

**Te Kura Apii a te
Peu Ora'anga
o te
Kuki Airani**

**Cook Islands Visual Arts
Curriculum**

Te Maraurau o te Pae Apii

Cook Islands Ministry of Education

October 2011

Introduction

“The arts are a personal form of expression reflecting social and cultural ideas and issues. They are the expression of the life and culture of a society, and are important vehicles for the transmission of values and ideas from generation to generation.... They develop skills that are essential for employment, recreation and leisure.” (The Cook Islands Curriculum Framework, p18, 2002)

The visual arts are an integral part of Cook Islands' Society, more noticeable with the exhibitions in the galleries or annual public events such as the Te Maeva Nui Festival, Tiare Festival and Tivaevae Exhibition.

The curriculum endeavors to incorporate the traditional and contemporary elements of the visual arts to bring about a greater understanding of things Cook Islands and non Cook Islands. The uniqueness of Indigenous Art forms is to be encouraged and developed. The traditional totems of wood, tapa, shell and feathers, the patterns from tapa, weaving, carving and tatatau are good starting points.

At times there are overlaps with Maori Language and Culture and so some areas will be covered in greater depth under other curricula.

In the tourist industry the Visual Arts has increasingly gained a higher profile with the potential for earning an income. This has helped in the broadening of career paths in the visual arts.

The teacher is not expected to be knowledgeable in all of the techniques and processes, it is far better to develop expertise in a small area and plan the art programme accordingly.

Koronga Tumu

General Aims

To develop interest in the Visual Arts

To broaden the students' awareness of the visual arts created by nature and society. By being aware of their environment students begin to understand the visual arts.

To help participation in the Visual Arts

Through the making and viewing of the visual arts students learn to appreciate the many varied forms of visual arts and the role they play in society.

To understand Cook Islands' Visual Arts in the global context

It is the recognition of the Cook Islands being part of the South Pacific Basin. Its relationship with New Zealand and Australia and its place in the world and so the acknowledgement of the diversity of the many visual art forms.

Te Au 'Enu

Strands

Developing Practical Knowledge and Ideas In Visual Arts

This strand will help students make art objects and images using processes and procedures of the visual arts.

Explore in two-dimensional and three-dimensional media, expanding on their practical knowledge on the visual arts.

Develop a range of skills in the techniques of art making.

Use the appropriate tools and technologies in their art making.

Communicating with and Interpreting Visual Arts

This strand will help students develop ideas through observation and imagination in their art making.

Create artwork in a variety of materials in response to different ideas.

Create artwork in response to national, regional and international artists.

Develop an art vocabulary that will enrich their oral communication skills.

Understanding Visual Arts in Context

This strand will help students recognize and understand the purpose of Cook Islands artifacts.

Understand the concepts of traditional and contemporary.

Recognize the importance of Cook Islands Arts to Cook Islands Society.

Ravera o te Au Koronga Aruaruia

Achievement Objectives

Strand	Level 1	Level 2	Level 3	Level 4	Level 5
Developing Practical Knowledge and Ideas in Visual Arts	Students will express visual ideas in response to a variety of motivation.	Students will develop visual ideas in response to a variety of motivations.	Students will create and develop visual ideas in response to a variety of motivations. Students will research the purpose of the objects and the images of Traditional Cooks Culture.	Students will create and develop visual arts in response to a variety of motivations and the study of national and international artists.	Students will create and refine visual arts responses to a variety of motivations and the study of national and international artists.
Communication with and Interpreting Visual Arts	Students will express ideas about their artwork and respond to art works of others.	Students will describe ways in which objects and images can give ideas or tell stories.	Students will describe how selected objects and images can communicate different ideas.	Students will explore and describe how different media influence the interpretation of their ideas and others art work.	Students will describe and evaluate how ideas and art making processes are used to communicate meaning in selected objects and images.
Understanding Visual Arts in Context	Students will identify objects and images from traditional Cook Islands' Culture.	Students will identify objects and images from traditional and contemporary Cook Islands' Culture.	Students will research the purposes of the objects and the images of Traditional Cooks Islands' Culture.	Students will research the purpose of objects and images of Traditional and Contemporary Cooks Islands' Culture.	Students will explore the relationship between the art and the artifact in the Cook Islands.

Revera 1

Level 1

Exploring techniques in the visual arts

Students will express visual ideas in response to a variety of motivation

Communicating and interpreting

Students will express ideas about their artwork and respond to art works of others

Understanding Cooks Islands Arts

Students will identify objects and images from traditional Cook Islands' Culture

Learning Examples

- Explore various methods of applying paint to different paper surfaces.
- Students talk about the content of their art work to the group or class.
- View and talk about Cook Islands' images. On a visit to the museum or listen to a talk by a local tau'nga.
- Observe colours, shapes, textures and patterns of shells while on a beach walk.
- Use imagination to create drawings and paintings in response to a story told. Explore and use the elements of line and shape in expressive ways and select and mix colours to represent character and moods in the story.

Revera 2

Level 2

Exploring techniques in the Visual Arts

Students will develop visual ideas in response to a variety of motivations.

Communicating and interpreting

Students will describe ways in which objects and images can give ideas or tell stories.

Understanding Cook Islands Arts

Students will identify objects and images from traditional and contemporary Cook Islands' Culture.

Learning Examples

- Study and make drawings of marine life to develop ideas for a relief print.
- Design and make a paper or card mask on imaginary or mythical creatures, using either a story/legend or visual images as a stimulus.
- View public artwork (carving, sculpture, mural) that tells a story about the community.
Talk about and share possible meanings in the artwork.
- Make drawings of parts or all of a life set up in the classroom. Use a variety of lines and tones to describe the surface textures and forms of objects.
- Describe the forms, lines and texture of a selected flower or plant. Make observational line drawing of the plant's botanical features from the "point of view? Of an ant or bumble bee.

Revera 3

Level 3

Exploring techniques in the Visual Arts

Students will describe how selected objects and images can communicate different ideas

Understand Cook Islands' Arts

Students will research the purposes of the objects and the images of Traditional Cooks Islands' Culture.

Learning Examples

- Investigate examples of tivaevae and the ways in which such quilts are made and valued within a community. Explore and discuss the significance of traditional patterns, symbols and colours.
- Discuss how different groups of people use clothing and personal adornment (e.g. jewellery, tattoo, make-up) to express their identity, role, or status in society. Observe and make drawings or paintings of a peer in dress up.
- Talk about stories told in comic strip format (e.g. comics), develop a series of line drawing in wet and dry media to tell a story based on family or peer pressure.
- In response to a design brief, develop a personal logo.
- Use magazines, photocopies, images and selected opaque and transparent materials to create a composite mixed media image reflecting personal identity of self concept.

Revera 4

Level 4

Exploring techniques in the Visual Arts

Students will create and develop visual arts in response to a variety of motivations and the study of national and international artists.

Evaluate, respond to and reflect on Visual Arts

Students will explore and describe how different media influence the interpretation of ideas in their and others art work.

Understanding Cook Islands' Arts

Students will research the purpose of objects and images of Traditional and Contemporary Cook Islands Culture

Learning Examples

- Investigate selected symbols and motifs that are unique to class members' cultural heritages). Make drawings that integrate such images for an item of personal adornment that expresses cultural identity (e.g. an item of jewellery).
- Discuss the use of image and text, the relationship between them, and the ways they are used to communicate ideas. Design a poster to convey ideas on the same theme, using appropriate layout considerations to organize the text and images.
- Use selected wet and dry media to make a series of drawings of objects with reflective or texture surfaces. Use a variety of view points describe the objects and their surface.
- View masks (e.g. images, collection) and discuss their purposes and how they are or were used. Using this knowledge, develop a design for a mask on a particular theme. Make mask, using a variety materials and appropriate binding and construction methods.
- View a range o silk screen printed designs and discuss their elements (e.g. colour, shape, pattern). Use drawing to generate ideas for such designs, using aspects of the natural environment as a source for motivation.

Revera 5

Level 5

Exploring techniques the Visual Arts

Students will create and refine visual arts responses to a variety of motivations and the study of national and international artists.

Evaluate, respond to and reflect on Visual Arts

Students will describe and evaluate how ideas and art making processes are used to communicate meaning in selected objects and images.

Understanding Cook Islands Arts

Students will explore the relationship between the art and the artifact in the Cook Islands.

Learning Examples

- Look at and discuss the painting techniques and conventions used in the works of a contemporary Cook Islands artist. Observe and record visual information from local examples of landscape or still life subject matter. Use this information in a series of painting that explore techniques, conventions and ideas found in the work of the artist studied.
- View and discuss the work of a variety of print makers, looking at the different print makers, looking at the different techniques used by the artists and at how these techniques use influence ways of presenting subject matter. Select one print making technique and make a small edition of prints.
- Record information from a classroom still life arrangement in preparation for a painting project. Develop ideas, skills and techniques through a series of drawings using wet and dry media.
- Investigate and discuss examples of traditional face painting, decoration, and adornment, examining their cultural significance and design features. Using this knowledge and study of ritual, motifs, and symbol from a variety of cultures, develop designs on the theme of personal identity. Considering the purpose of mask in ritual and the form and shape of the head and face, construct a paper mache mask on which to apply the design.

Glossary

Abstract	not representing any particular subject
Appliqué	a method of decoration in which fabric is cut and attached to the surface of another material to make pictures, e.g. tivaevae
Appropriation	copying images of ideas usually without the permission of the original owner
Artifact	something made by a person, such as a tool, objects or art artifact
Artwork	painting, sculpture, photograph, drawing, etc.
Bas-relief	a composition in shallow relief on a flat surface
Body of work	a collection of artworks that represents an investigation or study
Composition	the arrangements of elements in an art work
Conventions	established ways of making artwork
Cropping	cutting off or masking
Culture	practices, values and symbol systems that are acquired by a group of people
Design brief	a given task that identifies a design problem for investigation
Drawing	a sketch, a plan, or diagram in order to develop an idea
Electronic media	media in which images are created and manipulated
Figurative	a representation that resembles a real object or figure painting
Found materials	objects found in the environment and used as tools or media
Genre	type of art work, e.g. portrait, landscape, still life, abstract
Icon	symbol, image, emblem, motif or object that is generally recognized as representing a person, place, era or culture

Idea	a concept within an arts discipline
Indigenous	local or native to a particular country
Installation	two-dimensional, three dimensional or time based artwork (or a combination of these) made specifically for a chosen site and often involving interaction between itself, the audience, and the site
Interpretation	analysis or interpretation of meaning in an artwork by a viewer
Kowhaiwhai	painted rafter patterns associated with the Maori meeting house
Layering	applying a layer of transparent or opaque material (e.g., tissue paper paint, glazes) on top of another
Layout	the arrangement and positioning in a design of text, illustrations, Photographs, etc
Line	a mark on a surface that possesses weight, tone and texture
Maquette	a preliminary model in wax, card, wood, wire or clay in preparation for a larger three-dimensional work
Materials	any physical substance used to make art
Media	material used to make art
Motif	a distinct, often repeated idea or feature within an artwork
Nanao	tattoo
Paepae	the grounds around the house of an ariki, usually marked out by stones
Plein air	painted outdoors in plain air
Popular culture	contemporary culture as defined by the objects, images, artifacts, literature, music, etc., of "ordinary people"
Poupou	the carved upright, wooden slab on the inner walls of the Maori meeting house
Principals of the visual arts	concepts such as balance, harmony, rhythm, tension, and contrast, achieved in an art work

Procedure	a particular way of carrying out an art-making process
Process	a specific art-making process
Scale	size in proportion to that of the original
Relief print	any method of print making where the surface to be inked is raised or in relief
Sequence	a series of images, drawings or artworks that show the development of an idea or storyline
Sgraffito	a technique that involves scratching through one layer to reveal another
Silkscreen printing	a method of print making in which ink is forced through a fine mesh onto a surface, usually textile or paper
Storyboard	a sequence of images or drawings that describes the planned content of a film or video
Style	the distinguishing characteristics of a particular period, movement, or school of painting, etc.
Symbol	a recognized sign, object, or image that represents something other than itself within a particular cultural context
Tatatau	tattoo
Tangaroa	Polynesian deity, myth, a principal god of Rarotonga, god of the sea
Tapa (anga)	a cloth that is made in the Pacific
Tara	carving (with an adze)
Technique	a particular way or method of using a tool or materials to achieve a specific effect
Text	any expressive work that can be “read” whether it uses words, images or sounds
Texture	the surface qualities of a two or three-dimensional art work that can be felt or viewed
Tivaevae	appliquéd quilts

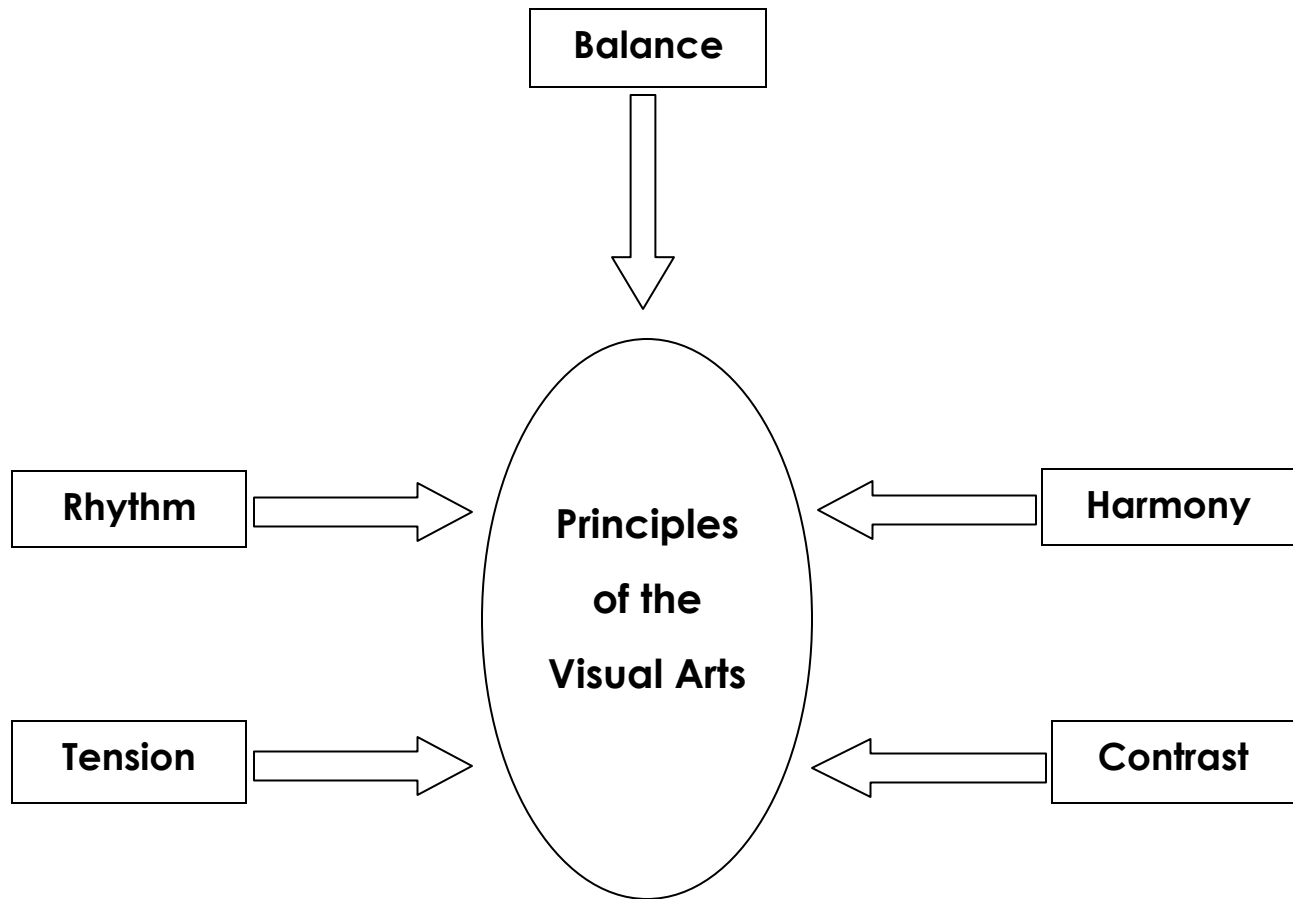
Toitoti	carving (more detailed than tara)
Tone	value or degree of lightness or darkness
Viewpoint	a compositional device used in depicting space and objects
Wash	to brush with a thin watery coat of colour
Wet and dry media	art-making media with wet properties (e.g., paint, ink, dyes, washes) or dry properties (e.g., pencil, charcoal, conte, crayon)

Elements of Visual Arts

<p>Colour</p>	<p>Colour is created from light of different wave lengths. There are three primary colours. Red, yellow and blue. Discussing how artists use colour to create mood and atmosphere.</p>
<p>Line</p>	<p>Using a variety of lines to describe the detail and texture in a still life, a landscape or portrait. Creating rhythm and movement. Looking at describing the types of lines artists use in their work</p>
<p>Pattern</p>	<p>Creating pattern by using repetition and rotation in a print making exercise. Using a computer graphics programme to generate patterns. Discussing the source material for the symbols in a tapa design. Look for patterns in nature.</p>
<p>Texture</p>	<p>Exploring ways of showing the surface of an object is hard or soft, rough or smooth. This can be done with the use of fingers, brushes, sponges, cards, in face with any object.</p>
<p>Tone</p>	<p>This refers to the value of light or dark in any colour. Tone is created by light falling on an object. By adding tone to a line gives it the illusion of solidity and depth.</p>
<p>Form</p>	<p>Form is three-dimensional, it shows height, width and depth. Modeling a 3D animal forms of the cumulus clouds to the geometric forms of shark's teeth.</p>
<p>Movement</p>	<p>Exploring ways to show movement in a painting about a hurricane or a dance. The movement in optical art. Looking at and discussing the ways artists show movement in their work.</p>

Concepts of Colour

Primary colours	Red, yellow and blue. All colours can be made by mixing these three colours.
Secondary colours	Orange, green and purple are called secondary colours. Each are made by adding equal quantities of the primary colours.
Intermediate colours	These are made by mixing unequal quantities of primary colours. They are yellow-orange, yellow-green, blue-violet, red-violet and red orange.
Tertiary colours	These are made by mixing two secondary colours.
Neutral colours	Black, grey and white are called neutral colours.
Temperature colours	These can be warm or cool. Reds, browns oranges and yellows suggest the warmth of the sun or fire and are called warm colours. Blues, greens and purples suggests the coolness of the water and are called cold colours.
Complementary colours	Colours that are directly opposite each other on the colour wheel such as red and green, orange and blue, yellow and purple are called complementary. They provide the strongest contrast, and can have a powerful effect when placed together.



The above are achieved in an artwork by organizing and arranging the visual arts Elements

Balance	Is dependent on the arrangement of form and colour to create a state of harmony.
Contrast	Is the difference seen between two things such as the difference between the colours in a photograph and a television picture.
Harmony	Are the way parts combining together to form a complete image.
Rhythm	Is due to the close relationship and interdependence of parts producing a harmonious whole.
Tension	Is the pulling together of all parts to create a composition.

Kite Karape Puapinga

The Essential Skills

The Cook Islands Curriculum Framework identifies eight groupings of essential skills. These are the skills considered necessary for young Cook Islanders to achieve their potential and participate fully in society.

The four learning areas of the Arts curriculum provides many opportunities for students to develop and extend these skills. The many different contexts in which the Arts occurs will give each student a place from where they can branch out and extend their own personal skill base.

Communication Skills

- Explore symbols and notation systems used to communicate meaning in a range of cultures and contexts e.g. musical notation.
- Use culturally appropriate processes to communicate feelings, ideas and experiences through musical performance.
- Use musical performance to communicate personal and cultural expression.
- Articulate critical views and judgment on dance.

Numeracy Skills

- Use symmetry, pattern, repetition and rotation
- Recognize and use rhythms, numbers and timing
- Interpret musical notations
- Use interpret charts and tables in relations to dance

Self Management, Work and Study

- Build on their own learning experiences, and cultural backgrounds
- Develop the skills of self appraisal
- Adapt and/or use new ideas and technologies
- Work effectively, both independently and in groups

Physical Skills

- Learn to use tools and materials safely
- Develop personal fitness and health
- Develop fine motor skills by working with the arts (music, dance, drama and visual) and technologies
- Recognize the importance of warming up before a performance

Social and Cooperative Skills

- Take responsibility as a group member for shared decision making and action

Information Skills

- Locate and retrieve information and ideas from various sources
- Develop respect for cultural and intellectual property

Problem Solving Skills

- Test ideas, design and make solutions
- Evaluate processes
- Understand cultural differences when approaching/solving problems

Te Au Irinakianga e te Au Tu Tanga

Values and Attitudes

The Cook Islands Curriculum Framework identifies a set of values that underpin Cook Islands society. These values are reflected in many traditional practices including those expressed through the arts.

Students involvement in the arts can help them to develop these values by experiences which enable them to take ownership of their own cultural identity. These experiences will also given then an opportunity to identify how the arts can be used to express values, beliefs and ideas and reflect upon them.

Some of the values referred to that may be particularly developed through the arts are:

Apii Taokotai

Inclusiveness

The Cook Islands Curriculum Framework calls on all schools to provide programmes that recognize and respond to the diverse backgrounds of students and their educational needs, experiences and interests.

To provide these programmes, schools will need to consider:

1. Students with Specials Needs

Involvement in the arts provides alternative ways in which to communicate which many students with difficulties or impairments may respond to and use.

Students who may have difficulties in other curriculum areas could still achieve highly in an arts areas of learning. Schools will need to recognize these students and in conjunction with others provide suitable experiences for them. This could include:

- Modifying programmes in terms of processes
- Where possible utilizing one on one support structures
- Access to alternative resources and equipment

2. Gifted and Talented Students

A School's needs to acknowledge and celebrate students who show particular talent in the arts disciplines and encourage them to continue to achieve. This can be done by:

- acknowledging the students ability within the school and wider community
- providing opportunity for learning experiences at higher levels both in process and product
- where possible utilizing community mentors with expertise in the area

3. Gender Issues

The arts should be accessible to all students in the classroom. A gender balance in programmes can be considered by:

- Using inclusive language
- Ensuring equal access to materials and equipment
- Arranging learning experiences around the work of both male and friends artists.

4. Cultural Inclusiveness

As the Cook Islands become a more multi-cultural society, students will bring different cultural practices in terms of the arts to the classroom. Schools should be aware of this by:

- Recognizing the importance of Cook Islands Maori within arts education
- Celebrating all aspects of Cook Islands art
- Encouraging positive attitudes to the arts practices of other cultures present in the schools by students sharing ideas, processes and products.

The strand "Understanding Art in Context" will provide many opportunities for teachers to develop programmes in the area.

5. Religious Beliefs

Schools should be conscious of how the religious beliefs and practices of some students may impact on their participation in different arts programmes. These students should not be segregated because of this but provided with alternative learning opportunities through which to demonstrate their ability while still be part of the class as a whole.

Course Content Junior Visual Arts Programme Level 1				
Topic	Field	Strand	Achievement	Learning Outcome
My Family	Painting	Developing practical knowledge and ideas in the Visual Arts	Explore a variety of materials, tools, techniques, processes and procedures	Students will demonstrate a variety of textures and patterns their painting
My Pet My Favourite Sport	Painting	Developing practical knowledge and ideas in the Visual Arts	Express visual ideas in response to a variety of motivation	Students will develop compositional ideas for their painting
Health	Design	Communicating and interpreting in the Visual Arts	Express ideas about their artwork and respond to art works of others	Students will discuss the content of their compositions
Environment	Design	Communicating and interpreting in the Visual Arts	Express ideas about their artwork and respond to artwork of others	Students will explore local environment issues
Cook Islands' Legends	Printing making	Understanding in context of Cook Islands' Arts	Identify objects and images from traditional Cook Islands' Culture	Students will discuss the legend in their group or class
Flowers	Fabric and Fibre	Understanding in context of Cook Islands' Arts	Identify objects and images from traditional Cook Islands' Culture	Students will explore the flowers of the Cook Islands
Self Portrait	Collage	Developing practical knowledge and ideas in the Visual Arts	Explore a variety of materials, tools, techniques, processes and procedures	Students will explore visual ideas to reflect their personality

Note: the following programmes are examples of how your programme could look. You are encouraged to develop your own to suit your students and their community.

Junior Visual Arts Programme Level 2				
Topic	Field	Strands	Achievements	Learning Outcomes
My Home Island	Painting	Developing practical knowledge and ideas in the Visual Arts	Recognize and explore a variety of materials, tools, techniques, processes and procedures	Students will use paints to explore colour variations in the Pacific landscape Explore the way paint can be used to make texture
Health	Design	Communicating and interpreting in the Visual Arts	Describe ways in which objects and images can give ideas or tell stories	Students will discuss the ways the poster tells its story
Environment	Crayon and Dye	Communicating and interpreting in the Visual Arts	Describe ways in which objects and images can give ideas and tell stories	Students will talk about the use of colour in the picture
Cook Islands' Legends	Printmaking	Understanding in context of Cook Islands' Arts	Identify objects and images from traditional Cook Islands' culture	Students will discuss the traditional objects and images in the artwork
Patterns	Fabric and Fibre	Understanding in context of Cook Islands' Arts	Identify objects and images from traditional Cook Islands' culture	Students will discuss the functions of tapa. Describe the meaning of the designs
Portraits	Collage	Developing practical knowledge and ideas in the Visual Arts	Develop art in response to a variety of motivations	Students will be created art by cutting and pasting a variety of materials

Junior Visual Arts Programme Level 3				
Topics	Field	Strand	Achievement	Learning Outcomes
Tropical Landscapes	Painting	Developing practical knowledge and ideas in the Visual Arts	Make art works and explore art making conventions based on variety of materials, tools, techniques, processes and procedures	Students will explore colour blending using paint
Cook Islands' Patterns	Designs	Understanding in context of Cook Islands' Arts	Research the purpose of the objects and the images of traditional Cook Islands' Culture	Students will discuss the difference between traditional and contemporary Cook Islands' Art
Health	Designs	Communicating and interpreting in the Visual Arts	Describe how selected objects and images can communicate different ideas	Students will discuss the health issues in the composition
Flowers	Drawings	Developing practical knowledge and ideas in the Visual Arts	Make art-work and explore art-making conventions based on a variety of materials, tools, techniques, processes and procedures	Students will use a range of lines and tones in their drawings
Still Life	Painting	Developing practical knowledge and ideas in the Visual Arts	Create and develop visual ideas in response to a variety of motivations	Students will explore ways brushes and other tools can be used in painting to create texture
Cook Islands' Legends	Printmaking	Understanding in context of Cook Islands' Arts	Research the purposes of the objects and images of traditional Cook Islands' culture	Students will discuss how the story relates to the history of the island
Masks	Sculpture	Developing practical knowledge and ideas in the Visual Arts	Make art works and explore art-making conventions based on variety of materials, tools techniques, processes and procedures	Students will construct a strong frame that can hold the layers of paper mache

Junior Visual Arts Programme Level 4				
Topics	Field	Strand	Achievements	Learning Outcomes
People	Painting	Developing practical knowledge and ideas in the Visual Arts	Make artworks based on art making conventions and a variety of materials, tools, techniques, processes and procedures	Students will paint a group situation that shows the correct attire, objects, surrounding, etc, in their composition
Still Life	Painting	Communicating and interpreting in the Visual Arts	Create and develop visual arts in response to the study of a national artist	Students will discuss the ideas communicated in a selected artist's work
Signs	Designs	Communicating and interpreting in the Visuals Arts	Create and develop visual ideas in response to the study of an international artist	Students will make a sign that people who cannot read can understand
Pacific	Printmaking	Communicating and interpreting in the Visual Arts	Explore and describe how different media influence the interpretation of ideas in their work	Students will discuss a recognized art style
Animals	Sculpture	Developing practical knowledge and ideas in the Visual Arts	Make artworks based on art making conventions and a variety of materials, tools, techniques, processes and procedures	Students will construct a strong frame that can stand on its own
Patterns	Fabric and Fibre	Understanding in context of Cook Islands Arts	Research the purpose of objects and images of traditional Cook Islands' Arts	Students will create a fabric design individually or in groups

Junior Visual Arts Programme Level 5				
Topic	Field	Strand	Achievement	Learning Outcomes
My Classroom My School	Drawing	Developing practical knowledge and ideas in the Visual Arts	Make art works based on a range of art making conventions and a variety of materials, tools, techniques, processes and procedures	Students will discuss the works of the Cook Islands' and international artists who work in pencil Develop a series of tonal drawing exploring the classroom
Still Life	Painting	Developing practical knowledge and ideas in the Visual Arts	Create and refine visual arts response to a variety of motivations	Students will record information from a still life and develop this into a painting
Pacific	Printmaking	Developing practical knowledge and ideas in the Visual Arts	Create and refine visual arts responses to a variety of motivations The study of national and international artists	Students will compare the works of Cook Islands' and international artists Develop a Pacific print
Logo	Design	Communicating and interpreting in the Visual Arts	Describe and evaluate how ideas and art making processes are used to communicate meaning in objects and images	Students will view and discuss logos from other schools
Kites	Sculpture	Understanding in context of Cook Islands Arts	Explore the relationship between the art and artifacts	Students will construct and fly a kite, based on a traditional Cook Islands' design
Weaving	Fabrics and Fibre	Understanding in context of Cook Islands Arts	Explore the relationship between in the art and the artifacts	Students will investigate traditional weaving patterns with modern materials