



Creative Arts

in the

National Curriculum



Creative Arts in the National Curriculum

National Institute of Education

M.Chambeylee Villa (Star Clouds),

Majeedhee Magu, 20337,

Male', Maldives.

Tel: +960 3323242,

<http://www.nie.edu.mv/>

Revised by Shirumeen Ahmed - Education Development Officer Coordinator

Contents

Introduction	3
Rationale	3
Creative Arts -The key learning area	4
Aim	5
Creative Arts in the National Curriculum	
The Vision	6
The Principles	6
The Key competencies	8
Structure of the Creative Arts Syllabus	
The Strands & sub strands	11
Learning Outcomes & Indicators	13
Planning, Teaching and Assessing Creative Arts	
The planning stage	14
Teaching and Learning	16
Recommended time allocation	17
Assessment	18
Scope & Sequence	
Visual Arts	21
Music and Movement	22
Drama	23
Learning Outcomes & Indicators – Grade 1	
Visual Arts	26
Music and Movement	31
Drama	34
Sample Unit Plan	36
Glossary	39

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
Making		
Exploring ideas		
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
Developing skills and processes		
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
<p>Develop artistic skills by exploring the art elements to create artwork:</p> <ul style="list-style-type: none"> • dots (dots can be arranged to form lines. • line (curved, straight, wavy, zigzag, dotted, curly, spiral) • basic shapes (square, triangle, rectangle, circle) • colour (mixing primary colours to create secondary colours) • texture: (soft, hard, rough, smooth,; texture rubbing) 	<p>Develop artistic skills by exploring the art elements and principles to create artwork:</p> <ul style="list-style-type: none"> • line (horizontal, vertical and diagonal; thick, thin; line to show movement) • geometric shapes; organic shapes • forms (3D shapes: cone, cube, sphere and cylinder; mobile; 3D robot) • colour (warm and cool colours; colours to show feelings) • value (tints-mixing white; shades-mixing black) • texture: (furry, sharp, prickly; using textured materials in art; create texture by pressing objects onto clay; etching by scratching through surfaces) • pattern (patterns in nature; animal patterns; make 	<p>Develop artistic skills by exploring the visual art elements and principles, including:</p> <ul style="list-style-type: none"> • line (organic lines-wavy, curved, spiral) • shape (symmetrical shapes; composite shapes) • colour (monochromatic colours; colour moods) • texture: (visual texture) • space (positive and negative space) • pattern (create pattern using repetition of forms/3D shapes) • variety (create an artwork made up of a variety of letters and numbers)

	<p>simple patterns; digital pattern)</p> <ul style="list-style-type: none"> • movement (use lines to show movement) 	
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)
Responding		
Present arts to an audience		
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
Appreciate, reflect and respond to the arts		
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
Making		
Exploring ideas		
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
Exploring ideas		
<p>Development of aural skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> • rhythm (sound, silence; long, short; steady beat) • tempo (fast, slow) • pitch (high, low; pitch direction; distinguish between speaking and singing voice) • dynamics (loud, soft) 	<p>Development and consolidation of aural skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> • rhythm (difference between beat and rhythm; terminology and notation: graphic and standard I, □, Z) • tempo (getting faster, getting slower) 	<p>Development and consolidation of aural and theory skills by exploring the elements of music, including:</p> <ul style="list-style-type: none"> • rhythm (experience and identify time signatures $\frac{2}{4}, \frac{3}{4}, \frac{4}{4}$; use bar lines as a division for beats; terminology and notation for \downarrow, \circ)

<ul style="list-style-type: none"> • form (same, different; echo patterns) • timbre (exploration of sounds produced on percussion instruments) <p>to create music</p>	<ul style="list-style-type: none"> • pitch (explore a limited pitch set) • dynamics (use terminology and symbols for loud (<i>forte, f</i>) and soft (<i>piano, p</i>)) • form (echo patterns, call and response) • timbre (recognition of familiar sounds produced by instruments, voice and sound sources) <p>to create music</p>	<ul style="list-style-type: none"> • tempo (changing tempos) • pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale) • dynamics (getting louder, getting softer, very soft (<i>pp</i>) and very loud (<i>ff</i>)) • form (introduction, verse, chorus rounds and ostinato) • timbre (sound qualities of instruments; matching different sounds to specific instruments) • texture (melody and accompaniment) <p>to create music</p>
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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
Making		
Exploring ideas		
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
Exploring ideas		
<p>Explore and experiment three (3) elements of drama:</p> <ul style="list-style-type: none"> • voice (loud, soft, varying loud and soft) • movement (big, small; use of facial expressions) • role (fictional character) <p>to create drama</p>	<p>Explore and experiment four (4) elements of drama:</p> <ul style="list-style-type: none"> • voice (loud, soft, varying loud and soft; pace and pitch) • movement (big, small; use of facial expressions; gestures; posture) • role (fictional character; listening and responding in role) • plot (beginning, middle and end) and setting of a story • situation (establishing a fictional setting and relating to it in role) <p>to create drama</p>	<p>Explore and experiment seven (7) elements of drama:</p> <ul style="list-style-type: none"> • voice (loud, soft, varying loud and soft; pitch variation; pace; volume) • movement (facial expressions and gestures to create belief in character and situation) • role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus) • situation (establishing and sustaining a fictional setting) • space (establishing a clear setting) • character (communicating character traits; developing relationships between characters) • time (sense of time to create belief in drama) <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

Responding		
Present arts to an audience		
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
Appreciate, reflect and respond to the arts		
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 3

Strand: Visual Arts

Sub-strand 1: Making

Exploring Ideas: Observe and inquire

Outcome:

VAM301
Compare the visual qualities (art elements and principles) in artworks and in their immediate environment.

Indicators

This is evident when a student:

- a. Compares the line, shape, colour, texture, form, pattern in two different artworks and/or two objects they see in their everyday life.
- b. Asks questions and gather information (e.g. make sketches) to make meaning about what they see.
- c. Explores and record ideas for art making in a personal sketchbook.

Developing Skills and Process

Creating visual arts: Elements of Art

Outcome:

VAM302
Make an artwork of a building using different kinds of lines.

Indicators

This is evident when a student:

- a. Reviews different kinds of lines (horizontal, vertical, diagonal, curved, straight, zigzag, wavy, spiral).
- b. Create an artwork of a building using different kinds of lines.

Outcome:

VAM303
Explore organic lines (wavy, curved, swirly, spiral) in artworks and in the environment and use them to make an artwork.

Indicators

This is evident when a student:

- a. Identifies and name organic lines (e.g., wavy, curved, swirly, spiral) in artworks or in the environment.
- b. Creates an artwork using organic lines.

Outcome:

VAM304
Explore monochromatic colours and use monochromatic colours to create an artwork.

Indicators

This is evident when a student:

- a. Identifies monochromatic colours in artworks.
- b. Creates an artwork using monochromatic colours (e.g., tints and shades of blue).

Outcome:

VAM305
Create at least two tints (mixing white to a colour) and at least two shades (mixing black to a colour) and use them to create an artwork.

Indicators

This is evident when a student:

- a. Mixes white to a colour to create at least two tints
- b. Mixes black to a colour to create at least two shades.
- c. Creates a painting using a range of tints and shades.

Outcome:**VAM306**

Explore organic shapes in artworks and use a combination of organic shapes and lines to create an artwork.

Outcome:**VAM307**

Examine positive and negative shapes/space in artworks and use these concepts to create an artwork.

Outcome:**VAM308**

Examine form combinations (e.g., sculptural, architectural) and create sculptures by combining forms that make up the various parts of the sculpture.

Outcome:**VAM309**

Identify and create visual textures and use them to create an artwork.

Outcome:**VAM310**

Create patterns by reflecting, rotating, scaling and/or stretching shapes.

Outcome:**VAM311**

Make an artwork to show variations (e.g., variation in sizes, colour, texture and/or patterns).

Outcome:**VAM312**

Examine the center of interest as emphasis in artworks and

Indicators

This is evident when a student:

- a. Identifies organic shapes in artworks (e.g., Bop by Elizabeth Murray) and in objects seen every day (e.g., paint blob, shape of splash).
- b. Creates an artwork using organic shapes and lines (e.g., wavy, curved, swirly, spiral).

Indicators

This is evident when a student:

- a. Identifies positive and negative shape/space in artworks.
- b. Creates an artwork using positive and negative shape/space.

Indicators

This is evident when a student:

- a. Looks at and identifies how form combinations are used in sculptural and architectural works
- b. Creates a sculpture (form) of their favourite animal by combining different parts of the animal using papier-mache technique.
- c. Creates action figure sculptures by combining different parts of the body.

Indicators

This is evident when a student:

- a. Identifies visual textures in artworks (e.g., artwork by Eric Carle) and in other images.
- b. Uses lines, shapes and dots to create textures (e.g., draw texture/patterns on the papier mache sculpture).
- c. Creates visual textures on paper using a variety of methods (e.g., wash and salt, crush paper printing) and use them to make a collage.

Indicators

This is evident when a student:

- a. Identifies four ways that can be used to create patterns
- b. Creates a pattern by rotating, reflecting, scaling and stretching shapes and uses it to decorate an artwork.

Indicators

This is evident when a student:

- a. Observes and discover how artists have used variation in size, colour, shape, pattern, texture in their artworks.
- b. Creates a digital artwork to show variation in letters size, colour, fonts to tell a story about someone.

Indicators

This is evident when a student:

- a. Identifies the use of focal point (centre of interest/emphasis) in an artwork.
- b. Investigates ways to create a focal point in an artwork.
- c. Creates a focal point in an artwork.

create a focal point in an artwork.

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

Outcome:

VAM313
Make visual artworks and designs based on their own ideas, experiences, and imagination.

Indicators

This is evident when a student:

- Creates artwork about self, family or friends that focuses more on details such as facial features (eyes, smiles), skin colour, hairstyles, body height, weight.
- Creates artwork based on significant life events and personal experiences.
- Creates an artwork about a range of themes/topics such as personal and social interest and issues in the community (e.g., 'Save the turtles').
- Makes an artwork based on their imagination.

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:

VAM314
Create artworks based on the observation of objects, emphasizing value changes.

Indicators

This is evident when a student:

- Makes detailed drawings from observation (e.g., using a magnifying glass observe and draw the patterns formed by veins on leaves).
- Observes and draw simple objects or things from the environment and add details.
- Uses various wet and dry media to draw on different surfaces.

Creating visual arts: Painting

Outcome:

VAM315
Explore various tools, types of paints (e.g., water colour, poster colour) and techniques to create artworks.

Indicators

This is evident when a student:

- Paints with different consistencies such as such as transparent and thin paint or opaque and thick paint (e.g., paint some areas of a still life with opaque/thick paint and other areas with thin/transparent washes).

Creating visual arts: Mixed Media/Other Media

Outcome:

VAM316
Develop skills by using different media together to create artworks.

Indicators

This is evident when a student:

- Creates a pattern using different media (e.g., use paint and then when dry use crayons/pens to highlight or outline).
- Experiments with a variety of colour media together and their effects (e.g., use paint with other materials such as oil or/and salt).

- c. Creates a collage with a wide range of natural and/or processed materials.
- d. Compares the qualities and properties of materials such as paint, clay and found objects and selects appropriate applications to represent something or someone they like.

Creating visual arts: Printmaking

Outcome:

VAM317
Explore and use printmaking techniques to create artworks.

Indicators

This is evident when a student:

- a. Makes a transfer monoprint (e.g., draw a self-portrait on a piece of foam board and make a print of it; cut and arranges cardboard shapes (positive and negative), apply paint/ink and take a print of it).
- b. Makes stamp prints (e.g., crushed paper printing) and use the textured paper to make an artwork/object.

Creating visual arts: Fibre crafts

Outcome:

VAM318
Practice using fabric and fibres to make artworks.

Indicators

This is evident when a student:

- a. Creates a simple cardboard loom for weaving.
- b. Makes a woven fabric collage using a cardboard loom.

Creating visual arts: Sculptures and 3D crafts

Outcome:

VAM319
Develop skills in using a variety of natural and/or processed materials to express ideas in 3D.

Indicators

This is evident when a student:

- a. Uses papier-mâché technique to create your favourite animal.
- b. Uses aluminium foil and/or pipe cleaners to create a human figure in action.
- c. Make an assemblage sculpture of something using found objects.

Creating visual arts: Digital Media

Outcome:

VAM320
Develop skills in using digital media to create artworks for a particular purpose.

Indicators

This is evident when a student:

- a. Uses digital media as a tool in art making (e.g., take photos of objects they inspire in the nature or artworks in their community using a digital camera/mobile phone/ipad).
- b. Explores simple techniques using computer-generated programs (e.g., PowerPoint/ Word/digital apps) to create artworks.

Creating visual arts: art class practice

Outcome:

VAM321
Follow instructions and use art media safely and responsibly.

Indicators

This is evident when a student:

- a. Uses art media and equipment safely.
- b. Uses art materials sensibly and appropriately (e.g., follow instructions when using and cleaning art materials so that they are not wasted).

- c. Demonstrates appropriate ways to organize and care for the materials (e.g., cover the tables with newspaper before starting work).

Sub-strand 2: Responding

Presenting and Displaying Visual Arts

Outcome:

VAR322
Display and present their artworks, intentions and making process with others.

Indicators

This is evident when a student:

- a. Displays and presents their own artwork to a specific audience through informal discussion, classroom display and school exhibition.
- b. Demonstrates understanding that each art form has a way of being presented (e.g., window mounts for prints and drawing).
- c. Makes a decision about how to display their artwork (e.g., a sculpture usually needs to be walked around to see it from different points of view).

Reflect, Evaluate and Respond to the Visual Arts

Outcome:

VAR323
Describe their own and the works of others using appropriate vocabulary and art terminology.

Indicators

This is evident when a student:

- a. Reflects on preferences about their artwork in order to improve it.
- b. Discusses their own and the work of others using appropriate vocabulary and art terminology (e.g., art elements).

Outcome:

VAR324
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 using simple reflective tools.
- 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:

MMM325

Explore rhythm (experience and identify time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$; use bar lines as a division for beats; terminology and

notation for \downarrow , \circ)

Outcome:

MMM326

Identify the difference between changing tempos.

Outcome:

MMM327

Identify pitch (repetition, unison, small range of pitch patterns based on the pentatonic scale).

Outcome:

MMM328

Identify and use dynamics (getting louder, getting softer, very soft (*pp*) and very loud (*ff*)).

Outcome:

MMM329

Identify introduction, verse, chorus rounds and ostinato (form).

Outcome:

MMM330

Identify timbre (sound qualities of instruments; matching different sounds to specific instruments).

Outcome:

Indicators

This is evident when a student:

- Identifies time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$
- Uses bar lines as a division for beats.
- Uses terminology and notation for \downarrow , \circ).

Indicators

This is evident when a student:

- Identifies the difference between changing tempos (fast and slow) rhythmic and melodic patterns.

Indicators

This is evident when a student:

- Identifies the difference between high and low sounds, same, different, repeated, small range of pitch patterns based on the pentatonic scale.

Indicators

This is evident when a student:

- Recognizes the difference between loud and soft sounds, getting louder, getting softer, very soft (*pp*) and very loud (*ff*).
- Selects appropriate levels of loud and soft in performing.

Indicators

This is evident when a student:

- Identifies introduction, verse, chorus rounds and ostinato.

Indicators

This is evident when a student:

- Identifies sound qualities of different instruments.
- Identifies the most common instruments in each of the four families by name, picture, and sound.
- Explores, classifies and matches different sounds to specific instruments.

Indicators

This is evident when a student:

MUM331
Identify texture (melody and accompaniment).

- a. Identifies whether a melody is harmonized or unharmonized.
- b. Identifies the difference between melody and harmony (accompaniment).

Developing Skills and Process

Outcome:

MMM332
Sing expressively with accurate rhythm, pitch, appropriate tempo, dynamics, articulation and phrasing.

Indicators

This is evident when a student:

- a. Sings expressively, showing awareness of the meaning of the text.
- b. Sings with accurate, clarity and reasonable technique, a variety of songs (e.g., folksongs) in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ and 6/8 time.
- c. Sings expressively and with appropriate tempo, dynamics, articulation and phrasing.
Sings as an ensemble, melodic ostinato and 2-3 part canons with increasing rhythmic and melodic complexity.

Outcome:

MMM333
Develop performance skills in playing classroom instruments with correct timing, individually and in groups.

Indicators

This is evident when a student:

- a. Performs individually and as an ensemble, rhythmic, melodic and harmonic patterns in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ and 6/8 time.
- b. Describes the way which sound is produced on various instruments.
- c. Creates short rhythmic and melodic phrases in question and-answer form.

Sub-strand 2: Responding

Present Music to an audience

Outcome:

MMR334
Create music and practises their own and others' music to perform for a specific audience.

Indicators

This is evident when a student:

- a. Improvises with voice and classroom instruments, pentatonic melodic and rhythmic responses
- b. Composes and performs 2-part rhythmic phrases of at least 4 bars
- c. Uses graphic notations to represent sound.
- d. Creates soundscapes or melodic compositions using the basic techniques of selecting loops.
- e. Demonstrates appropriate audience behavior when responding during and after a performance.

Reflect, interpret and respond to the Arts

Outcome:

Indicators

This is evident when a student:

MMR335
Sing and listen to music from diverse cultures and compares music from various cultures.

- a. Sings memorized songs from diverse cultures.
- b. Describes places and occasions where different types of music are experienced and performed.
- c. Identifies differences and commonalities in music from various cultures.

Outcome:

MMR336
Explain specific elements of music and how they communicate mood and meaning.

Indicators

This is evident when a student:

- a. Recognizes and explains the effects of different musical choices using music terminology (e.g., slow music that is loud can be dramatic or ceremonial whereas slow music that is soft can suggest thoughtfulness).

Strand: Drama

Sub-strand 1: Making

Drama Elements/Concepts

Outcome:

DRM337
Explore the five (5) elements of drama (voice, movement, role and situation) to create dramas.

Indicators

This is evident when a student:

- a. Identifies and use voice (loud, soft, varying loud and soft; pitch variation; pace; volume) and facial expressions and gestures to create belief in character and situation when performing drama.
- b. Takes on different roles in a drama (e.g., taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus).
- c. Establishes and sustains a fictional setting in a drama performance.
- d. Explores different character traits and develop relationships between characters.

Developing Skills and Process

Outcome:

DRM338
Perform dramas that communicate ideas based on important personal events, fictional stories and events and issues in their community.

Indicators

This is evident when a student:

- a. Identifies and uses pantomime, tableau and improvisation to retell a part of Maldivian history (e.g., November 3 event) and important personal events.
- b. Retells and act out songs, stories, or fictional stories from different cultures.
- c. Identifies and uses pantomime, tableau and improvisation to portray environmental or issues in the community (e.g., saving trees, caring for animal, bullying) and based on moral values (e.g., empathy, respecting others).
- d. Uses props, objects, and/or images and background music to enhance the drama.

Sub-strand 2: Responding

Present Drama to an audience

Outcome:

DRR339
Perform dramas to a range of audiences.

Indicators

This is evident when a student:

- a. Performs and presents dramatic scenes from a story to a range of audiences.
- b. Performs skills and audience awareness when performing dramas.
- c. Demonstrates appropriate behavior (e.g., paying attention) as an audience, when viewing drama.

Outcome:

DRR340
Make responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology.

Indicators

This is evident when a student:

- a. Makes responses that involve identifying and reflecting on the use of the elements of drama, using drama terminology.
- b. Writes about and discusses with others the meaning and intended purposes of their own drama using drama terminology.
- c. Responds to a performance by communicating ideas about it, particularly regarding technical aspects of drama, such as sets and costumes.

Sample Unit Plan

Self-Portrait

About the Unit

This Self-Portrait unit will teach your class about self-portraits, and use of different materials and techniques when making their own. Students will also have the opportunity to explore self-portraits Abdulla Nashath and Mariyam Shaany Ahmed, and create artworks inspired by them.

<p>No of Periods 2 (1 double period)</p>	<p>Learning Outcomes and Indicators:</p>
<p>Key words</p> <ul style="list-style-type: none"> Self-portrait 	<p>Making</p>
<p>Resources</p> <ul style="list-style-type: none"> SB (p:18-21) Portrait template <p>Students Need:</p> <ul style="list-style-type: none"> Computer Internet connection Microsoft Word 	<p>VAM312: Make visual artworks and designs based on their own ideas, experiences, and imagination.</p>
<p>Links within the subject Languages and ICT</p>	<p>a. Creates artwork about self, family and friends that focuses more on details such as facial features (eyes, smiles), skin colour, hairstyles, body height, weight.</p>
<p>Prior Learning It would be helpful if students know the basic computer skills.</p>	<p>VAM318: Develop skills in using digital media to create artworks for a particular purpose.</p>
<p>Shared Values</p> <p>Values relating to self</p> <ul style="list-style-type: none"> Sense of Duty 	<p>a. Uses digital media as a tool in art making.</p>
	<p>VAM320: Follow instructions and use art media safely and responsibly.</p>
	<p>a. Uses art media and equipment safely. b. Uses art materials sensibly and appropriately.</p>
	<p>Appreciating</p>
	<p>VAR321: Display and present their artworks, intentions and making process with others.</p>
	<p>a. Displays and presents their own artwork to a specific audience through informal discussion, classroom display and school exhibition.</p>
	<p>VAR322: Describe their own and the works of others using appropriate vocabulary and art terminology.</p>
	<p>a. Reflect on preferences about their artwork in order to improve it. b. Discusses their own and the work of others using appropriate vocabulary and art terminology (e.g., art elements).</p>
	<p>VAR323: Evaluate their own artwork and works of others using simple strategies.</p>
	<p>a. Evaluates artworks they view and make using simple reflective tools. b. Demonstrates appropriate behaviour when receiving comments about their own artworks (e.g., Listens carefully to others' feedback/comments without offence).</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

Learning Sequence

1

1 Self-Portrait



Abdulla Nashath, Self-portrait L, 2010. Water colour on paper.

Looking at Art:

Show students the self-portrait on SB p. 2. Ask questions to prompt discussion such as: What do you see? What technique and materials are used?

Show students the self-portrait on SB p. 3. What objects do you see in Shany's self-portrait? What can you tell us about her? How is her self-portrait different from Nashath's? Encourage students to look carefully at the two paintings. In pairs, students discuss the questions relating to the two portraits.



Mariyam Shany Ahmed, I am a Maldivian, 2013. Acrylic on canvas.

Explain to students that they can create a self-portrait to tell others about themselves too. In their notebook, encourage students to first draw objects that can tell others more about themselves. Next, get them to look in a mirror or a photograph of themselves and draw their self-portrait and add the drawings from your notebook to their self-portrait.

Avatar



What is an avatar?
Do you think an avatar can be a self-portrait?
Why or why not?

Explain that we can also tell others more about ourselves using a digital character created on the computer. This type of character is called avatar. Encourage students to look at the 3 different avatars created by three different people on SB p. 4. Create a group discussion based on the questions: Do you think an avatar can be a self-portrait? Why or why not? What can you tell about the people represented by each of the avatars on page 4?

2

Modelling: Teacher models referring to each step to create an avatar of yourself.

Digital self-portrait

Create an avatar that represents you. You can use any avatar creating website provided by your teacher.




- Choose the facial expression, hairstyle, outfits and accessories that best represents you.
- Choose a background for your avatar. Once you are done, press 'Print Screen' on your keyboard. Then open the 'Microsoft Word' software. Click on 'Home' and 'Paste' to paste the screenshot.

You will need:

- Computer
- Internet connection
- Microsoft Word

Select the screenshot you have just pasted. Click on the 'Crop' tool from the 'Picture Format' toolbar. Crop the screenshot and keep the avatar only on the screen.

- ☑ Observe student's enthusiasm, listening skills and ability to ask questions.

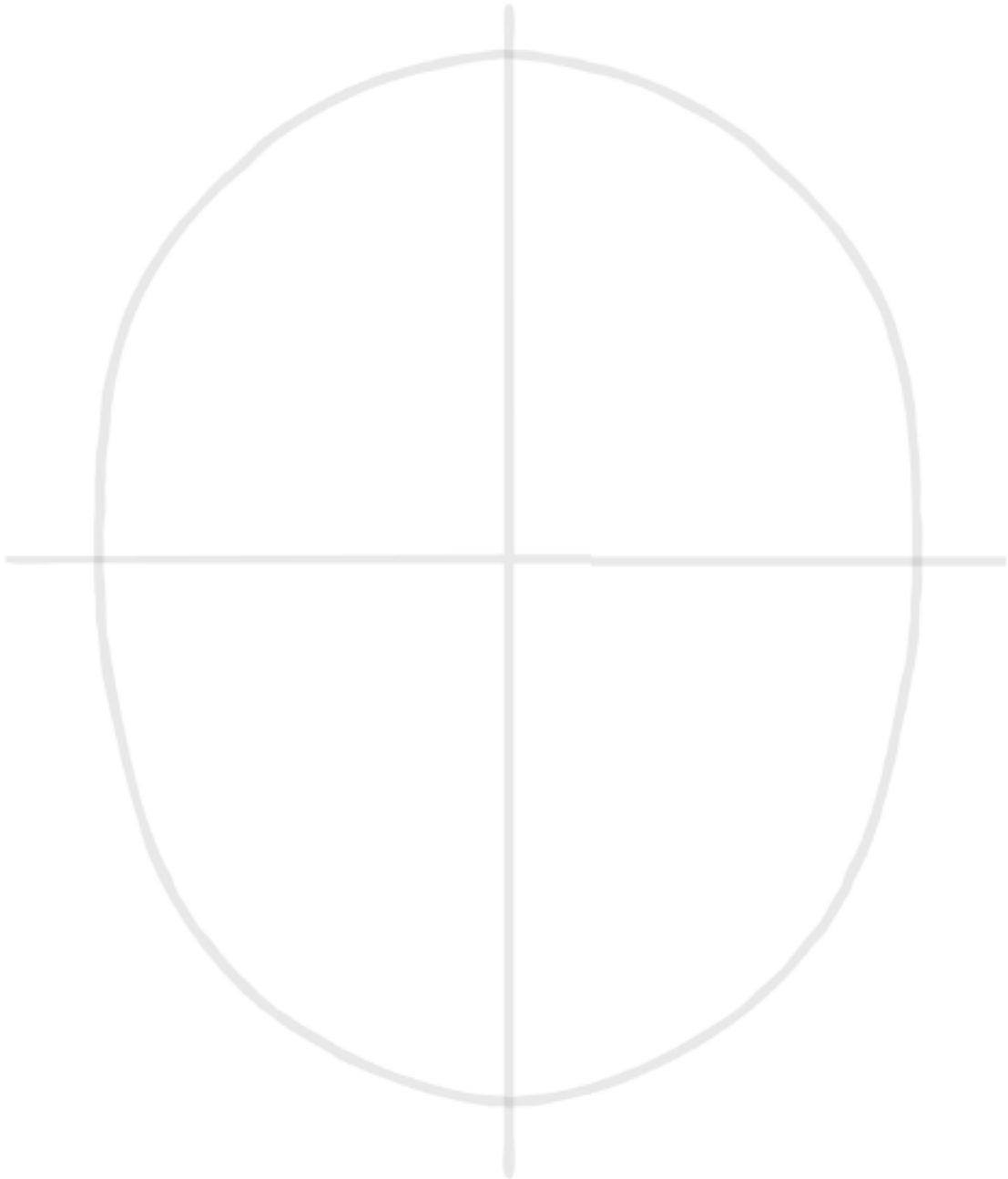
3	<p>Artists in Action: Students make a digital self-portrait using a computer. Add facial features, hair and desired clothes. Students could also add a suitable background.</p> <p>Differentiation:</p> <div style="background-color: #e0e0e0; padding: 5px; margin-bottom: 5px;">  Some students might need the 'My Self-portrait' guide sheet. </div>  Get students to try out avatars with different expressions, objects, clothes and background to suit themselves. Students also should give reasons to why they chose the features, clothes objects and background. <hr/>  <i>Observation, Work samples and Anecdotal responses</i> <p>Teacher observation of student ability to create an avatar with facial features, clothes, objects and background that most suit them, and the 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>
4	<p>Share and Reflect: Students share their avatar and explain how their avatar represents themselves. Then get others to share with you what they think about your avatar.</p>
5	<p>Wrap Up: Discuss what you have learnt:</p> <ul style="list-style-type: none"> - What is a self-portrait? - What are some ways of creating a self-portrait?
<p>Evaluation of the Unit/Teacher's Reflection:</p>	

Success Criteria

Self-Portrait	Digital Self-Portrait	
1	I can explain that a self-portrait is a portrait of oneself.	
2	I can use an avatar creating software to create a self-portrait of myself on the computer.	
3	I can add facial features, expressions, objects and a matching background to my self-portrait.	
4	I can use the computer safely.	

My Self-Portrait

Use the guides to help you add your features. Put your eyes, eyebrows, nose, mouth, ears and hair in the right place. Choose the right colours to colour your self-portrait.



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).

2D	Artworks that are flat, with a height and width, such as painting and drawings.
3D	Artworks that have depth as well as height and width, such as sculpture and installation.
4D	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.
aesthetic	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.
art form	Specific shape or quality an artistic expression takes, such as drama, dance, music and visual artworks.
artists	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">• Dance: choreographers, dancers, designers• Drama: actors, directors, playwrights, designers• Music: composers, performers, arrangers• Visual Arts: painters, sculptors, designers Students think about themselves as artists.
artwork	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.
atmosphere	The mood or feeling conveyed in an artwork or performance.
audience	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.
aural skills	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.
body language	Non-verbal communications through movement, gesture, facial expression, posture.
character	Identification and portrayal of a person's values, attitudes, intentions and actions as imagined situations and dramatic actions.
composition	the placement and arrangement of element or parts in an artwork (visual art).

design principles elements of art	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.
elements of drama	Role and character, relationships, situation, voice, movement, focus, tension, space, time, language, symbol, audience, mood and atmosphere.
elements of music	Rhythm, pitch, dynamics and expression, form and structure, timbre and texture
expressive skills	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.
focal point:	the element or object in a work of art on which the viewer's attention is focused.
improvisation	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.
locomotor movement	Moving from one place to another such as walking, running, hopping, skipping, leaping or crawling.
materials	Physical resources, equipment including technology and information used to make an artwork. E.g., paint, digital camera, pencil, drum.
medium	The materials used in making an artwork.
movement	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
multimedia	Artworks that incorporate a broad range of media including graphics, text, digital media, audio or video.
pitch	In Music: high and low sounds
rhythm	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.
role-play	To pretend to be someone else.
scene	The dramatic action that occurs in particular time and place; a section of a play.

situation	In Drama: the setting and circumstances of the dramatic action- the who, what, where, when and what is at stake of the roles/characters.
space	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.
style	The influencing context of an artwork, such as Impressionist in Visual Arts; hip hop in Dance; contemporary in Music.
symbol	In Drama: associations that occur when something is used to represent something else to reinforce or extend dramatic meaning.
technique:	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.
technologies	The tools and equipment that can be used for making and responding.
viewpoints	A collection of perspectives, lenses or frames through which artworks can be explored and interpreted.

