

## **End of Year Targets – Year 1 to Year 6**

### **Year One**

Below are the 2017 end of year targets for a Year 1 student to achieve a satisfactory grade (C Grade) for Visual Arts.

Ideas:

- Explore and experiment with the visual elements of shape, colour, line and texture.
- Explore and experiment with a variety of materials, techniques and technologies when creating artworks.

Skills:

- Use familiar shapes, simple 2D shapes and geometric shapes.
- Use of colour such as primary colours, secondary colours, mixing primary colours to make secondary colours.
- Use of different line such as curved, straight, wavy, zig-zag, broken, jagged and dashed.
- Use of space and understanding of background and foreground.
- Using and creating different textures in artworks.
- Explore and experiment with a variety of techniques, such as drawing, collage, colour mixing and printmaking.

Producing:

- Create original artworks to display using art elements and techniques that communicate ideas to a specific audience.

Responding:

- Understanding different types of art and where they are displayed.
- Express their own feelings and ideas about artworks they view and make.

### **Year Two**

Below are the 2017 end of year targets for a Year 2 student to achieve a satisfactory grade (C Grade) for Visual Arts.

Ideas:

- Explore and experiment with the visual elements of shape, colour, line, space and texture and how these are used in the environment.
- Use of appropriate materials, techniques and technologies.

Skills:

- Use familiar shapes such as simple 2D shapes, geometric shapes, symmetrical shapes and tessellating shapes.

- Use of colour such as primary colours, secondary colours, mixing primary colours to create secondary colours, knowledge of warm and cool colours.
- Use of different line such as curved, straight, wavy, zig zag, broken, jagged, horizontal, vertical, diagonal and spiral lines that show motion.
- Use of space and understanding of background and foreground, overlapping lines to show depth; horizon line.
- Using and creating different textures in artworks. Using different man-made and natural materials.
- Use appropriate techniques when planning artworks.

Producing:

- Present and display original artworks using art elements and techniques that communicate ideas and messages to an audience.

Responding:

- Understanding the reasons people make art.
- Express personal responses and identify how the elements of line, colour, space and texture are used in the artworks they view and make.

### **Year Three**

Below are the 2017 end of year targets for a Year 3 student to achieve a satisfactory grade (C Grade) for Visual Arts.

Ideas:

- Explore artworks from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures.
- Investigate and use different visual elements and materials in artworks.

Skills:

- Use familiar shapes such as simple 2D shapes, geometric shapes, symmetrical shapes, tessellating shapes, asymmetrical shapes, composite shapes, space around shapes, geometric, organic.
- Use of colour such as warm and cool colours, tints (mixing white), shades (adding black).
- Use of different line such as horizontal, vertical, diagonal, spiral lines that show motion, thin, thick, dashed, continuous, broken.
- Use of space such as overlapping lines to show depth; horizon line. Using simple perspective (foreground, mid-ground, background).
- different man-made and natural materials to create texture, etching by scratching through surfaces.
- Use appropriate techniques when planning artworks.

Producing:

- Reflecting on the elements, materials and mediums used to enhance artworks and present an idea to an audience.

Responding:

- Responds appropriately to a variety of artworks.
- Personal responses involve identifying the meaning of artworks from varying cultures.
- Responds to their own and others' artworks reflecting on the use of art elements and using to visual art terminology.

## Year Four

Below are the 2017 end of year targets for a Year 4 student to achieve a satisfactory grade (C Grade) for Visual Arts.

Ideas:

- Explore artworks from varying times and cultures that represent different styles.
- Select materials based on their properties and qualities to create specific artworks.

Skills:

- Use familiar shapes such as simple 2D shapes, geometric shapes, symmetrical shapes, tessellating shapes, asymmetrical shapes, composite shapes, space around shapes, geometric, organic, open, closed, abstract, view from top, side, bottom, positive and negative.
- Use of colour such as warm and cool colours, tints (mixing white), shades (adding black), monochromatic (all the colours of a single hue).
- Use of different line such as horizontal, vertical, diagonal, spiral lines that show motion, thin, thick, dashed, continuous, broken, lines that show varying weights.
- Use of space such as overlapping lines to show depth; horizon line. Using simple perspective (foreground, mid-ground, background), geometric, organic, diminishing perspective.
- Different man-made and natural materials to create texture, etching by scratching through surfaces, embossing, scoring.
- Value (mixing of shades).

Producing:

- Presentation and display of artworks to enhance meaning.
- Reflection of the elements, materials and techniques used in artworks to communicate specific messages to different audiences.

Responding:

- Appropriate and respectful responses for a range of artworks from different social, cultural and historical contexts.
- Responds to their own and others' artworks reflecting on purpose and meaning using visual arts terminology.

## Year 5

Below are the 2017 end of year targets for a Year 5 student to achieve a satisfactory grade (C Grade) for Visual Arts.

Ideas:

- Explore artworks from different artists considering different ways they communicate ideas, beliefs and opinions.
- Select materials based on their properties and qualities to create specific artworks.

Skills:

- Use familiar shapes such as simple 2D shapes, geometric shapes, symmetrical shapes, tessellating shapes, asymmetrical shapes, composite shapes, space around shapes, geometric, organic, open, closed, abstract, view from top, side, bottom, positive and negative, convex and concave.

- Use of colour such as warm and cool colours, tints (mixing white), shades (adding black), monochromatic (all the colours of a single hue), colours of varying intensity.
- Use of different line such as horizontal, vertical, diagonal, spiral lines that show motion, thin, thick, dashed, continuous, broken, lines that show varying weights, implied lines that show movement and depth.
- Use of space such as overlapping lines to show depth; horizon line. Using simple perspective (foreground, mid-ground, background), geometric, organic, diminishing perspective (shading, create an illusion of depth).
- Different man-made and natural materials to create texture, etching by scratching through surfaces, embossing, scoring, create textures with a variety of tools, materials and techniques, patterning.
- Value (mixing of shades and gradations of value).

#### Producing:

- Reflect on how ideas, feeling and opinions have been communicated to an audience, including giving and receiving feedback.
- Consider how to display artworks to enhance meaning and audience engagement.

#### Responding:

- Understanding the role of art in different times and cultures and consider how the artist's perspective is reflected in the artworks.
- Identify and describe how art elements and techniques are used to communicate meaning in artworks, using visual art terminology.

### **Year Six**

Below are the 2017 end of year targets for a Year 6 student to achieve a satisfactory grade (C Grade) for Visual Arts.

#### Ideas:

- Explore artworks inspired by observation from various artists and cultures that use materials and techniques that enhance the artist's belief or viewpoint.
- Applying art elements by selecting techniques and materials to communicate an idea, belief, opinion or viewpoint.

#### Skills:

- Use familiar shapes such as simple 2D shapes, geometric shapes, symmetrical shapes, tessellating shapes, asymmetrical shapes, composite shapes, space around shapes, geometric, organic, open, closed, abstract, view from top, side, bottom, positive and negative, convex and concave, exaggerated proportions, motifs and fonts.
- Use of colour such as warm and cool colours, tints (mixing white), shades (adding black), monochromatic (all the colours of a single hue), colours of varying intensity, colour wheel, tertiary colour, expressive colours, natural colours.
- Use of different line such as horizontal, vertical, diagonal, spiral lines that show motion, thin, thick, dashed, continuous, broken, lines that show varying weights, implied lines that show movement and depth, lines that create an illusion.
- Use of space such as overlapping lines to show depth; horizon line. Using simple perspective (foreground, mid-ground, background), geometric, organic, diminishing perspective (shading, create an illusion of depth), focal point and one point perspective, basic facial proportions.
- Different man-made and natural materials to create texture, etching by scratching through surfaces, embossing, scoring, create textures with a variety of tools, materials and techniques, patterning.
- Value (mixing of shades and gradations of value).

Producing:

- Reflect on how ideas, feeling and opinions have been communicated to an audience, including considering feedback
- Consider how to display artworks to enhance meaning and audience interpretation.

Responding:

- Consider how artworks can be interpreted differently by audiences.
- Identify factors that influence artworks from different social, cultural and historical times.

If you would like to discuss the targets as outlined in this letter, please make a time to meet with me.

Kind regards,

Candice Louise  
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2<sup>nd</sup> March 2017

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