

### Three-year overview for the visual arts

This is a process/media-based overview plan, in which drawing, painting and printmaking are seen as core activities to be covered every year, and the processes/media groups of collage with fabric and fibre, modelling/casting/carving, and construction/assemblage are focused on for one year each. The cross-curricula processes are taught in conjunction with other relevant subjects.

| CORE PROCESSES  |   |   | FOCUS PROCESSES  |   |
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| Drawing   | Painting  | Printmaking   | Collage  | Fabric and Fibre  |
| <p>Use a range of drawing materials, such as:</p> <ul style="list-style-type: none"> <li>• pencils or pens,</li> <li>• chalk,</li> <li>• felt-tip pens,</li> <li>• charcoal,</li> <li>• coloured pencils,</li> <li>• 'Aquarel' pencils,</li> <li>• crayons,</li> <li>• oil pastels,</li> <li>• oil sticks,</li> <li>• chalk pastels,</li> <li>• Indian ink.</li> </ul> <p>Use specific techniques, including:</p> <ul style="list-style-type: none"> <li>• crayon or pastel,</li> <li>• layering and blending,</li> <li>• limited colour range,</li> <li>• crayon and dye, or pastel and dye,</li> <li>• crayon or pastel sgraffito,</li> <li>• crayon or dye and Indian ink,</li> <li>• crayon batik.</li> </ul> | <p>Use a range of the following:</p> <ul style="list-style-type: none"> <li>• <b>paints</b> – such as tempera, acrylic, watercolour, dye;</li> <li>• <b>painting tools</b> – such as brushes, card, sponges, rollers;</li> <li>• <b>painting surfaces</b> – such as paper, card, hessian, canvas, hardboard, 3D forms;</li> <li>• <b>styles</b> – such as impressionist, pointillism, cubist;</li> <li>• <b>genres</b> – such as still-life, portraiture, landscape, seascape;</li> <li>• <b>techniques</b> – such as blending, under-painting, dry-brush work, over-painting, detailing, limited palette.</li> </ul> | <p>Use a range of the following:</p> <ul style="list-style-type: none"> <li>• stamps or leaves;</li> <li>• polystyrene or ball-point pen;</li> <li>• PVA glue and string ;</li> <li>• monoprints;</li> <li>• card or collage relief;</li> <li>• screen prints;</li> <li>• lino or wood cuts – single colour and multi-coloured;</li> <li>• bamboo and 'Perspex' etching;</li> <li>• repeated patterns – such as tapa, fabric design, and border patterns;</li> <li>• marbling.</li> </ul> | <p>Use a range of papers, including:</p> <ul style="list-style-type: none"> <li>• torn paper,</li> <li>• cut paper,</li> <li>• magazine pages,</li> <li>• made papers,</li> <li>• commercial papers,</li> <li>• tissues,</li> <li>• corrugated card.</li> </ul> <p>Use other materials, such as:</p> <ul style="list-style-type: none"> <li>• natural materials – for example, leaves, bark, feathers;</li> <li>• fabric.</li> </ul> <p>Use different techniques, including:</p> <ul style="list-style-type: none"> <li>• flat collage;</li> <li>• relief (raised) pictures;</li> <li>• mosaic.</li> </ul> | <p><b>Weaving</b> options:</p> <ul style="list-style-type: none"> <li>• paper;</li> <li>• card/frame looms;</li> <li>• range of fibres, such as flax, wool, raffia;</li> <li>• range of techniques, such as tukutuku, taniko, plaiting.</li> </ul> <p><b>Stitchery</b> options:</p> <ul style="list-style-type: none"> <li>• simple embroidered stitches;</li> <li>• sewn collage;</li> <li>• appliqué.</li> </ul> <p><b>Fabric treatment</b> options:</p> <ul style="list-style-type: none"> <li>• painting and drawing onto fabric;</li> <li>• batik;</li> <li>• printing onto fabric – for example, block prints and screen prints;</li> <li>• dyeing fabric;</li> <li>• soft sculpture;</li> <li>• wearable arts;</li> <li>• paper making.</li> </ul> |
| <p><b>Reference:</b> Ministry of Education (2001) <i>Drawing – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p>   | <p><b>Reference:</b> Ministry of Education (2001) <i>Painting – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p>  | <p><b>Reference:</b> Ministry of Education (2001) <i>Printmaking – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p>   | <p><b>Reference:</b> Ministry of Education (2001) <i>Fabric and Fibre – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p>   | <p><b>Reference:</b> Ministry of Education (2001) <i>Fabric and Fibre – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p>  |

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|---|--|--|---|---|---|---|
|   |  |  | 2005  | Modelling, casting, and carving   |   |   |
|   |  |  |   | <p><b>Dough and clay options:</b></p> <ul style="list-style-type: none"><li>• relief tiles;</li><li>• three-dimensional (3D) models/sculptures;</li><li>• pinch pots, coiled work, slabs;</li><li>• finishing techniques – for example, oxidising and glazing;</li><li>• firing.</li></ul> <p><b>Carving materials:</b></p> <ul style="list-style-type: none"><li>• clay,</li><li>• wood,</li><li>• bone.</li></ul> <p><b>Reference:</b> Ministry of Education (2001) <i>Sculpture – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p> | <p><b>Papier maché options:</b></p> <ul style="list-style-type: none"><li>• paper strips,</li><li>• paper pulp,</li><li>• relief,</li><li>• applied over 3D armatures.</li></ul> <p><b>Casting:</b></p> <ul style="list-style-type: none"><li>• plaster.</li></ul>            |   |
|   |  |  | 2006  | Construction/ Assemblage  |   |   |
|   |  |  |   | <p><b>Make:</b></p> <ul style="list-style-type: none"><li>• puppets,</li><li>• mobiles,</li><li>• dioramas</li><li>• models.</li></ul> <p><b>Create armatures, such as for:</b></p> <ul style="list-style-type: none"><li>• kites,</li><li>• masks,</li><li>• totems,</li><li>• vehicles,</li><li>• animals models.</li></ul> <p><b>Reference:</b> Ministry of Education (2001) <i>Sculpture – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p>   | <p><b>Materials options:</b></p> <ul style="list-style-type: none"><li>• flat and rolled paper,</li><li>• plain and corrugated card,</li><li>• used boxes,</li><li>• wood,</li><li>• wire,</li><li>• cane,</li><li>• junk/found items,</li><li>• natural materials.</li></ul> |   |
| <b>CROSS-CURRICULA PROCESSES:</b>   |  | <b>Design and make</b>   | <b>Graphics</b>   | <b>Illustration</b>   | <b>Photography and video</b>  | <b>Computer-generated art</b>   |
| <p>The following processes are taught in conjunction with the technology, English, and ICT (information and communication technologies) curriculum programmes.</p> <p><b>Reference:</b> Ministry of Education (2002) <i>Design – exploring the Visual Arts in Years 1–6</i>. Wellington: Learning Media</p> |  | <p><b>Design and make options:</b></p> <ul style="list-style-type: none"><li>• tools,</li><li>• toys,</li><li>• containers,</li><li>• furniture,</li><li>• books,</li><li>• jewellery.</li></ul> | <p><b>Graphics options:</b></p> <ul style="list-style-type: none"><li>• signs,</li><li>• symbols,</li><li>• emblems,</li><li>• banners.</li></ul> | <p><b>Illustration options:</b></p> <ul style="list-style-type: none"><li>• book illustrations,</li><li>• cartoon strips,</li><li>• storyboards for videos,</li><li>• flip books.</li></ul>   | <p><b>Photography and video options:</b></p> <ul style="list-style-type: none"><li>• making and using pin-hole cameras;</li><li>• producing video sequences.</li></ul>  | <p><b>Computer-generated art options:</b></p> <ul style="list-style-type: none"><li>• slide shows,</li><li>• animation.</li></ul> |
| ◀ Drawing is used to develop ideas for all the processes, and to record/develop the stages of making artworks. ▶  |  |  |   |   |   |   |