# 2016 Mount Pleasant Primary School Visual Arts Operational Plan

## Improvement Targets

Children to become increasingly confident in the practice of Visual Arts in order to explore and communicate their ideas and understanding of the world around them through the development, creation and presentation of visual arts works.

Students to develop Art Ideas by creating, interpreting and exploring art works.

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<th>Strategies</th>
<th>Responsibilities</th>
<th>Resources</th>
<th>Monitoring/2016 Milestones</th>
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<tr>
<td>Each class will receive a one hour Art/Craft lesson per week.</td>
<td>Administration</td>
<td>Timetable – DOTT allocation</td>
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<td>Lessons will incorporate ACARA guidelines for the three age groupings; Foundation through to Year 2, Years 3 and 4 and Years 5 and 6.</td>
<td>Art Teacher</td>
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<td>Teacher will work/collaborate with classroom teachers to support classroom themes through the Visual Arts. As situations and needs arise.</td>
<td>Art Teacher Classroom Teachers</td>
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<td>Through the teaching and practise of the elements, forms, skills, techniques, processes, conventions and technologies of the Visual Arts. Discussions with peers and whole group and casual question/answer with teacher.</td>
<td>Art Teacher</td>
<td>Teacher made checklists. Observation. Finished work will be assessed. Displays in office, classroom, library</td>
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<tr>
<td>The Picasso Cow program</td>
<td>Art Teacher Gerri Brown and Room 2</td>
<td>The Cow Acrylic / house paints Cross curricula activities</td>
<td>Finished work will be assessed</td>
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<td>STRATEGIES</td>
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| Explore ideas- junior  
Respond to a picture book. Firstly discuss colours, shapes, lines and patterns… How do these elements help to tell the story? How do the colours make you feel?  
-middle  
Plan subject matter for their art work and decide which techniques, elements and forms should be employed.  
-upper  
Explore best way to express their ideas for an art work. For example the student will test/organise ideas for a 3D work by considering dimensions, media and construction process prior to making the piece. | Art Teacher | Relevant NEALS Arts resources.  
Collections from surrounding environment as needed. eg leaves, shells seeds and photographs of trees, buildings and texture.  
Teacher made resources such as charts and activity cards.  
Library books. Both Fiction and Non Fiction.  
Prints, posters and other reproductions of works of Art. | Teacher made checklists.  
Observation.  
Student’s self-reflection on completed tasks.  
Finished work will be assessed. |
| By providing an arts rich classroom environment. | Art Teacher  
Classroom teachers | Teacher made information sheets and activity cards.  
NEALS resources.  
Reproductions of works.  
MOMA web site  
Art gallery of WA web site.  
Australian National gallery web site.  
Prints and electronic media images of the art work of Julie Dowling, Sally Morgan, Tracey Moffet, and Jimmy Pike (but not restricted to only these).  
Images of traditional art forms such as petroglyphs, textiles, basketry, body paintings and bark paintings. |