

ART AND DESIGN

Syllabus for Primary Schools

RATIONALE

THE ART AND DESIGN PROGRAMME

For Primary Schools

Rationale

Art is the visual language. It is a non-verbal universal means of communication transcending the barriers of time and space. It involves the senses of sight and touch. It deals with the process of perception where images and forms, conveying multi-layers of meaning, are created.

Unlike other subjects that predominantly explain the world in terms of literacy and numeracy, art is a non-discursive mode of knowing. Pupils use colour, form, texture pattern, line, tone, shape and space together with different materials and processes to communicate what they see, feel and think.

Art supports the individual-it values diversity and every personal response has value. it celebrates and fosters sensitivity towards cultural differences.

Art and Design has four general categories of aims.

Aesthetic, Perceptual, Technical and Personal and Social.

Aesthetic aims

Through Art and Design learners understand and use the language of aesthetics. This will enable them to comprehend the nature and function of art forms to better understand their work and that of others within a historical context and within the context of their own environment and culture.

Perceptual Aims

The learners are provided with the perceptual skills needed to understand and respond to art and design forms and to the visual environment through visual, tactile and sensory experiences.

Technical aims

The learners are taught the necessary skills involved in the use of tools and materials and the manipulation of the latter.

Personal and Social aims.

The quality of the children's learning is improved since the subject challenges their abilities to create and imagine, think, perceive, make decisions, work through problems etc. It heightens and improves their perception of the world and their reactions and responses to it.

General Aims

Art and Design should stimulate creativity and imagination and should provide all learners with opportunities:

To develop and translate an idea/ thought /concept into a tangible visible form or image.

To enjoy and appreciate their own art and that of others.

To become aware of the influence of place, time, culture, and material on the images and objects invented and created by artists, designers and craftspeople.

To consider, select, and organize materials and media.

To develop knowledge of techniques, processes and skills appropriate to the activity in hand and to the learners' stage of development, in an environment which stimulates awareness and imagination.

To use feelings, imagination and memory to develop, express and communicate ideas and solutions.

To become more aware of the visual environment and their relationship to it.

Assessment should be linked to the **Learning Outcomes** and **Notes** i.e.: **Aesthetic awareness, Use of Materials Techniques Skills and Media; Expression** of Feelings, Ideas, Thoughts and Solutions; **Evaluation and Appreciation.**

These outcomes encompass the technical, creative and critical development of learners. Assessment should therefore be concerned with learners' ability to:

- Select, control and use media, techniques and skills appropriate to the task
- Generate, investigate and communicate their own ideas and show that they can develop and sustain them in a variety of ways
- Describe significant features of their own and others' work and make informed judgments and choices

Assessment approaches will include:

- Observation of on-going work and ways of working
- Observation of completed works
- Discussion of their work and responses with learners
- Assessment of learners' responses to special assignments or tasks

In Art and Design the learner should be assessed on:

- The preparation and selection of materials for a task
- The learner's attitude and perseverance
- The learner's ability to generate ideas
- The quality and characteristics of the realized product.

Assessment will therefore be tied to the teacher's careful observation of learners at work and in any way she or he decides to keep a record of such observations. The last two strands of Evaluation and Appreciation may be assessed through discussion with and among learners.

Since Art and Design produces tangible results, evidence for assessment should take the form of:

Folders; sketchbooks; portfolios and collections of the various stages of the learner's work and the finished product; working-diaries with drawings, photos and notes in Maltese and English showing the process and progress of a certain type of work; video recordings where applicable (e.g. installations, happenings, raku-firings, linking with other subjects etc.)

Learners should also be involved in the process of assessment and know how and why they are being assessed by teachers. If used with care, self- assessment can also be valuable to foster independent learning and critical skills. This can take the form of discussion, set criteria or, in the case of younger or less confident learners, a list of questions to ask themselves. With older learners self- assessment and peer- assessment works best when the criteria against which they will make their critical evaluation is negotiated, discussed and understood beforehand.