

Learning Outcomes- Art Middle School (Level 7)

Learning Area Outcome: I value my background and everyday experiences as sources of inspiration and can relate the visual arts to my immediate environment; I am able to draw on my curiosity, imagination and divergent thinking processes to pose questions and explore ideas, spaces, materials and technologies; I can apply skills and dispositions such as goal setting, working independently and collaboratively, showing initiative, experimentation and adaptability

Subject Focus: Encouraging the personal and collaborative responses of the learner: promoting curiosity, exploration, experimentation and invention.

Year 7	Year 8
I can explore, observe and gather information about my environment.	I can observe and record details directly and from secondary sources, which have personal relevance in my local environment.
I can use lines and colours to create naturalistic, expressive or symbolic artworks.	I can show self-motivation in representing what I see, feel, experience and imagine.
I can respond to music through spontaneous mark-making or painting.	I can respond to poetry and music in visual art terms.
I can give examples of artworks of professional artists and designers.	I can give examples of the work of professional artists and designers relating to their responses to the environment and social issues.
I can listen to others and accept that they may have different viewpoints and abilities.	I can take some creative risks when exploring, experimenting and responding to ideas, such as advertising.

I am confident in discussing my views with others.	I can discuss different aspects of art and craft.
I can collaborate with others to create artworks.	I can take creative ideas suggested by my peers and turn them into collaborative artworks.
I can manage goals and time.	I can participate, with assistance, in the organisation of a group exhibition outside the classroom.
<p>Learning Area Outcome: I understand how to employ basic ethical decision-making when reflecting on my own and others' art works and when creating art works that involve the intellectual and cultural property rights of others; I can interpret a variety of artistic forms, recognising and evaluating traditional, historical and contemporary works and identifying possible meanings; I understand the role of the visual arts in fostering lifelong learning. I am also aware of professional arts companies, galleries, museums, cultural organisations and creative adults, in Malta and the wider world, and their role in achieving such learning.</p>	
<p>Subject Focus: Interpreting and Evaluating Art.</p>	
Year 7	Year 8
I can research information about the work of artists or designers.	I can research information about artists or designers, and their work, from a variety of sources.
I can talk and write about my own work and that of others.	When talking and writing about my own work and that of others, I can use art terms to describe it.
I can talk about the purpose or meaning of my own work and that of others.	When talking and writing about my own work and that of others I can interpret its purpose or meaning.
I can evaluate the creative process of my artwork.	I can make a personal evaluation of my own art and those of others.

I can compare and contrast different art works.	I can compare and contrast different art works with identical subject matter or compositions.
I can identify artistic genres like still life, landscape, figure and so on.	I can make links between art and other subjects, such as History, ICT, Languages, Mathematics, Music, Science, P.E., PSCD, Religion and Social Studies.
Learning Area Outcome: I can interpret, communicate and present ideas, problems and arguments in a number of visual modes;I can apply my understanding of the properties of media and of techniques to specific tasks and purposes that will benefit user groups and audiences.	
Subject Focus: Demonstrating understanding of Materials, Techniques, Skills, Media and Aesthetic Qualities.	
With support, I can use and select from a range of media, materials, tools and processes in 2-Dimensional and 3-Dimensional art.	I can observe, record and investigate first hand experiences using drawing and other media, such as paints, ICT and clay.
I can experiment with different media and talk about the discoveries.	I can demonstrate evidence of experimentation and personal choice when using media.
I can apply the visual elements, such as line, texture and pattern.	I can apply and demonstrate understanding of several visual elements.
I can demonstrate the developments in my work as I gain new techniques with 2-Dimensional and 3-Dimensional media.	I can demonstrate and discuss the developments in my work as I gain new techniques, skills and confidence with 2-Dimensional and 3-Dimensional media.
I can talk about the qualities of different media.	I can demonstrate some understanding of the qualities of different media and their suitability for different purposes.

I can indicate space on a 2- Dimensional surface, such as linear and aerial perspective.	I can compose elements on a 2- Dimensional surface to indicate space, such as linear and aerial perspective.
<p>Learning Area Outcome: I understand the capacity of visual arts to address moral, ethical, social and political issues relevant to Malta and the wider world. I appreciate that the arts can be challenging and provide a space for addressing social difference as well as facilitating social and cultural cohesion; I understand that imaginative activity can be harnessed to produce outcomes that contribute to the culture, creativity and wealth of Malta and the wider world; I know how to learn and update my knowledge of the arts.</p>	
<p>Subject Focus: Art in Context</p>	
I can talk about the relationship between art, craft and design in different contexts.	I can explain the relationship between art, craft and design in some different historical and geographic contexts, such as Asian, Australian, European, American and African.
I can recognise art produced during a specific historical time.	I can identify art produced during a specific historical time and discuss its particular features such as visual elements.
I can talk about an environmental or social issue.	I can discuss my views about environmental and social issues.
I can demonstrate my knowledge of the relationship between the arts.	I can discuss the ways in which a number of different cultures have influenced each other in the production of art and design.