

European Syllabus : Art / Visual Arts

General Objectives :

- The subject Art in the European schools means **The Visual Arts**. Visual Arts contain the complex process of perception, reflection, creation and interpretation.
- In the Visual Arts the perception and interpretation of the world around us has always resulted in the creation of Art objects. Process and final products are the main objectives of the subject Art
- Art enlarges our knowledge of and insight into the surrounding world by giving shape to the important outer and inner characteristics of this world. Through a process of exploration and ordering, art fosters our power to imagine, and our ability to represent experiences, feelings, ideas and opinions. This perception and interpretation enables us to create personal images and objects.
- Art develops the acquisition of skills. By our participation in the processes necessary to solve the problems of image and form creation, we gain experience in the handling of a diversity of materials, tools and techniques.
- By applying increasingly complex activity-, project- and process-orientated methods, art supports the student’s various subject-specific, methodical, personal and social competences.
- Art develops creative and lateral thinking in all areas in which the pupils choose to work and this competence has an impact in all subjects taught in school.
- Art helps us to acquire knowledge about the function and meaning of art in society, enabling us to gain insight into the way historical, cultural and social influences and differences have determined the content, meaning and form of images. We learn how factual information, norms, values and feelings can be conveyed through images.
- By using examples from art history students learn about art as a language being based on cultural, social, political and individual backgrounds.
- The subject Art contributes to the students’ knowledge of the visually rich international context in which the European schools exist, by exposing them to a selection of the vast body of art imagery from all over the world that has contributed to our visual development.

Class S1	Projects	Media	Art History
September 2012 What is art?	Examples of art around us. Learn how to organise a project from theme to brainstorming ideas, trying out & experimenting with different materials & creating the final outcome. Graphic project: My name, my Logo, my personality. Cover sketchbook.	Pencil 2B/6B Indian Ink & nib	Different forms of Police – Graphics Examples of Art through the centuries: from Prehistoric art, Antiquity, medieval art, Gothic art, Renaissance, Baroque, Classical, modern, Contemporary
Correspondences	Poster design to explain the local festival for the Primary & Secondary school.	Pencil, pen & coloured pencils.	Research examples & learn how to describe the image: specific vocabulary, composition & audience.
Theme: Natural forms: 4 Seasons	Basic Art notions: Line, tone, texture, shape & form. Techniques: using pencil (2B-6B); shading; mark-making & hatching to show form of objects & their surface shadow. Understanding the use of Composition.	Chalk pastels & charcoal; Oil pastels	Artist: Rembrandt – hatching/tone/line Different interpretations on the same theme. Arcimboldo, Aboriginal art & pattern Idea of the art object & the space.

Colour Creation 3D	Sculpture, 3dimensional, relief, mobiles	Papier mâché & mobiles	Sculpture through the ages; Public art. Alexander Calder: Idea of traditional art & contemporary art : realistic/figurative & abstract.
Theme : Myself	Developing personal, own ideas into image. Secondary resources: collage Technique: enlargement of area & colour mixing with Paint. Monochromatic – Tints & shades	Drawing, painting & collage	Self-portraits: different forms of presenting your 'self'; objects, shadows, childhood & passing of time. Titian, Modigliani, Frida Kahlo, Peter Blake, Courbet, Norman Rockwell, Messerschmidt (expressions) Develop into mosaic with reference to Ancient Rome, & building up an image with different tints & shades. Tony Cragg.
My origins, My town, my journey	LINO print: develop images into lino print using the line, texture & shadow to create a design: Postcard of your journey. 3 colour-way prints. Colour in art: colour theory & ideas/ symbolism. Cross-curriculum with French "la Ville"	colour wheel/ mixing paint Complementary colours	Artists' reference: Andy Warhol & Pop Art. Light in art: Impressionists: Monet, & light changing the colours during different times of the day. Van Gogh – complementary colours, Kandinsky – colour & sound Repetition of colourful shapes : Hundertwasser
Poster design	Design & create a poster for different competitions, or events at the school. With reflection on multiculturalism of our school. (ITER)	Revise colour mixing & basic notions all year (tone) Opacity / flat colour	Examples of the first posters: Toulouse Lautrec & composition; propaganda in posters. Pop art style: Andy Warhol, Keith Haring.
Self-Portraits	Proportions of the head & using basic techniques: line, tone, texture & colour blending.(colour pencil) Creations inspired by different styles.	Clay	African masks & artefacts. Picasso & Cubism
My space : Architecture Sculpture Design	Architecture: research one of given famous buildings & present to class. Class & homework introducing basic notions of art : Line, form, shape, balance, scale & style. Look at our school from this perspective: purpose, function & aesthetic. (14 examples) Create objects & interactive art with Maths dept. to create a trail or " Chemin de découverte ".	Sculpture, 3D, with CAD – photography & creating site specific images with models.	Public art, public space, Architecture: Rudy Ricciotti (our school's Architect) & famous buildings around the world.
Antiquity Cross curriculum with History	Discovery during the construction of our school: Antiquity: Egyptian, Greek, Roman object : recreate the object & present the artifact for the local museum		: Computer work with photography & 3Dimensional.