Introduction to Art:</b> What is art? Who is an artist? What are the things artists use? Discuss and talk about the art materials on page 1 of Flip book. Set art classroom rules with the students.
2	<b>Warm up:</b> Introduce 'The Dot' by Peter Reynolds and watch the YouTube video. Ask students the following questions: <ul style="list-style-type: none"> <li>• Why do you think the main character, Vashti, doesn't think she can draw?</li> <li>• How do you think Vashti feels when the teacher hangs up her work?</li> <li>• How did Vashti encourage the little boy at the end of the story?</li> <li>• Why does an artist sign their work?</li> </ul>
3	<b>Drama/Mime:</b> In groups, have children act out or mime a particular part of the story.
4	<b>Looking at Dots:</b> Show photos of objects with dots (e.g., strawberries, starfish, dotted paper). Explain that we can see dot around us. Dot is an element of art. Pose questions such as: Can you spot the dots on these images? Where else can you see dots?
5	<b>Looking at Art:</b> Show an artwork with dots. For example artworks by Maurice Stockton, an American artists. Pose questions such as: <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What colours do you see?</li> <li>• How did the artist arrange the dots in the artwork?</li> <li>• Do you think making dot painting is fun?</li> <li>• Do you want to give it a try?</li> </ul>

6	<p><b>Modelling:</b> Explain the main activity to students and model each step referring to the Flipbook page.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Observe student’s enthusiasm, listening skills and ability to ask questions.</p>						
7	<p><b>Artists in Action:</b> Have students create their dot painting.</p> <p><b>Differentiation:</b></p> <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 5px;">  Students draw an animal or object with teacher support. Some students may need a copy of an animal outline to fill with dots. Students complete their painting with teacher support.         </div> <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 5px;">  Students draw an outline of an animal or object using pencil, and complete their own painting using different colours of dots. Students are encouraged to choose their own tool(s) to make their dot painting.         </div> <div style="background-color: #e0e0e0; padding: 5px;">  Students should make a dot painting by looking at a photograph of their chosen subject but without any pre-pencil drawings and complete it with dots of different colours and sizes. They should be challenged to use a range of tools. Students should tell why they chose that specific tool(s), subject and colours and how it worked for them.         </div> <p><input checked="" type="checkbox"/> <i>Observation, Work samples and Anecdotal responses</i>  Teacher observation of student ability to show their knowledge of elements, making dots, follow instructions, creative use of colour, following direction (working with one colour at a time, cleaning the tool before dipping into another colour etc), use appropriate vocabulary and art terminology when talking about their artworks. Information gained from these assessment strategies can be recorded anecdotally or by using a checklist.</p>						
5	<p><b>Share and reflect:</b> In pairs or small groups, get students to share their artwork with each other and complete the peer assessment sheet.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left; padding: 5px;"><b>Colour the face that answers the question.</b></th> </tr> </thead> <tbody> <tr> <td style="width: 70%; padding: 5px;">Can your friend guess what animal or picture you have formed with the dots?</td> <td style="width: 15%; text-align: center; padding: 5px;">Yes </td> <td style="width: 15%; text-align: center; padding: 5px;">No </td> </tr> </tbody> </table>	<b>Colour the face that answers the question.</b>			Can your friend guess what animal or picture you have formed with the dots?	Yes 	No 
<b>Colour the face that answers the question.</b>							
Can your friend guess what animal or picture you have formed with the dots?	Yes 	No 					
6	<p><b>Wrap up:</b> Have we learnt that:</p> <ul style="list-style-type: none"> <li>- artists use dots to make art?</li> <li>- dots can be used to form lines?</li> <li>- we can paint with dots?</li> </ul>						
<p><b>Extension options:</b>  Students make another artwork using dots, but this time without the help of a pencil line.</p>							
<p><b>Teacher Reflection:</b></p>							

## Glossary

This syllabus generally defines and explains significant terms as they are used. This glossary is organized in the syllabus strands (Drama, Music and Movement and Visual arts).

<b>2D</b>	Artworks that are flat, with a height and width, such as painting and drawings.
<b>3D</b>	Artworks that have depth as well as height and width, such as sculpture and installation.
<b>4D</b>	Artworks that have depth, height, width and added temporal and special dimensions. E.g., artworks such as time-based installations, or artworks that incorporate performance on a moving image.
<b>aesthetic</b>	Specific artistic awareness, or a deep appreciation of the meaning of an artistic experience through intellectual, emotional and sensual response to a work of art.
<b>art form</b>	Specific shape or quality an artistic expression takes, such as drama, dance, music and visual artworks.
<b>artists</b>	Artist is used as a generic term for the maker of an artwork in each of the five Arts subjects. For example, artists in: <ul style="list-style-type: none"><li>• Dance: choreographers, dancers, designers</li><li>• Drama: actors, directors, playwrights, designers</li><li>• Music: composers, performers, arrangers</li><li>• Visual Arts: painters, sculptors, designers</li></ul> Students think about themselves as artists.
<b>artwork</b>	Generic term for a performance or an artwork in each of the art forms. When referred to generically this curriculum uses the term 'artwork'. Artworks are also frequently used with reference to forms or styles.
<b>atmosphere</b>	The mood or feeling conveyed in an artwork or performance.
<b>audience</b>	Individual or groups of people who experience the arts in a range of settings and contexts (formal/informal/virtual/interactive). The artist is audience to their own artwork.
<b>aural skills</b>	Particular listening skills students develop to identify sounds in Music. Also referred to as ear training which involves focused listening activities through which students identify sounds such as rhythm, pitch and timbre.
<b>body language</b>	Non-verbal communications through movement, gesture, facial expression, posture.
<b>character</b>	Identification and portrayal of a person's values, attitudes, intentions and actions as imagined situations and dramatic actions.
<b>composition</b>	the placement and arrangement of element or parts in an artwork (visual art).



<b>design principles elements of art</b>	The arrangement or organizing of art elements. They include pattern, unity, balance, proportion, emphasis, movement and contrast. Line, colour, shape, texture, colour, space and form found in artworks, and incorporated in the design of performance space (including sets) for dance and drama.
<b>elements of drama</b>	Role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.
<b>elements of music</b>	Rhythm, pitch, dynamics and expression, form and structure, timbre and texture
<b>expressive skills</b>	In Drama, the use of facial and vocal expression to communicate in performance. In Music, the use of elements such as dynamics combined with technical skills to enhance performance.
<b>focal point:</b>	the element or object in a work of art on which the viewer’s attention is focused.
<b>improvisation</b>	Spontaneous, creative activity applying the elements of an art form: In Drama, a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea; usually short and are structured into a complete little play. In Music, spontaneously extending and varying music ideas in response to initial material or responses invented by other performers in an ensemble.
<b>locomotor movement</b>	Moving from one place to another such as walking, running, hopping, skipping, leaping or crawling.
<b>materials</b>	Physical resources, equipment including technology and information used to make an artwork. E.g., paint, digital camera, pencil, drum.
<b>medium</b>	The materials used in making an artwork.
<b>movement</b>	In drama: using facial expression, posture and action expressively when creating roles, situation, relationships, atmosphere and symbols. In visual arts: direction of the visual path taken by the eye through an artwork; created by the arrangement of line, shape and colour
<b>multimedia</b>	Artworks that incorporate a broad range of media including graphics, text, digital media, audio or video.
<b>pitch</b>	In Music: high and low sounds
<b>rhythm</b>	In Music: combination of long and short sounds that convey a sense of movement and subdivision of sound within a beat. In visual arts: a sense of movement in an artwork, usually created by the repetition of line, shape and colour.
<b>role-play</b>	To pretend to be someone else.
<b>scene</b>	The dramatic action that occurs in particular time and place; a section of a play.

<b>situation</b>	In Drama: the setting and circumstances of the dramatic action- the who, what, where, when and what is at stake of the roles/characters.
<b>space</b>	In Drama: the space of the performance and audience, fictional space of the dramatic action. In Visual Arts: area around or within objects; it can be two or three dimensional.
<b>style</b>	The influencing context of an artwork, such as Impressionist in Visual Arts; hip hop in Dance; contemporary in Music.
<b>symbol</b>	In Drama: associations that occur when something is used to represent something else to reinforce or extend dramatic meaning.
<b>technique:</b>	In Drama: technique include ways of using voice and movement to create role and dramatic action; also techniques in lighting, sound, set building and painting, costume making and make-up. In Music: the capacity to control a voice or instrument in order to produce a desired sound. In Visual Arts: the method or procedure of making or the skills used to create an artwork.
<b>technologies</b>	The tools and equipment that can be used for making and responding.
<b>viewpoints</b>	A collection of perspectives, lenses or frames through which artworks can be explored and interpreted.

