

# Hato Petera



## JUNIOR VISUAL ARTS

## VISUAL ART Y9

All students in Year 9 have the opportunity to experience Visual Art for one term. Students rotate through different Art options over the course of the year, and Visual Art is one of these options.

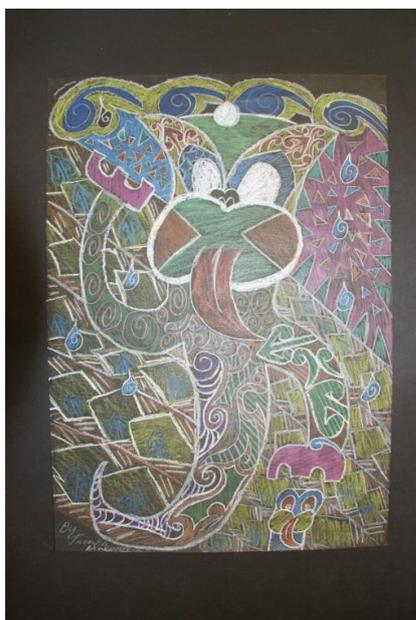
### The primary Aims of the Year 9 Visual Art

- To provide students with an introduction to and taste of Visual Arts
- To introduce students to the particular dynamics, expectations and opportunities offered by the Visual Art Department at Hato Petera College
- To provide a positive experience of art making for Year 9 students at all levels of ability and inclination
- To introduce students to new Visual Art vocabulary, skills and imagery

### Years 9 and 10 Visual Art Programme

At least two Units of work will be done with students during the term. One of these units usually strongly references traditional Maori iconography and imagery and one emphasizes Catholic iconography and imagery. These units are dynamic. The lesson sequences, materials, artist models etc. may change depending on the needs, skills, and individual learning paths of the students. In 2014 the chosen units will be:

- **Taniwha Territory** (5 weeks) – an exploration of koru in a contemporary context
- **Glass Dove** (4 weeks) – an exploration of stained-glass windows



## VISUAL ART Y10

Hato Petera College offers a Visual Arts Foundation Programme for students in Year 10. Students can choose to take art and the programme is offered for three terms.

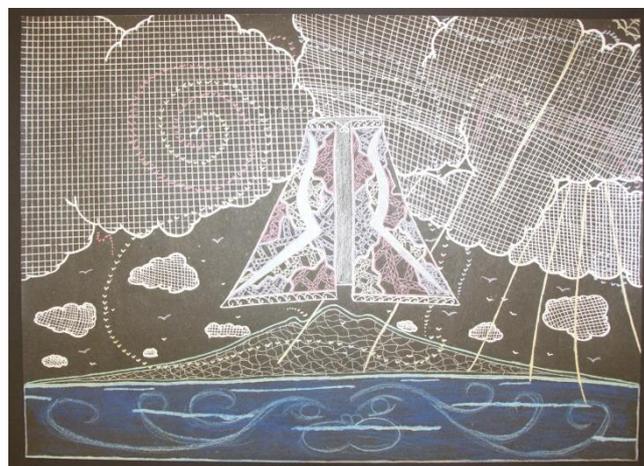
### The primary Aims of the Year 10 Visual Art Programme

- To provide a foundation programme to students who may wish to continue with Visual Art in Year 11, 12 and 13
- To provide students with learning habits, skills and visual literacy to enable them to be well prepared for success in Year 11.
- To provide a positive experience of art making for Year 10 students
- To provide students with the opportunity to experience a range of techniques, processes and visual art experiences

The Year 10 Visual Art Programme has two streams which run concurrently. The one stream consists of a unit entitled Elements of Art. This unit introduces students to many elements of art (eg. Line, Tone, Pattern, Colour, etc) and gives students the opportunity to work through exercises designed to increase their formal knowledge and skills. Students usually work from this unit for one period of every week.

The second stream consists of units of work that allow students to apply their formal knowledge through a series of extended research-based visual art projects. There is usually one unit of work each term. Either Maori or Catholic (or both) iconography, imagery and artist models are emphasized in each unit. Although the units are pre-planned at the beginning of the year there is an understanding that learning is dynamic and changes may occur. The lesson sequences, materials, artist models etc. may vary depending on the needs, skills, and individual learning paths of the students. In 2014 the chosen units will be:

- **Te Kamaka** (Term 2) –sgraffito on scraper-board
- **Korowai over Auckland** (Term 3) – acrylic paint & gel pen on black card
- **Triptich** (Term 4) – mixed media: construction, collage, paint, stencilling etc.



## Strands to be covered

- **Understanding the Arts in Context**  
Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed and valued.
- **Developing Practical Knowledge**  
Students will explore and use art-making conventions, apply knowledge of elements and selected principles through the use of materials and processes.
- **Developing Ideas**  
Students will develop and revisit visual ideas in response to a variety of motivations, observations and imagination, supported by the study of artist' works.
- **Communicating and Interpreting**  
Students will explore and describe ways in which meanings can be communicated and interpreted in their own and other's work.

## Values to be explored and modelled (Maori and Catholic)

### The Marist Pillars

- **Presence**  
Building enabling relationships with each other
- **Simplicity**  
Humble and honest relationships with each other
- **Family Spirit**  
Community – relating to people as brother or sister, trusting
- **Living the way of Mary**  
Faith and love. God's solidarity with people in need or suffering
- **Love of Work**  
Self-development, energy and effort.  
Strong, resilient character building. Moral conscience and values. Team work, socially responsible.

## Key Competencies to be taught

- **Thinking**  
Being creative, critical and curious
- **Using language, symbols and texts**  
Looking at, interpreting and understanding art works  
Making meaning when we make art works
- **Managing Self**  
Believing you can do it and do it well!  
Knowing what to do  
Knowing when to listen, when to lead and when to act on your own
- **Relating to others**  
Listening to other people's point of view  
Debating with others  
Sharing your own ideas
- **Participating and contributing**  
Using art to get involved in the art class, in our kura, in our country and in our world

### The Maori Values –

- **Aroha**  
Love – Caring for ourselves, others, and the environment
- **Mana**  
Honour – Respecting ourselves, others and the environment
- **Pono**  
Integrity – Being consistent, resilient and responsible
- **Tika**  
Justice – Knowing the right way to act