VISUAL ARTS

SCOPE AND SEQUENCE

NEXUS INTERNATIONAL SCHOOL SINGAPORE

OUR MISSION

BUILDING AN EMPOWERING,
LEARNING-FOCUSED COMMUNITY

THE NEXUS WAY

INCLUSION

Nexus learners develop a strong understanding of themselves and a true empathy for others. They benefit from a world-class, learner-centred education that empowers them to discover their passions and achieve personal excellence.

MINDSETS

Nexus learners demonstrate an open and creative mindset that encourages deep inquiry and critical thinking. By investigating concepts, learners develop a growing understanding that enables them to explore interconnected ideas.

INNOVATION

Nexus learners are challenged through authentic, technology-rich and transformative learning experiences. Our innovative learning environments, together with our dynamic approaches to learning, put us at the forefront of global educational practices.

RELATIONSHIPS

Nexus learners thrive through effective learning-focused relationships in an ambitious and collaborative community. A restorative culture of respect and high expectations drives all that we do.



OUR CORE VALUES

RESPECTING and caring for each other
being dedicated to a culture of **E**XCELLENCE
openness in **C**OMMUNICATION
acting with **I**NTEGRITY
being **P**ASSIONATE in what we do
creating **E**NJOYABLE environments

OUR VISION

To **educate the youth of the world** to take their productive place as **leaders in the global community**.

Member of Taylor's Education Group

NEXUS INTERNATIONAL SCHOOL SINGAPORE





Table of Contents

Overview 3

Creating 4

Responding 6

Overview

The Primary Visual Arts curriculum is designed to empower learners to view and interpret the world through an artistic lens. Visual arts serve not only as a means of creative expression, but also as a powerful tool for fostering transdisciplinary connections and deepening learners' understanding of both the world around them and their inner selves.

The Nexus Visual Arts programme consists of two main strands - Creating and Responding. Moreover, it emphasises the development of artistic practice, guiding learners to think and work like artists. Learners cultivate key studio habits which are also integral to the IB Visual Arts curriculum:

- Develop Craft
- Engage and Persist
- Envision
- Express
- Observe
- Stretch and Explore
- Reflect
- Understand and Appreciate Art Worlds

These skills are designed to foster the inquiry, creativity, and international-mindedness essential for authentic artistic growth.

Learning in the visual arts is understood as a developmental journey, where artistic growth is nurtured through exploration, reflection, and practice. From Nursery to Year 6, learners engage in a wide range of experiences that allow them to both create and respond to artwork across diverse media and contexts.

The curriculum is anchored in authentic connections - to self, to artists and their practices, to cultures past and present, to the environment, and to the technical and expressive possibilities of materials. Skill-building is intentionally balanced with the cultivation of imagination and free-flowing creativity, ensuring learners develop confidence as both thinkers and makers.

https://www.artcorelearning.org/studio-habits-of-mind

Creating

CREATING			
CREATIVE PROCESS	The development of imagination and creativity through experimentation and self-expression, grounded in both the theoretical and practical aspects and integration of elements of art and principles of design. **Related concepts**: audience, meaning, communication, design, genres, inspiration, elements of art, principles of design, application, media, observe, envision, express, develop craft, stretch and explore, engage and persist, reflect, understand art worlds.		
Phase 1 (N - KG)	**Phase 2 (Y1 – 2)**	**Phase 3 (Y3 – 4)**	**Phase 4 (Y5 – 6)**
Develop Craft			
• Experiment with different tools and materials to make art • Explore the sensory qualities of different media • Explore a variety of formal elements to create art • Learn to care for, and share tools and materials	• Explore diverse techniques and materials to create and express ideas • Identify and explore the expressive potential of formal elements • Use materials and tools as instructed	• Learn to use and apply various art-making techniques and media with greater skill and control • Safely and responsibly use and care for art tools and materials • Show awareness of the effective application of the formal elements	• Learn to use various art-making techniques with refined precision, more confidence and a higher level of craftsmanship • Take initiative in using and caring for art tools and materials in the art room • Utilise a range of ways to make meaning using the formal elements of art
Engage and Persist			
• Create art as a response to a range of stimuli	• Create artwork with a specific intention	• Adapt their plans and make changes as needed	• Become increasingly independent in the creative process • Develop an awareness of their personal preferences

Envision			
• Use their imagination and experiences to inform their art making	• Imagine and plan/create a mental picture of their artwork	• Create artwork for a specific purpose and/or audience • Make informed choices about their subject matter, style, and media	• Select, research and develop an idea or theme for an artwork • Make intentional choices about their subject matter, style, or media
Express			
• Make marks and realise that sometimes the marks have meaning	• Express own ideas and feelings through art	• Draw inspiration from their own experiences, memories, and emotions	• Use a personal interest, belief or value as the starting point to create a piece of artwork
Observe			
• Learn to notice things around them	• Begin to pay close attention while making an artwork	• Pay close attention to detail and learn to refine their work	• Focus on **attention to detail** and precise refinements
Stretch and Explore			
• Participate in individual and collaborative creative experiences	• Try different ways to create art • Try new ways to solve artistic problems	• Experiment with different media and techniques, solving artistic problems, and refine the artwork with greater flexibility and skill	• Adjust and refine the creative process in response to constructive criticism: *plan, draft, adapt, revise*

Responding

<table>
<tr><th colspan="4">RESPONDING</th></tr>
<tr><td>REFLECTION AND APPRECIATION</td><td colspan="3">The study and appreciation of a range of artworks including learners' own work to develop understanding of the principles of art and design in the world around them. The role of the visual arts in society and in diverse cultures, both historical and contemporary.

Related concepts: audience, purpose, composition, culture, observation, perspective, application, choice, abstract, realistic, appreciation, celebrations, self-expression, tradition, art-related vocabulary, global context</td></tr>
<tr><th>Phase 1 (N - KG)</th><th>Phase 2 (Y1 – 2)</th><th>Phase 3 (Y3 – 4)</th><th>Phase 4 (Y5 – 6)</th></tr>
<tr><td colspan="4">Understand and Appreciate Art Worlds</td></tr>
<tr>
<td>• Enjoy experiencing artworks
• Show curiosity and ask questions about artworks
• Describe what they notice about an artwork using age-appropriate sentence starters (e.g. I see…, I think,...)
• Express opinions about an artwork</td>
<td>• Experience artwork from different times, places and cultures
• Learn to ask relevant questions about art to extend their understanding
• Use own words to describe what they see, feel, and think about an artwork
• Start to notice the formal elements of an artwork
• Describe similarities and differences between artworks</td>
<td>• Begin to show understanding of other artists' work and the meanings they convey (including those of peers)
• Make connections between their own ideas and those explored by artists across different times, places and cultures
• Collaborate with peers, share ideas and appreciate diverse perspectives
• Compare and contrast artworks from a range of cultures, places and times
• Use their prior knowledge and experiences to interpret artworks</td>
<td>• Understand the impact of a collaborative project on a wider audience and school community
• Show understanding of the cultural and historical context of diverse artworks, using this knowledge to enrich and inform their own creative practice
• Learn to understand the role, impact and relevance of visual arts in society
• Show understanding of other artists' work and their meaning</td>
</tr>
</table>

Reflect			
• Start to talk about their own art and what it means or represents • Make personal connections to an artwork other than their own • Learn to think and behave like an artist	• Talk about their own art in terms of tools, materials and main steps during the art making process • Talk about personal connection and intention of their artwork • Listen to peers' ideas and see how they are different from their own • Start to notice the formal elements of art in their own artwork • Learn to think and behave like an artist	• Develop an ability to reflect on and talk about the process of making art • Identify the stages of their own and others creative processes • Notice and describe how other artists use formal elements • Reflect on their personal connections, intentions and choices throughout the art making process • Learn to use art-related terminology to talk about an artwork (in terms of tools, materials, techniques and formal elements) • Learn to think and behave like an artist	• Understand that the audience responds to art in different ways • Reflect throughout the creative process to challenge their thinking and explore new and unusual possibilities • Start to form constructive feedback for themselves and their peers • Compose artist statements to reflect on their intentions, choices, process in own artwork • Analyse an artwork in terms of formal elements and principles of design • Learn to think and behave like an artist