



The Primary Years Programme Overall Expectations

Renaissance College (RCHK) is a student focused international teaching and learning institution.

Through a curriculum that is both rigorous and holistic, the College will develop Global Citizens that strive for academic excellence, appreciate the aesthetics and are empowered to take progressive action.

RCHK strives to build a culture which promotes peace and democracy, values diversity, and works toward a sustainable future for all.

The Primary Years Programme Overall Expectations

The overall expectations outlined in this document are recommended by the IBO and are used as a guide towards planning the primary school curriculum. Teaching and learning at RCHK aims to support children towards achieving these expectations through the units of inquiry and through stand-alone lessons. Note that expectations are expressed in age ranges, indicating a developmental continuum.

These overall expectations are supplemented with a detailed *scope and sequence* document further describing specific skills and areas of knowledge to be undertaken throughout the primary years in order to deliver a curriculum that is rigorous, challenging, relevant and significant; preparing each child for the 21st century.

Language Overall Expectations (English and Chinese)

5–7 years (developing)

Oral communication: listening and speaking

Students will use a variety of oral language appropriately and with increasing confidence. They will talk about their own thoughts, feelings and opinions, and they will be able to work in groups to discuss their ideas. They will appreciate that listening is important and, in both small- and large-group situations, listen with increasing concentration and consideration. They will be able to pick out main events and relevant points, and they will increase their ability to anticipate and predict. Students will listen to others carefully and with sensitivity.

Written communication: reading and writing

Students will read for pleasure and information with increasing independence. They will be confident about their own reading and will continue to develop a range of reading strategies to decode and make sense of text. They will discuss stories heard and read, demonstrate an awareness of the role of the characters and plot, and they will respond to the ideas and feelings expressed. They will begin to use a variety of reference books and dictionaries independently. A balanced learning experience includes opportunities to participate either independently, in small groups or in whole-class situations. Daily independent and instructional reading are essential.

Students will write confidently, with developing legibility and fluency. They will write for a variety of purposes and will develop an understanding of different story structures. They will begin to plan, edit and review their own writing, showing an increasing ability to spell high-frequency words. They will begin to use spelling patterns and will continue to use their phonetic skills to spell, especially when constructing more complex words. As risk-takers, they will demonstrate confidence in attempting to write unfamiliar words using a variety of strategies. Daily independent and instructional writing are essential.

Visual communication: viewing and presenting

Students will understand that communication involves visual, verbal and kinesthetic features. They will understand that signs and symbols carry meaning, and they will begin to read a range of signs widely used in their immediate environment. They will be able to read and use texts with different types of layout, and they will understand information presented by a range of visual media including television, theatre and computer. Using a variety of visual and technological media, students will search for, record and present information. As they continue to develop an increasing understanding of what they view, they will make more informed choices.

Language Overall Expectations (English and Chinese)

7–9 years (consolidating)

Oral communication: listening and speaking

Students will appreciate the power of oral language, and they will use speech with increasing awareness and responsibility. They will participate appropriately in discussions and will talk about a wide range of topics.

They will use increasingly complex language confidently and creatively, with increasing accuracy, detail and range of vocabulary. They will become increasingly aware of the use of oral language to articulate, organize and reflect on learning. They will begin to communicate in more than one language.

Written communication: reading and writing

Students will read a variety of fiction and non-fiction books confidently, fluently and independently, and they will be able to select books appropriate to their reading level and for a specific purpose. They will be interested in a variety of literature and will begin to show an appreciation of different literary styles. They will understand and respond to the ideas, feelings and attitudes expressed in various reading materials, and they will be able to use reference books, dictionaries and information technology independently. They will read daily in class and will regularly read for a sustained period of time, both in class and at home.

Students will develop fluency in writing, and they will write independently and with confidence. They will begin to use a wide and vivid vocabulary with supporting details. They will understand that different types of writing have different structures. They will write for a range of purposes, both creative and informational, and they will plan, edit and review their own writing. They will spell most high-frequency words accurately, and will use a range of strategies to spell words of increasing complexity. They will present their writing appropriately using a consistent, legible style.

Visual communication: viewing and presenting

Students will experience a wide variety of visual media materials. They will respond to viewing experiences orally and in writing. They will interpret visual media and recognize the power of visual media to influence thinking and behaviour, and they will begin to learn how to make informed choices in their personal viewing experiences. They will use a variety of materials to plan and create projects with different media, and will use electronic media (for example, CD-Rom, Internet) to find information.

Language Overall Expectations (English and Chinese)

9–12 years (extending)

Oral communication: listening and speaking

Students will show an increasing awareness of the power of oral language and how it helps them to construct meaning and connect with others. They will use speech responsibly to inform, entertain and influence others. They will understand that oral language is a medium for learning, and they will use the listening and speaking processes as learning strategies as well as for individual enjoyment. They will interact confidently with others in a variety of situations. They will use a wide variety of linguistic structures and features of spoken language to develop and present ideas and information, adapting their listening and speaking strategies to the context, purpose and audience. By reflecting on their own approach to communication and the ways in which others interact, they will monitor and assess their own learning.

Written communication: reading and writing

Students will read a wide range of texts with understanding and accuracy, and they will be able to use a variety of reading strategies for different texts and purposes. They will recognize and appreciate the various literary styles, forms and structures, and appreciate the structural and stylistic differences between fiction and non-fiction. They will be able to discuss what has been read, reflect on and talk about the feelings and motivations of the characters in a story, and analyse details of plot and characterization. They will appreciate the author's use of language, and they will begin to recognize meaning beyond the literal. They will locate and use a range of reference materials to find information, and they will understand that this information can be used to generate ideas and opinions and to guide research. They will read for enjoyment and information daily for sustained periods, both in school and at home.

Students will write fluently and effectively for a wide range of purposes, both creative and informal, using a range of styles. They will understand that different types of writing have different styles and structures, and that they are used for different purposes. Their writing will show a clear awareness of audience. They will use relevant and appropriate supporting details, a wide range of effective vocabulary, and a variety of sentence structures and sentence lengths. They will use an appropriate writing process independently and confidently; planning, revising and editing their own writing. Considering and acting on the responses of others, students will gain an awareness of themselves as authors, and they will develop their own voice and style to personalize their writing. They will write for enjoyment and communication daily for sustained periods, both in school and at home.

Visual communication: viewing and presenting

Students will demonstrate appropriate viewing behaviour for a large range of visual material (movies, posters, CD-Roms, atlases, architectural plans, sculptures, paintings, graphic organizers, codes). They will respond to viewing experiences orally and in writing using specific vocabulary and terminology. They will show an understanding of media elements and the effect of design on the meaning of the visual. They will identify stereotypes and the purpose of visual material. They will be willing to work with a variety of materials to plan and carry out different projects. They will recognize the implications of commercial media, and they will make informed judgments about television, film and video productions.

Mathematics Overall Expectations

5–7 years

Data handling: statistics and probability

Students will sort, label, collect, display and compare data in a variety of forms, including pictographs and bar graphs. They will understand the purpose of graphing data. They will discuss, identify, predict and place outcomes in order of likelihood.

Measurement

Students will estimate, measure, label and compare using non-standard units of measurement, and they will understand why we use standard units of measurement to measure length, mass, time and temperature.

They will read and write time to the hour, half hour and quarter hour, and they will identify and compare lengths of time (days, weeks and months).

Shape and space

Students will describe the properties of 3-D shapes, including the 2-D shapes that can be seen, using mathematical vocabulary. They will find and explain symmetry in the immediate environment, and they will create symmetrical patterns. They will give and follow simple directions using left, right, forward and backward.

Pattern and function

Students will describe, continue, create and compare patterns. They will recognize and extend patterns in number. They will identify commutative property. They will model the relationships in, and between, addition and subtraction.

Number

Students will read, write, estimate, count, compare and order numbers to 100. They will read, write, model and understand addition and subtraction, using mathematical vocabulary and symbols. They will automatically use addition and subtraction facts to 10. They will explore multiplication and division using their own methods, use fraction names to describe part and whole relationships, and explore counting patterns. They will select and explain appropriate methods for solving a problem, and they will estimate the reasonableness of answers.

Mathematics Overall Expectations

7–9 years

Data handling: statistics and probability

Students will discuss, compare and create sets that have subsets; design a survey; and process and interpret the data on a bar graph where the scale represents larger quantities. They will manipulate information in a database. They will find, describe and explain the mode in a set of data, and they will use probability to determine the outcome of mathematically fair and unfair games.

Measurement

Students will estimate, measure, label and compare length, mass, time and temperature using formal methods and standard units of measurement. They will determine appropriate tools and units of measurement including the use of small units of measurement for precision (cm, mm, °C). They will also estimate, measure, label and compare perimeter and area, using non-standard units of measurement.

Students will model the addition and subtraction of money, and they will be able to read and write time to the minute and second.

Shape and space

Students will sort, describe and model regular and irregular polygons, including identifying congruency in 2-D shapes. They will combine and transfer 2-D shapes to create another shape. They will identify lines and axes of reflective and rotational symmetry, understand angles as a measure of rotation, and locate features on a grid using coordinates.

Pattern and function

Students will recognize, describe and analyse patterns in number systems. They will identify patterns and rules for multiplication and division, together with their relationship with addition and subtraction. They will model multiplication as an array and use number patterns to solve problems.

Number

Students will read, write, estimate, count, compare and order numbers to 1,000, extending understanding of the base 10 system to the thousands. They will read, write and model multiplication and division problems. They will use and describe multiple strategies to solve addition, subtraction, multiplication and division problems, reasonably estimating the answers. They will compare fractions using manipulatives, mathematical vocabulary and fractional notation. They will understand and model the concept of equivalence to one.

Mathematics Overall Expectations

9–12 years

Data handling: statistics and probability

Students will collect, display and interpret data in a variety of ways. They will compare data displays, including how well they communicate information. They will create and manipulate an electronic database and set up a spreadsheet using simple formulas to create graphs. They will find, describe and explain the range, mode, median and mean in a set of data, and they will use a numerical probability scale 0–1 or 0–100%. They will determine the theoretical probability of an event and explain why this might be different from the experimental probability.

Measurement

Students will estimate, measure, label and compare perimeter, area and volume using formal methods and standard units of measurement. They will develop procedures for finding perimeter, area and volume, and they will recognize the relationship between them. They will use the correct tool for any measurement with accuracy. They will measure and construct angles in degrees using a protractor. They will know that the accuracy of measurement depends on the situation and the precision of the tools. They will use and construct 12-hour and 24-hour timetables, and they will be able to determine times worldwide.

Shape and space

Students will use the mathematical vocabulary of 2-D and 3-D shapes and angles. They will classify, sort and label all types of triangle and quadrilateral. They will turn a 2-D net into a 3-D shape and vice versa. They will find and use scale and ratio to enlarge and reduce shapes. They will use the language and notation of bearing to describe position, and they will be able to read and plot coordinates in four quadrants.

Pattern and function

Students will understand and use the relationships between the four operations (adding, subtracting, multiplying and dividing). They will model and explain number patterns and use real-life problems to create a number pattern following a rule. They will develop, explain and model simple algebraic formulas. They will model exponents as repeated multiplication, and they will understand and use exponents and roots as inverse functions.

Number

Students will read, write and model numbers to 1 million and beyond, extending the base-10 system to the millions and thousands. They will automatically use number facts. They will read, write, model, compare and order fractions (including improper fractions and mixed numbers), decimals (to any given place), and percentages. They will interchange fractions, decimals and percentages. They will add and subtract fractions with related denominators, simplify fractions, and explore fractions using a calculator. They will add and subtract decimals to the thousandths and will model multiplication and division of decimals in the context of money. They will find and use ratios; read, write and model addition and subtraction of integers; and use exponential notation. They will use and describe multiple strategies to create and solve more complex problems, reasonably estimating the answers. They will select and defend the most appropriate and efficient method.

Science Overall Expectations

5–7 years

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

7–9 years

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

9–12 years

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Social Studies Overall Expectations

5–7 years

Students will gain an understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will gain a sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. They will gain a sense of time, recognizing important events in their own lives, and how time and change affect people.

7–9 years

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will deepen their understanding of how people influence, and are influenced by, the places in their environment. Students will gain an appreciation of the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways.

9–12 years

Students will investigate aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their understanding of how people influence, and are influenced by, places in the environment. They will appreciate the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. They will extend their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources, and why different systems for the exchange of goods and services have developed.

PE Overall Expectations

5–7 years

Health-related activities

Students will recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise and so on), and they will become aware of the importance of physical activities in daily life. They will recognize basic changes that occur to their bodies when exercising, and they will demonstrate safety when exercising.

Body control and spatial awareness

Students will develop an awareness of space, direction and levels in relation to others and to their working environment. They will travel in different ways, changing speed and direction with control. They will handle different apparatus and small equipment using various body parts (manipulative skills), and hold their body weight using various body parts as bases (balance and stability).

Athletic activities

Students will develop traditional gymnastic skills, involving physical agility, flexibility, strength and coordination. They will interpret and answer movement tasks in their own way, and at their own level, on the floor and using apparatus. They will combine locomotor and non-locomotor skills while using small equipment.

Games

Students will develop coordination, manipulation and balance, travel in different ways, changing speed and direction while maintaining body control. They will explore different apparatus and small equipment using various body parts. They will participate in, and follow instructions for, simple games requiring little or no equipment.

Movement to music

Students will combine locomotor and non-locomotor skills in order to develop rhythmic responses. They will express feelings and moods using imagination and original ideas, and they will respond through movement to a range of stimuli. They will create simple individual movement sequences, and they will be introduced to short sequences using basic step patterns. They will master a dance containing basic step patterns that has a beginning, middle and end.

Adventure challenge

Students will solve challenging problems, with or without apparatus, individually, in pairs or in small groups. They will participate in small group activities to accomplish a common goal.

PE Overall Expectations

7–9 years

Health-related activities

Students will identify and recognize the elements and the benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise and so on), and they will be aware of the importance of physical activity in daily life. They will recognize the physical changes that occur to their bodies when exercising, and they will demonstrate safety when exercising.

Body control and spatial awareness

At this age, body control and spatial awareness activities will be incorporated into other PE content areas.

Athletic activities

Students will combine simple movements to create short sequences and improve their gymnastic skills, involving physical agility, flexibility, strength and coordination. They will interpret and answer movement tasks in their own way, and at their own level, on the floor and using apparatus. They will combine locomotor and non-locomotor skills while using small equipment. They will develop the basic techniques and rules of jumping, throwing and running events. They will be introduced to collecting and recording results, and they will understand and apply the basic safety rules in athletic events.

Games

Students will develop coordination, manipulation and balance, participating in activities that develop spatial awareness and locomotor skills. They will handle different apparatus and small equipment using various body parts, participating in simple lead-up games. They will begin to develop their own games and related activities.

Movement to music

Students will combine locomotor and non-locomotor skills in order to improve rhythmic responses, and they will respond through movement to a range of stimuli. They will express feelings and moods using imagination and original ideas, create simple movement sequences, master a dance containing basic step patterns with a partner or in small groups, and begin to master dances with more complex step patterns.

Adventure challenge

Students will solve challenging problems, with or without apparatus, individually, in pairs or in small groups, and they will participate in group activities to accomplish a common goal.

PE Overall Expectations

9–12 years

Health-related activities

Students will identify and recognize the elements and benefits of a healthy lifestyle (rest, well-balanced nutrition, exercise and so on) and they will be aware of the importance of physical activity in daily life. They will recognize the physical changes that occur to their bodies when exercising, and they will demonstrate and apply safety when exercising.

Body control and spatial awareness

At this age, body control and spatial awareness activities will be incorporated into other PE content areas.

Athletic activities

Students will combine movements to create sequences, refine their gymnastic skills, involving physical agility, flexibility, strength and coordination. They will interpret and answer movement tasks in their own way, and at their own level, on the floor and using apparatus. They will combine locomotor and nonlocomotor skills while manipulating small equipment. Students will practise specific techniques for jumping, throwing and running events. They will learn and apply the rules, including safety, of these various events, including collecting and recording results. They will evaluate their athletic performance and understand how they can improve their performance.

Games

Students will develop coordination, manipulation, balance and spatial awareness, and they will participate in activities that refine locomotor skills. They will become competent in handling different apparatus and small equipment, and they will participate in lead-up games and in scaled-down or adapted versions of the recognized sports, for example, invasion games, fielding and striking games, net games and target games. They will develop their own innovative games and related activities.

Movement to music

Students will demonstrate controlled combinations of movement, changing speed and direction, and they will combine locomotor and non-locomotor skills in order to refine rhythmic responses. They will respond through movement to a range of stimuli, expressing feelings and moods using imagination and original ideas. They will create more complex movement sequences, and they will be exposed to a range of dances containing more complex step patterns. They will master dances containing complex step patterns with partners and in small groups, and they will begin to recognize techniques and forms of dance. They will be aware of the different purposes and types of dance, and they will appreciate the dances of different countries and cultures.

Adventure challenge

Students will solve challenging problems, with or without apparatus, individually, in pairs or in groups, and they will participate in group activities to accomplish a common goal.

Drama Overall Expectations

5–7 years

Students will work together, sharing ideas and making group decisions. They will listen and respond positively to the suggestions of others. Students will welcome the variety of cultural backgrounds inherent within their group, and they will value the cross-cultural aspects of the dramas they develop. They will develop an awareness and acceptance of differences in traditions, celebrations, beliefs and behaviour.

Students will use drama to explore concepts in the units of inquiry taken from the programme of inquiry, and they will be introduced to teacher-in-role. Students will use a variety of stimuli to initiate classroom play and make-believe activities. They will develop the confidence to create their own dramas through play, and to share these with others where appropriate. Students will be willing and eager to explore movement and space using music and other stimuli. Where possible, students will be exposed to a variety of performance and presentation experiences, and they will discuss what they have seen and experienced.

7–9 years

Students will work independently and with confidence in small groups and with partners. They will apply their knowledge of the content of the programme of inquiry to develop dramas. Students will apply their knowledge of cross-cultural differences when creating dramatic roles and locations. They will use personal experiences and other stimuli to create a drama. Students will reflect and comment on their own work and on the work of others in a sensitive and positive way. They will be able to adopt a role and switch in and out of role to discuss their discoveries. They will be able to respond to contributions from the teacher-in-role.

Students will develop an understanding of the way in which body and voice can be used to depict a character through specific voice and body exercises and activities. Where possible, students will be exposed to performance conventions from other cultures, and to a variety of performance and/or presentation experiences; they will observe carefully and they will be able to discuss what they have seen.

9–12 years

Through creative exploration and expression, students will reach an emotional and conceptual understanding of the areas being studied. Students will make immediate connections between fantasy and real-life situations. They will practise self-discipline in the presentation of material to an audience as well as within the role of the audience. They will incorporate production elements effectively to enhance their work, using costume, make-up, set, lights, sound and props. Students will bring original text to life using a variety of conventions. They will continue to explore the way in which body and voice can be manipulated to depict a character, an emotion or a concept through a variety of exercises. Students will work towards creating a healthy group dynamic, where they feel comfortable making suggestions and accepting criticism on how their work, and the work of others, can be developed. They will listen carefully to suggestions, and they will begin to be able to apply these to the development of their work. They will be able to work independently, in pairs, in small groups and as a class group. They will use a journal to reflect on and evaluate their work, to record their ideas, their discoveries and the subjects being addressed. Students will be introduced to performance conventions from other cultures, and they will be given the opportunity to practise these in their dramas. Where possible, students will be exposed to a variety of performance and/or presentation experiences; they will be encouraged to discuss and evaluate what they have seen, to identify what was effective, and to begin to transfer these discoveries to the presentation of their own work.

Music Overall Expectations

5–7 years

Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will sing and play a variety of songs and pieces with an awareness of beat. Students will have the opportunity to experiment with sounds in composition tasks and to make expressive use of musical elements such as pitch and rhythm. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures, and they will be able to describe and compare sounds using simple appropriate musical vocabulary.

7–9 years

Students will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Through singing songs and playing instruments, students will develop the ability to perform accurately and confidently, making expressive use of musical elements. They will control and develop musical ideas in composition, and they will use notation as an aid to storing and refining ideas. They will listen with greater understanding to a range of music from different times and places.

9–12 years

Students will develop musical ideas in composition using musical notation. They will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will experience a wide range of songs in different languages and from different times, and will perform them with sensitivity and accuracy. They will create their own music and perform it to others using increasingly sophisticated instruments, and they will be able to interpret the music of others through the understanding of complex notation. They will continue to develop their understanding of music from different sources and cultures.

Personal Social Education Overall Expectations

5–12 years

Students will develop an awareness of their self-identity and their strengths and weaknesses. They will show self-confidence and self-worth. They will learn to recognize, communicate and manage their own feelings and emotions. They will reflect on their own abilities and behaviour and will set achievable personal goals.

Students will show awareness of and take responsibility for the choices they make to maintain a healthy lifestyle. They will develop a sense of safety and an ability to protect themselves from danger and abuse.

Students will show initiative and self-direction with increasing independence, and they will approach learning with flexibility, creativity and commitment. Students will develop social skills when interacting with others in different situations, and they will develop and maintain appropriate relationships. They will show awareness of and respect for the views, needs and rights of others. They will show appreciation of cultural, racial, social, linguistic and religious differences. They will recognize and deal appropriately with conflict situations.

Visual Art Overall Expectations

5–7 years

Students will use first-hand source materials, including their immediate environment and their imagination, as an inspiration for their work. They will exhibit an increasing ability to concentrate on and complete a piece of artwork. They will discover and develop their own preferences and individual interests that will contribute to the development of understanding and artistic vision. They will continue to explore the use of a wide variety of materials, tools and media, and they will draw on their increasing knowledge and skills to express their ideas, observations and feelings. Students will be exposed to and will respond to artifacts and artworks of varied cultural origins, and they will become familiar with the process of reflection and how to appreciate their own and others' artworks.

7–9 years

Students will establish a foundation of self-awareness about their own interests and preferences in art. They will develop this interest by exploring and experimenting with a variety of tools, materials and techniques.

Students will exhibit confidence in choosing tools and materials that are appropriate for their artworks and that reflect their growing individual creative vision. They will exhibit greater control and purpose in their use of a variety of media and tools. They will make initial sketches, and they will be aware that a piece of artwork requires thought, planning, effort and revision. They will discuss their work using specific art vocabulary, and they will be increasingly aware of the fact that other students and groups will produce work that varies in style and content. Students will search beyond the classroom for resources, and they will begin to see links with other areas of the curriculum. They will respond reflectively to the artwork of others.

9–12 years

Students will develop confidence in seeing themselves as artists, and they will have a growing appreciation of their individual artistic interpretation and vision. Their responses to tasks will demonstrate increased levels of technical detail and heightened levels of sophistication. They will continue to develop skills of observation and to seek out a variety of resources. They will be confident in the everyday use of sketchbooks for recording observations, ideas, pattern and colour. They will choose the appropriate materials for the task, building on previous skills and experiences when using a variety of materials. They will develop the skill of looking at artworks and artifacts from different periods, and they will draw conclusions and make predictions about their function. Students will work well, both alone and in groups, and they will be sensitive to the work of others, suggesting modifications and discussing reactions constructively. They will be aware of the elements and principles of art and design, and they will develop a more critical stance to their own immediate environment.