Kaupapa Mahere Subject Overview:			
What important concept, issue, theme, story or community context will students explore?			
Year Level:		**NZ Curriculum Level:**	

Wheako Whakaakoako Learning in this unit:

What rich learning experiences will students engage in throughout this unit? Describe how students will inquire, create, collaborate, reflect, and build understanding through authentic visual arts learning. Consider how the learning sequence supports the development of knowledge, practices, creativity, and student agency.

Ngā Hononga ki ngā Akoranga o Mua Connections to Prior Learning:

What prior learning, experiences, knowledge, skills, and understandings will students draw upon in this unit? Consider how previous visual arts learning and wider life experiences provide a foundation for new learning, creative inquiry, and artistic development.

Ngā Āheinga Capabilities: Communication / Collaboration / Self-Management / Problem-solving / Creativity

What capabilities will students develop, strengthen, and demonstrate through this learning experience? Consider the transferable skills, dispositions, and ways of thinking that students will draw upon and apply within and beyond visual arts.

Mōhiotanga Knowledge:	**Mahi Practices:**
What knowledge will students develop through this learning experience? Consider the concepts, ideas, contexts, artists, visual language, materials, processes, and cultural understandings students will explore and draw upon as they engage in visual arts learning.	*What visual arts practices will students engage in, develop, and refine throughout this learning experience? Consider the processes, skills, behaviours, intention and ways of working that students will use as they investigate ideas, create artwork, collaborate, reflect, and respond to feedback.*
Te Mahi me te Waihanga Making and Creating:	**Mātakitaki me te Urupare Observing and Responding:**
How will students explore, develop, and communicate ideas and intention through visual arts practice? Consider the conventions, materials, processes, techniques, and creative decisions students will use as they experiment, create, refine, and present their work.	*How will students observe, discuss, interpret artist intention, and respond to artworks, artists, visual culture, and the work of others using appropriate Visual Art terminology?*

Ngā hononga ki ētahi atu wāhanga ako Connections to other Learning Areas:

How does learning in this visual arts unit connect with and enhance learning across other curriculum areas? Consider the knowledge, skills, values, and competencies students will draw upon and develop through meaningful cross-curricular links.

Rauemi Toi Resources: *Materials / Displays / Handouts / Examples / References:*	• • In class displays (to reference throughout the teaching and learning sequence) • Further resources required • •

Te Reo Matatini Literacy: *Keywords and Art terms to learn Link to glossary*	• • •

Te Raupapa Ako Teaching and Learning Sequence:

How does the sequence of learning support students to move from curiosity and exploration towards confident creation, critical reflection, and deeper understanding in visual arts?

Lesson 1-2	
Lesson 3-4	
Lesson 5-6	
Lesson 7-8	
Lesson 9-10	
Lesson 11-12	

Pāngarau Numeracy:

How will students apply and develop numeracy understandings through visual arts learning? Consider how mathematical thinking supports observation, planning, design, construction, problem-solving, and the communication of ideas through artmaking.

Huritao Reflections:

Reflect on learner engagement, progress, evidence of learning, and the effectiveness of teaching strategies. Identify successes, challenges, and next steps to strengthen future implementation of this unit.