

The Key competencies and Art History

Below is a list of possibilities for how the Key Competencies can be seen in Art History. These could be added to and developed further over time.

- **FROM THE NEW ZEALAND CURRICULUM - Capabilities for living and lifelong learning**
- The New Zealand Curriculum identifies five key competencies:
- People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.
- The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.
- Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.
- The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts **that are increasingly wide-ranging and complex.**

The Key Competencies as defined in the New Zealand Curriculum	The Key Competencies and Art History: Where do we use the Key Competencies and how can we incorporate the Key Competencies further?
<p>Thinking</p> <p>Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.</p> <p>Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.</p>	<p>Thinking Analysis, Understanding, Evaluation, Connections, Links, Explanation</p> <ul style="list-style-type: none"> • Students learning their own ways/patterns of thinking in order to assist their learning • Students learning thinking 'styles' in order to help them develop thinking skills e.g: • Students identifying different styles of thinking in different artists, movements, contexts e.g. Classical vs Romantic ways of thinking • Questioning – curiosity about why...From concrete facts to abstract ideas to evaluative criticism • Critical analysis – analysing closely for in depth understanding, seeing the flaws and • Creative thinking – Imagining, use of creative language • Lateral thinking, • Remembering facts/dates and information, • Applying knowledge in an unknown context, • Comparison - Discerning (Looking, understanding and clarifying similarities and differences) • Identify patterns and relationships in Art History • Strategic thinking for managing self and learning, relating to others • Visual analysis of the factual ('concrete') evidence of an art work – seeing and looking closely. • Making broad links and connections between art and its contexts • Examining/Analysing the different ways that artists communicate ideas, meaning, themes, concepts, narrative, stories, allegory, theories metaphor in art works • Examining, analysing and understanding abstract ideas, concepts and theories • Examining and discussing links between art and its purpose and function

	<ul style="list-style-type: none"> • Understanding differences between visual expression and expression through language • How can I express an understanding of visual language in written language? • Understanding creative thinking processes and how are these expressed through visual art forms • Investigating/Evaluating the function of different art forms – i.e. painting, drawing, sculpture, moving image, digital, in relation to the purpose and intended meaning of the work
<p>Using language, symbols, and texts</p> <p>Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal; mathematical, scientific, and technological.</p> <p>Students who are competent users of language, symbols, and texts can interpret and use words, number, images, movement, metaphor, and technologies in a range of contexts. They recognise how choices of language, symbol, or text affect people’s understanding and the ways in which they respond to communications. They confidently use ICT (including, where appropriate, assistive technologies) to access and provide information and to communicate with others.</p>	<p>Using language symbols and text</p> <ul style="list-style-type: none"> • Interpret and use written and oral language to describe visual qualities and style – formal analysis • Interpret visual language – motifs, symbols, metaphor – used to convey ideas and meaning • Develop a vocabulary of terminology to discuss art with – style and meanings • Connecting ideas through written and oral language. • Using visual language – drawing, symbols, to describe art. • Translating from visual to written language • Constructing sentences, paragraphs and essays • Making clear points using language • Applying understanding using written language in a new context (e.g. exams) • Communicate research findings • Communicate to group in discussion • Demonstrate understanding through visual, oral and written presentation • Use computer technology to assist in learning and understanding art • Understanding the ‘meta’ language of Art History – i.e. what is Art History as a discipline? • Capture thought processes while listening and learning • Reflect about art through personal writing • Write critical reviews about art
<p>Relating to others</p> <p>Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.</p> <p>Students who relate well to others are open to new learning and able to take different roles in different situations. They are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to co-operate. By working effectively together, they can come up with new approaches, ideas, and ways of thinking.</p>	<p>Relating to others</p> <ul style="list-style-type: none"> • Retaining an open mind to other perspectives and interpretations of the world through Art. • Examining how artists (other people) view and perceive the world – • Considering <i>difference and change</i> as it is produced by class, history, culture, social circumstances through art • Conveying own understanding of interpretation and communications of ideas/the world/context to others through own analysis and writing • Discussion of ideas, style, meaning, own perspectives with peers and teacher • Discussing and debating different perspectives on art through writing and in class • Discussing and debating different perspectives about the world as they arise from analysis of art in class discussion • Considering different ways that it is possible to convey personal interpretation of ideas and experiences through art • Examining different ways to convey ideas • Relating to peers through class discussion and group work – in class • Relating to teacher through teaching and learning – in class and through written communication • Listening actively • Accepting different viewpoints and interpretations

<p>Participating and contributing</p> <p>This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.</p> <p>Students who participate and contribute in communities have a sense of belonging and the confidence to participate within new contexts. They understand the importance of balancing rights, roles, and responsibilities and of contributing to the quality and sustainability of social, cultural, physical, and economic environments</p>	<p>Participating and contributing – In Art History this is located in class room teaching and learning methods – all formal assessment so far in Art History is done at an individual level.</p> <ul style="list-style-type: none"> • Listen actively • Respect and encourage others in class • Share thinking, understanding and perspectives on learning • Class analysis exercises – brainstorm, style analysis, meaning analysis, analysis of readings • Assessments structured through group work elements <ul style="list-style-type: none"> ○ Class/Group publication, magazine about art ○ Class/Group website or power point ○ Class/Group ‘curated’ exhibition ○ Class/Group seminar presentation • Class discussions related to ideas and concepts of artists • Internet discussions – wiki’s and blogs – students contribute to a growing/changing discussion
<p>Managing self</p> <p>This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.</p> <p>Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently.</p>	<p>Managing self</p> <ul style="list-style-type: none"> • Developing self awareness and knowledge of self • Developing confidence • Students understanding and managing own learning style and processes • Managing self in relation to others, within the classroom, in discussions, in relation to the teacher • Taking risks, rising to new challenges • Setting goals for own learning • Self assessment to help own learning • Reflection about learning and understanding • Know own strengths and weaknesses • Seek help when necessary • Seek understanding for self rather than just ‘doing what the teacher says’ • Students managing their own research process • Meeting deadlines • Managing time effectively • Persevere with own learning • Self motivation