

Visual Arts Learning Matrix at Curriculum Level 6

Big Ideas – Exemplifying the NZC Arts strands of:

Understanding the Arts in Context, Developing Practical Knowledge in the arts, Developing Ideas in the arts, and Communicating and Interpreting in the arts.

Whakapapa: art is a descendant, and a creator, of culture – in Aotearoa New Zealand, we respond to and reflect on our unique te ao Māori foundations, and the ethnically and culturally diverse society we share this land with, in current and historical contexts.

Curiosity, collaboration, courage, critical thinking, and creativity are integral to learning in The Arts.

Practise, selection, reflection, editing, and refinement allow the artist to create a cohesive and fluent artistic expression.

The arts are an aesthetic language through which humans can express their identity, culture, ethnicity, ideas, feelings, moods, beliefs, political viewpoints, and personal perspectives, which can evoke responses.

Ngā Ara Toi: The arts are a medium to explore, discover, and express te reo Māori (language) and ahurea Māori (culture), and acknowledges tikanga as a guide for this.

Whakawhanaungatanga: The arts supports social sustainability by building and nurturing communities and relationships through the creation and exploration of art.

Taonga Tuku Iho: The arts explore and express Māori cultural identity and contribute to the continuing development and sustainability of tangible and intangible taonga Māori.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa
Artistic excellence makes the world sit up in wonder

Significant Learning at Level Six of the New Zealand Curriculum

Visual Arts Context	Visual Arts Processes	Visual Arts Practice
Understanding how art is made, viewed, and valued – in a te ao Māori context.	Explore/demonstrate how art practices operate.	Applying visual arts contexts and understanding visual arts processes to make own work.
<ul style="list-style-type: none"> Identify conventions and how they communicate meanings within established practice. Understand how established practice is the use of a set of conventions. View and experience art work in a given horopaki (context). Understand the role of taonga within whānau, hapū, and hāpori (communities). Use mātauranga Māori contexts as expressed in Toi Tūturu (Customary), and/or Toi Whakawhiti (Trans-customary), and/or Toi Rerekē (Contemporary) to explore aesthetics and symbolism. Engage in learning that connects to local and authentic contexts. Link own and others art work to te ao Māori, and other cultures, in historical and contemporary contexts. Demonstrate an understanding of intergenerational connections that can exist between people, places, and objects. 	<ul style="list-style-type: none"> Generate, develop, and build upon visual ideas. Use a creative thinking process in the production of artwork. Respond to feedback in the making of art work. Develop work in order to arrive at an intended outcome. Create art work as a response or as a means of self-expression. Demonstrate understanding of art as a mode of creative agency. Make art work as a mode of creative agency. Value the process, expected and unexpected outcomes. Use conventions and technologies to create art work. Use established practices as a way to learn techniques and processes. 	<ul style="list-style-type: none"> Research and develop outcomes that reflect on and respond to Aotearoa, te ao Māori, and New Zealand's unique history. Celebrate diversity and create understanding through active participation in the arts. Understand, use, and value both mātauranga Māori and te ao Māori in making art. Use technical and pictorial conventions from established practice to create effect and/or communicate ideas in own art work. Demonstrate understanding of the role of taonga within a mātauranga Māori context through research, authentic experience, and art making. Apply understanding of ahurea tuakiri (cultural identity), ethnicity, ideas, feelings, moods, beliefs, political viewpoints, and personal perspectives, and create artwork as a representation of these.