

DIATHEMATIKON PROGRAMMA
CROSS-THEMATIC CURRICULUM FRAMEWORK
FOR VISUAL ARTS

1. Teaching/learning aim

The general aim of teaching Visual Arts in compulsory education is to provide pupils with opportunities to become familiar with and develop their understanding and appreciation of art through activities that get them involved in investigation and artwork, providing them with the necessary skills in order to enjoy art and artworks both as artists and as viewers.

More specifically, through the teaching of Visual Arts, students will be given opportunities to:

- develop their creative imagination, produce their own works of art and participate in activities involving visual arts and artwork;
- become familiar with and experiment with a range of materials, media, tools and resources in the various forms of visual art;
- respond to, appreciate, understand, analyse and evaluate artworks and art in general;
- relate art to its cultural context and realize its contribution to civilization through time.

2. Content Guiding Principles, General Goals, Indicative Fundamental Cross-thematic Concepts

I. Primary school

Grade	Content Guiding Principles	General goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 st 2 nd	Familiarization with basic materials, media and techniques	Pupils should: select and experiment with a range of materials, producing their own works of art; express ideas, experiences and feelings	Material Colour Form Balance

	<p>Simple visual elements</p> <p>Different forms of Visual Arts</p> <p>Works of art</p> <p>Introduction to aesthetics</p>	<p>through their own works of art;</p> <p>acquire knowledge and information related to visual arts;</p> <p>develop an awareness of the significance of art as a means of personal expression;</p> <p>develop the ability to use art vocabulary to express thoughts, opinions and feelings about works of art;</p> <p>make cross-thematic links with other curriculum subjects;</p> <p>develop an appreciation for and understanding of art and be stimulated to participate in artistic activities, eg art exhibitions, contests, etc;</p> <p>be informed about professions related to visual arts.</p>	<p>Idea</p> <p>Culture</p> <p>Tradition</p> <p>Space</p> <p>Time</p> <p>Communication</p> <p>Similarity-Difference</p>
<p>3rd</p> <p>4th</p>	<p>Familiarization with basic materials, media and techniques</p> <p>Visual elements</p> <p>Subject-content</p> <p>Different forms of Visual Arts</p>	<p>experiment with materials, tools and techniques in order to produce works of art and acquire skills;</p> <p>develop the ability to explore and express ideas and feelings as their work progresses;</p> <p>develop an awareness of the fact that works of art express views, values and ideas of their culture and of other cultures;</p>	<p>Material</p> <p>Colour</p> <p>Form</p> <p>Structure</p> <p>Movement</p> <p>Volume-Space</p> <p>Synthesis-Balance</p> <p>Rhythm</p> <p>Idea</p> <p>Culture</p>

	<p>Introduction to aesthetic values</p>	<p>develop the ability to gather resources and information, using them to create initially simple and later more sophisticated works of art;</p> <p>develop the ability to recognize content, form and style of works of art.</p> <p>develop the ability to make cross-thematic links with other curriculum subjects;</p> <p>develop the ability to recognize visual elements and be able to interpret them in later stages;</p> <p>develop the ability to demonstrate their artistic skills by taking part in individual and group art exhibitions;</p> <p>be informed about professions and respective job qualifications related to visual arts.</p>	<p>Tradition</p> <p>Time</p> <p>Change</p> <p>Communication</p> <p>Interaction</p> <p>Similarity-Difference</p>
<p>5th 6th</p>	<p>Familiarization with simple materials, tools, and techniques</p> <p>Visual elements</p> <p>Subject-content-meaning</p> <p>Different types of Visual Arts</p>	<p>develop the ability to use a range of materials, tools and techniques successfully;</p> <p>develop the ability to use and produce two and three-dimensional images and, in later stages, use symbols to express ideas, emotions and experiences;</p> <p>develop the ability to recognize forms and visual elements that represent ideas, values and beliefs in the artworks of different cultures;</p>	<p>Material</p> <p>Colour</p> <p>Form</p> <p>Structure</p> <p>Movement-Volume-Space</p> <p>Depth</p> <p>Synthesis-Balance</p> <p>Rhythm</p> <p>Idea</p> <p>Culture</p>

	<p>History of Art- Artists</p> <p>Introduction to aesthetic evaluation and analysis of a work of art</p>	<p>develop the ability to gather information and modify it accordingly in order to apply it to their own work;</p> <p>develop the ability to comment on the artists' intentions and talk about artistic methods and concepts;</p> <p>develop the ability to express, interpret, and evaluate artistic choices regarding content structure and style;</p> <p>make cross-thematic links with other curriculum subjects;</p> <p>take part in sophisticated artistic activities/tasks;</p> <p>develop the ability to use their knowledge of visual arts to solve problems related to other curriculum subjects;</p> <p>develop an understanding of various vocations related to visual arts (artists, craftspeople, designers) comparing methods, media and works of art, and in later stages, being able to identify the specific qualifications required in each vocational field;</p> <p>additionally, 6th graders should:</p> <p>develop an awareness and understanding of how art is related to its historical context;</p> <p>develop an awareness of the diversity of</p>	<p>Tradition</p> <p>Time</p> <p>Change</p> <p>Evolution-</p> <p>Communication</p> <p>Interaction</p> <p>Dependence</p> <p>Message</p> <p>Symbol</p> <p>Similarity-</p> <p>Difference</p>
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		<p>viewpoints and suggested solutions regarding artistic issues;</p> <p>develop the ability to evaluate their own ideas, skills and artworks and, in later stages, evaluate easily accessible works of art;</p> <p>develop the ability to use and process information regarding artists, their intentions, and the social context of easily accessible works of art;</p> <p>develop an awareness of the role and importance of art in different cultures;</p> <p>develop the ability to recognize different styles and art movements in the history of art;</p> <p>acquire knowledge of professions related to visual arts through personal contact with artists.</p>	
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II. Junior High school

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic concepts
1 st	Familiarisation	<p>Pupils should:</p> <p>develop control of tools and techniques;</p>	Material

	<p>with basic materials, media and techniques</p> <p>Visual elements</p> <p>Subject-content-meaning</p> <p>Forms of Visual Arts</p> <p>Arts History- Artists</p> <p>Aesthetics- evaluation- analysis of a work of art</p>	<p>develop an awareness of how art is related to its historical and social context;</p> <p>develop visual literacy and perception of space, structure, movement, colour and light in works of art;</p> <p>use symbols to express ideas, feelings and values;</p> <p>recognize the impact of various cultural elements on art and be able to incorporate such elements in their own artwork;</p> <p>refine their work through their contact with the works of other artists and art exhibitions;</p> <p>apply their knowledge of the History of Art as well as information from other sources to their own work;</p> <p>appreciate and evaluate works of art and their aesthetic and social impact;</p> <p>realize that an artist expresses certain beliefs and values;</p> <p>analyze a range of artistic styles, including those in children's work;</p> <p>make cross-curricular links with other curriculum subjects;</p>	<p>Colour</p> <p>Form</p> <p>Structure</p> <p>Movement-Dynamics</p> <p>Volume-Space-Depth</p> <p>Synthesis-Balance</p> <p>Organization</p> <p>Rhythm</p> <p>Idea</p> <p>Culture</p> <p>Tradition</p> <p>Time</p> <p>Change</p> <p>Evolution</p> <p>Communication</p> <p>Interaction</p> <p>Dependence</p> <p>Code</p> <p>Message</p> <p>Symbol</p> <p>Similarity-Difference</p> <p>Crossculturalism</p> <p>Aesthetics</p>
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		<p>recognize the aesthetic dimension of objects and their surroundings;</p> <p>think of alternative solutions to an artistic problem;</p> <p>evaluate the artist's social and cultural accountability.</p>	
2nd	<p>Materials - tools - techniques</p> <p>Visual elements</p> <p>Subject-content-meaning</p> <p>Forms of Visual and Applied Arts</p> <p>Arts History-Styles-Artists</p> <p>Aesthetics-evaluation- analysis of a work of art</p>	<p>refine their use of a range of tools and techniques;</p> <p>identify and use a wide range of visual elements;</p> <p>apply knowledge of Art History as well as experience of individual works of art to create their own works of art;</p> <p>recognize the influence of different cultures on art;</p> <p>apply knowledge and experience from visits to museums and art exhibitions to refine their own work;</p> <p>recognize that art satisfies aesthetic needs;</p> <p>analyse and evaluate various artistic styles and traditions using social, political, psychological and historic evidence;</p> <p>recognize the skills and qualifications required in various art professions including</p>	<p>Material</p> <p>Color</p> <p>Form</p> <p>Structure</p> <p>Movement -</p> <p>Dynamics -</p> <p>Intensity</p> <p>Volume-Space-Depth</p> <p>Synthesis-</p> <p>Balance-</p> <p>Organization</p> <p>Rhythm</p> <p>Idea</p> <p>Culture</p> <p>Tradition</p> <p>Time</p> <p>Change</p> <p>Evolution</p> <p>Communication</p> <p>Interaction</p> <p>Dependence</p> <p>Code</p> <p>Message</p>

		<p>those of Applied Arts;</p> <p>think of alternative solutions to an artistic problem;</p> <p>recognize the artist's multiple contribution to society.</p>	<p>Similarity-Difference</p> <p>Crosscultural-ism</p> <p>Aesthetics</p>
3rd	<p>Sophisticated materials, tools and techniques</p> <p>Visual elements</p> <p>Subject-content-meaning</p> <p>Branches of Visual and Applied Arts</p> <p>History of Art and Culture, Styles-Artists</p> <p>Aesthetics- Responding to, evaluation, Art Theory – Analysis of a work of art</p>	<p>experiment with and select from visual and other materials in order to develop their ideas;</p> <p>use a variety of techniques;</p> <p>express ideas and emotions in a range of media from different applied arts;</p> <p>comment on the aesthetic dimension in applied arts;</p> <p>produce a series of works of art under a common theme and from the same perspective;</p> <p>compare different styles;</p> <p>recognize the historical context in artworks;</p> <p>use art vocabulary to comment on two-dimensional and three-dimensional works of art;</p> <p>participate in discussions about art and</p>	<p>Depth</p> <p>Synthesis-Balance-Organization</p> <p>Rhythm</p> <p>Idea</p> <p>Culture</p> <p>Tradition</p> <p>Time</p> <p>Change</p> <p>Evolution</p> <p>Communication</p> <p>Interaction</p> <p>Dependence</p> <p>Code</p> <p>Message</p> <p>Symbol</p> <p>Similarity-Difference</p> <p>Interculture</p> <p>Aesthetics</p> <p>Style</p>

		<p>state their arguments;</p> <p>organize and take part in art exhibitions;</p> <p>come into contact with works of art from different cultures and be able to recognize their distinct characteristics;</p> <p>relate art to its social and cultural context;</p> <p>distinguish between Fine and Applied Arts creations;</p> <p>use commercial products, folk culture, mass media technology and various visual images as sources of inspiration;</p> <p>use art vocabulary to analyse, interpret and evaluate form and meaning of artwork;</p> <p>recognize the cross-curricular links between all forms of Fine Arts;</p> <p>understand techniques and methods used in visual arts;</p> <p>realize the importance of art as an essential human experience;</p> <p>be encouraged to integrate art into their daily routine;</p> <p>become aware of the fact that knowledge</p>	
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		<p>of art is a distinctive characteristic of sophisticated people;</p> <p>become familiarized with museums and art galleries;</p> <p>further explore art professions through contact with artists.</p>	
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