

Visual Arts

3^{eme} (9th Grade) [2 periods every other week]

Mr. Francois Paire

Course Description

This course is taught in French. Teaching the Arts is based on student's practice in relation to artistic fields.

This exploratory practice constantly involves interaction between action and reflection that facilitate the understanding of the creative process. Thus linking artistic production, sensitive perception and acquisition of knowledge and references.

<p>Artistic components:</p> <p>Experiment, produce, create</p> <p><u>Expected competences at the end of cycle 4:</u></p> <p><i>To have a reflective personal practice.</i></p>	<p>The student is able to:</p> <p>Choose, mobilize and adapt various artistic languages and artistic mediums.</p> <p>Identify and appropriate artistic questions.</p> <p>Take into account the viewer during the art-making process.</p> <p><i>- ESLR: LILA is committed to producing students who are Productive individuals who can works autonomously individually and in groups towards goals they have set.</i></p>
<p>Artistic components:</p> <p>Leading an artistic project</p> <p><u>Expected competences at the end of cycle 4:</u></p> <p><i>To have a reflective personal practice.</i></p>	<p>The student is able to:</p> <p>Carry out a production following instructions.</p> <p>Identify steps of the realization and manage their possible outcomes.</p> <p>Show autonomy, initiative in leading a project.</p> <p>Compare first intention and realization and adapt and reorient the project if necessary.</p> <p><i>- ESLR: LILA is committed to producing students who are Active Problem solvers who transfer learned skills to new situations.</i></p>
<p>Theoretical components:</p> <p>To express oneself, to analyze one's practice, to open oneself to otherness.</p>	<p>The student is able to:</p> <p>Describe with an appropriate vocabulary what one does, feels, imagines, analyzes.</p>

<p><u>Expected competences at the end of cycle 4:</u></p> <p><i>To observe, analyze, understand artworks.</i></p> <p><i>To take part in the debate on artistic facts.</i></p>	<p>Support artistic intentions or artworks interpretation.</p> <p>Make connections between personal work and other artistic approaches.</p> <p>- <i>ESLR: LILA is committed to producing students who are Active Learners who use criticism, want to learn and show curiosity in a creative and positive way.</i></p>
<p>Cultural components:</p> <p>To get one's bearing in visual arts.</p> <p><u>Expected competences at the end of cycle 4:</u></p> <p><i>To manipulate elements of an artistic culture</i></p>	<p>The student is able to:</p> <p>Recognize referenced artworks and grasp their meaning and their interest.</p> <p>Identify their characteristics (physical, cultural, symbolic).</p> <p>Propose and support the analysis and the interpretation of an artwork.</p> <p><i>ESLR: LILA is committed to producing students who are Literate Individuals who show interest and sensitivity for different artistic fields.</i></p>

Timeline

3 main questions are treated from given instructions. Contents are developed in an increasing complexity from 6th to 9th grade.

The representation: images, reality and fiction.

- The resemblance: The representation is contingent upon the reality and in the same movement, there is an expressive value in its disconnection.
- Creation, materiality, status, meaning of images.
- Relationships between artistic intentions and choices of mediums.

The materiality of an artwork; the object and the work

- Relationships between materials, tools, gestures.
- Materials and their potential of meaning in an artwork.
- The transformation with artistic intentions of objects, images and space.

The artwork, the space, the author, the spectator

- The material presence of an artwork in space. The presentation of an artwork. Art installations.