

YEAR 3

LEARNING OUTCOMES

for

YEAR 3

3.1 AESTHETIC AWARENESS THE ELEMENTS OF VISUAL LANGUAGE.	3.2 USE OF MATERIALS TECHNIQUES SKILLS AND MEDIA	3.3 EXPRESSION OF FEELINGS IDEAS THOUGHTS AND SOLUTIONS.	3.4 EVALUATION AND APPRECIATION.
31.1 Knowing and understanding the Elements of Visual Language.	3.2.1 Investigating visually and recording	3.3.1 Creating and designing	3.4.1 Observing and reflecting
31.2 Development of visual literacy.	3.2.2 Using media	3.3.2 Communicating	3.4.2 Describing and responding
3.1.3 Awareness of the expressive arts subjects.	3.2.3 Using the visual elements		

PROGRAMME

for

YEAR 3

3.1 Aesthetic Awareness

Learning Outcomes	Notes
3.1.1 Knowing and understanding the elements of visual language	<p>The basic elements of visual language.</p> <p>Line Colour Texture Shape Form Tone Pattern Space</p>
3.1.2 Development of visual literacy	<p>This is done through other learning outcomes by:</p> <ul style="list-style-type: none"> • Making art – Practices may include drawing, painting, printmaking, collage, textiles, photography, three-dimensional work, response to artefacts, and IT, where applicable. Practices also cover the use of appropriate tools. • Knowing and understanding about art, craft and design forms from the past and the present and from a variety of cultures including that of Malta. Recognizing, identifying and appreciating these works, and making connections to the learner’s own work. • Cross-curricular linking. In primary education a lot of teaching is done through art activities such as book making, model making, illustration and display. In science observational drawing is used. Art materials are investigated and used constructively in history, geography, mathematics, and technology. Art can be used to stimulate, explore and record. Art is an invaluable context for language development.
3.1.3 Awareness of the expressive art subjects	<p>Making links with drama, music and physical education to highlight personal expression.</p>

3.2 Use of Materials, Techniques, Skills And Media.

Learning Outcomes	Notes
<p>3.2.1 Investigating visually and recording</p>	<p>Drawing</p> <ul style="list-style-type: none"> • Observational drawing, recording what learners see showing awareness of natural and man-made environment. • Analysing through drawing. • Expressing and communicating personal interests and feelings through drawing. • Looking at drawings. • Working out ideas through drawing. <p>Observing and recording from primary sources (e.g. the environment, found objects)</p> <p>Practices.</p> <ul style="list-style-type: none"> • The upkeep and use of the sketchbook. • Keeping a portfolio. • Building personal collections of drawings, objects, pictures and photos of things they use and make. • Drawing, modelling, painting, and sketching for personal pleasure both at home, later to be incorporated in classroom activities, and at school. • Practice observing and recording as a normal ongoing activity even in relation to other subjects.
<p>3.2.2 Using media</p>	<ul style="list-style-type: none"> • Experimenting and discovering the possibilities of media used in a free and spontaneous way. • Experimenting with media with some organization and control. E.g. mixing paint in a mixing tray for a particular purpose. • Working at home and bringing to class. • Modelling and constructing from observed objects, e.g.

	dolls, puppets, houses etc.
3.3.3 Using the visual elements	<ul style="list-style-type: none"> • Control lines to make shapes showing some understanding of scale. • Make simple compositions or structures in 3-dimension with some idea of form. • Identify colours, which have been mixed from the three primaries and use these e.g. to show distance, denote emphasis, or make simple patterns. • Awareness of the variety and quality of colours in the environment. • Discussing colour in pictures, artefacts and works of art. • Matching colours. • Looking at patterns. Regular and irregular patterning. • Making patterns and using them in their compositions. • Texture awareness. Responding to materials. Arranging and rearranging. Developing into pattern, relief and pictures. • Destruction of materials to learn qualities. • Construction and reconstruction. • Awareness of the nature of materials and surfaces. • Awareness of natural, man-made forms and environments. • Modelling, building. (Using clay, paper pulp, etc) • Making hand pots. (Clay)

3.3 Expression of Feelings, Ideas, Thoughts and Solutions.

Learning Outcomes	Notes
3.3.1 Creating and designing	<p>Learners express personal feelings and ideas through:</p> <ul style="list-style-type: none">• Creating paintings, models, and constructions from imagination and observation and experience.• Solving problems and tasks by selecting and organizing two and three-dimensional materials from a given range.• Evolving new ideas (modifying and testing where relevant.)• Making spontaneous items and talking about possibilities.• Thinking about function.
3.3.2 Communicating.	<p>Communicating and expressing personal feelings and ideas through:</p> <ul style="list-style-type: none">• Painting and drawing personal pictures in response to what is known and felt, beginning to represent space and distance, and to use colour to express emotion. (Refer to Drawing in outcome 3.2.1)• Make three-dimensional images and forms to show their visual and tactile response to the environment.• Discussing what they know about the people, things or places they wish to represent.• Selecting (with support from the teacher) materials, use of colour and form of expression.• Representing distance through drawings from the environment using distant trees or buildings.• Using colour to express personal experiences or emotional responses. E.g. “My hands are cold.”

3.4 Evaluation and Appreciation

Learning Outcomes	Notes
<p>3.4.1 Observing and reflecting</p>	<p>With support, considering and commenting on original works and reproductions. This is done through:</p> <ul style="list-style-type: none"> • Enjoying and discussing works of art by looking at slides, photos, prints, video, original works, reproductions, their own works and that of their classmates. • Visits and excursions in the neighbourhood (same town or village, e.g. the church, monuments, gardens, historical sites, etc) and other places of interest on the island. (Valletta, Mdina, museums and exhibitions) • Visits to crafts village. • Artists and designers in school.
<p>3.4.2 Describing and responding</p>	<p>With support, considering and commenting upon art, craft and design works. This is done through:</p> <ul style="list-style-type: none"> • Responding by describing and discussing. <p>Vocabulary:</p> <ul style="list-style-type: none"> • Extension of colour vocabulary. • Linking colour to items eg. Raspberry, sky blue, sea green etc. • Organisational words: repeat, overlap, symmetry, regular, irregular, etc. • Words describing visual and tactile qualities and feelings. • Description of artefacts. • Discussion.