

Kennsluáætlun 2020-2021

Fag: Sjónlist

Kennari/kennarar: Liljá Licata

Fjöldi kennslustunda í faginu á viku: 1 (60 mín) [+ “VAL” frá Nóvember: 3]

Bekkur/samkennsluhópur	Fjöldi kennslustunda í faginu yfir árið	Tímabil
8. bekkur	18 (eða minna)	27. Ágúst – 7. Janúar
9. bekkur	16 (eða minna)	28. Ágúst – 8. Janúar
10. bekkur	17 (eða minna)	15. Janúar – 28. Maí

Myndlistastofa must be one of the places where the children of grades 8, 9 and 10 acquire the skills and values of critical thinking. To understand that – and not only in the context of the Visual Arts – critical thoughts breed action and with action come creation, and that creations are inspiring and make one think, and so the cycle begins anew. Create an amiable environment in the art studio, give freedom of expression and a sense of welfare to my student is one of the basic objectives I have as an art educator. In my class, I'll made clear that any form of censorship won't be applied, that they should feel free to express in their artworks anything they want and need to. When a child feels safe to explore visual art in all its shape, and safe from the fear of being judged in that experimental process, there are no more barriers between that child and its creativity. If my pupils nourish their creativity and see it flourishes, even just a little, their self-esteem will improve and they will be more open to explore and expand their imagination and to develop ways of self-expression.

To help children realize their full potential as intelligent, creative and whole persons, I'll institute a relationship-based education build on trust and mutual respect, where each person is seen as a unique individual while being part of a group. Visual Arts becomes then a tool for guiding children to respect each other on one hand, and to express themselves and define their identity on the other. Children are viewed as active constructors of knowledge and my primary role as the educator is to empower and support my pupils to explore and investigate. They will be given access to the library and internet to conduct their research.

I'll be planning my lessons based on the interests of my pupils, which means that I'll constantly pay a close attention to where their curiosity and volition will leads them. An by making them understand that I'm taking in consideration their effort, their determination and their progress instead of their actual skills as young visual artist should liberate them from any blocage, any self-doubt about their capability at realizing visual artworks. Furthermore, they will be able to use any visual art medias of their choice to realize the assignment of the day, which will encourage and celebrate their initiative. This open-ended explorations of the medias will lead them to think by themselves and be in control of their creativity. Visual Arts provides the foundation for using art, creativity, as a tool for thinking and sharing these thoughts visually. Mistakes are allowed and even encouraged as removing the fear of a bad evaluation gives children the confidence to take risks, and to venture beyond their established area of competence.

Finally, I'll systematically connect the assignment of the day to some inspirational artworks throughout Art History, both Icelandic and foreign, giving in addition historical landmarks and acknowledging Art as a fundamental part, aspect, influence and memory of all societies. Along with these famous masterpieces, and by taking advantage of my expertise in Geek Art¹, I will illustrate my speech with examples familiar to the students, with which they can relate, thus reinforcing their understanding, their commitment and their participation to the course.

To sum up, Visual Arts will be used as a tool to help children process and produce ideas, thoughts, theories and perspectives in a visible way, understanding that there are multiple ways of communicating and expressing themselves, and to construct a new understanding of their environment and community.

Keeping in mind the Icelandic national curriculum for the Visual Arts (cited at the end of this document), here is roughly the program for the 8th, 9th and 10th grade this year. It won't necessarily happen in the following chronological order and could undergo a change since I intend to remain flexible second the evolving interests of my pupils and the material at disposition.

kennslustund	ÞEMA	HVAÐ Á AÐ LÆRA
1	Við skulum kynnst! (let's get acquainted!)	Getting to know each other: name, personality, creativeness, imagination, craftsmanship etc. Start to know the art studio: where to find the material and responsabilize them on how to take care of it etc.
2	Abstrakt á móti hlutbundin (abstract versus figurative)	Learn to recognize and distinguish an abstract image from a figurative image. Get familiar with few abstract artworks: some paintings made by the pioneers of the abstraction of the Visual Arts: Kandinsky, Mondrian, Kupka, and Malevitch; and other examples of abstract artworks from various medias (Street Art, photography, sculpture, videogame etc.). Understand that they can express themselves in more than one way, that figuration is not the only way of representing a subject, an idea, an emotion. Importance and role of the interpretation in art
3	„Cadavre exquis“ eða „Stórkostlegt lík“: innsýn í Súrrealismi (Exquisite corpse: a glimpse at the Surrealist movement)	Collaborative work collective imagination absurd, unexpected, dreamlike (or nightmare like!) results Surrealism

¹ Geek Art: a current artistic and global phenomenon that represent in all visual art medias the iconography of popular medias like comics, video games, cinema, animation, TV series and so on.

4 & 5	Klippimyndir (collages)	Surrealism Erró
6	Litir og gildi (colors and values)	Primary colors, secondary colors, warm and cold colors, neutral colors, tints and shades, contrasts etc. Learn how to create all the variations of color possible just from 5 colors: cyan, magenta, yellow, black and white paint.
7	samsetning og hlutföll (composition and proportions)	Learn how and why to use perspective, proportions and composition.
8	Línur, mynstur og hreyfing (lines and pattern)	Learn how to represent movement, dynamism, texture, emotions etc. with a simple line. Discover patterns techniques, types of lines etc.
9 & 10 (8. og 9. bekkur: tvær kennslustundir rétt fyrir Halloween) (10. bekkur: fyrir Öskudagur)	Grímur og tæknibrellu farða (masks and special effects makeup)	Learn about the history and the symbolic of the mask throughout various cultures and understand its different aesthetics and purposes (a venetian mask isn't the same aesthetic and purpose than a tribal Congolese mask for example). Explore different ways of representing and realizing a mask. Identity exploration and interpretation Latex fake scars for cinema, theatre etc. Various possible ways of working as a visual artist
11	Vefmyndasögur og meme: stutt og tjá leið til að deila hugsunum (web comics and memes: a short and express way of sharing thoughts)	Iconography and languages of the comics Comics in art: Roy Lichtenstein, Erró... Concept art for characters and scenery making
12 & 13	Skúlpúr og mótun (sculpture and molding)	Work in 3D George Segal, Giuseppe Penone...
14 & 15	Leturgröftur (engraving)	Negative and positive space Explore various surfaces (fabric, paper, wood...) thinking of the different purposes it could imply (fashion design, decorative, informative...) Discover the structure of some artworks
16	Heimsókn til listræns samfélags Seyðisfjarðar (encounter with the artistic community of Seyðisfjörður)	Critical thinking, analyzation of the artwork, understanding the importance of exhibition and get to know the artistic presence and aspect of their environment, of their community.
17 & 18 (síðustu kennslustundir)	Búðu til listaverk og undirbúið síðan sýningu (möguleg þátttaka í List í ljósi fyrir 8. Og 9. bekkur) (create a work of art and then prepare an exhibition (possible participation to List í ljósi for grade 8 and 9)	Think of a project, decide whether realize it in a collaborative way or not, think of what material to use etc. Open creativeness, opportunity to explore and reassess what they learned and develop during the year. Understand and carry out a given thematic (for example the return of the sun and its light in Seyðisfjörður if they participate to List í ljósi)

Below, a list of what pupils should be able to do at the completion of grade ten second the Icelandic national curriculum. I organized it into the two different and complementary aspects of Visual Arts education: practical and theoretical.

PRACTICE	THEORY
<ul style="list-style-type: none"> • interpret works of art and design with regard to their experience, surroundings, the present, ethics and aesthetics 	<ul style="list-style-type: none"> • analyse how visual stimuli of everyday life affect our life and values
<ul style="list-style-type: none"> • express their opinions and feelings in their own creation with relation to their experience and social commentary 	<ul style="list-style-type: none"> • describe the various purposes of visual arts and design and put them in personal, cultural and historical context
<ul style="list-style-type: none"> • record and present ideas in diverse ways based on their own imagination and/or research, visually and/or as text 	<ul style="list-style-type: none"> • define how contemporary art deals with relevant issues of everyday life through a variety of approaches that often involve the integration of art forms
<ul style="list-style-type: none"> • express their opinions and feelings in their own creation with relation to their experience and social commentary 	<ul style="list-style-type: none"> • analyse, compare and describe various styles and movements in visual arts and design, both in Iceland and abroad, and link these to the culture of their origin
<ul style="list-style-type: none"> • analyse and use a variety of methods and techniques 	<ul style="list-style-type: none"> • criticise with knowledge, fairness and respect their own works and those of others, both on their own and in cooperation with others
	<ul style="list-style-type: none"> • use vocabulary and concepts to express their views on visual arts and design and support them based on their own values
	<ul style="list-style-type: none"> • show and explain the work process from an idea to a final work that includes, for example, research, experiment and conversation

Ministry of Education, Science and Culture
The Icelandic national curriculum guide for compulsory school
Competence criteria fo visual arts

Every object and every task starts with an idea that does not materialise unless it is presented in some way. Visual arts as a subject channel ideas and use all the media of visual art. Since ancient times, visual arts have had a social, aesthetic and emotional influence. Observing works of art helps us to understand history, culture and society as a whole, and, at the same time, it enhances our personal growth.

Through visual arts pupils have an opportunity to learn and express themselves without words. They can alternatively work in a critical manner with everyday issues or imagination. This experience gives pupils a basis to learn to know themselves both in connection with nature and the material world. This understanding becomes both general and personal, based on examining reality and the wonders of the imagination.

Visual arts are by nature a creative process: an important process where pupils find their inner voice, form connections and develop skills to apply different approaches, such as drawing, painting, moulding, printing, paper cutting, and screen media. Taking part in creating, analysing and enjoying art makes pupils more capable of experiencing art, and at the same time develops empathy, tolerance and critical understanding of the world. With focused visual arts education it is possible to maintain the capability that children use from an early age for telling a story visually. To make this possible teachers have to give pupils a chance to take chances in order to encourage creative thinking and imagination.

When pupils create visual works, they base them either on their research and analysis or by using their imaginations, where they link their experience, culture and environment. In discussions on visual arts, there is an opportunity to practise the vocabulary of visual arts, empathy, and tolerance regarding critical discussion of the pupils' experiences of selected artworks and their own works.

By linking with their own experiences, pupils enhance their literacy of their environment. This connection is described visually here, to the right.

Everywhere in our environment there are visual stimuli that pupils should learn to read and analyse. One of the key roles of education is to learn to understand the world that we live in so that we can become active, critical citizens who can have a positive influence. Visual arts are well suited because this subject works systematically on perception, analysis and interpretation, which gives the pupil the possibility to see what they look at, hear what they listen to, feel what they touch, and create using their experience. By allowing pupils to choose the subject matter of their works, or the medium, in visual arts, it is possible to encourage their initiative.

By developing critical and creative thinking through visual arts, pupils develop their ability to identify social problems and find solutions to them.

