



Schola Europaea

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Syllabus Art Laboratory – 2 period Complementary course – S6-S7

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1. General Objectives

1.1 Objectives of the European Schools

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences (knowledge, skills and attitudes) across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

The European Schools' syllabuses seek to develop all of these key competences in the pupils.

1.2 Objectives of the subject Art

The subject Art in the European schools means the Visual Arts. Visual arts contain the complex process of perception, reflection and interpretation of the world around us and result in the creation of images. This process and the resulting products are the main working areas of the subject art.

Images help us to define our identity and give aesthetic pleasure. They allow us to express feelings and thoughts and to communicate them to others. Through images reality is perceived, interpreted and even created, because images as creations constitute a reality of their own.

With the development of modern media, images have gained even more importance. Since they are omnipresent and quickly available, they are capable of having a major impact on our understanding of the world. Therefore, it is necessary to comprehend the implications of

their influence with critical awareness and to bring this awareness to consciousness in the teaching situation.

Practical and theoretical work in the art class is done on the basis of communication and tolerance and supports an education whose aim are free, active and social persons.

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 class work is organised in projects that usually have a visual product. This fosters the student's ability to work with independence and responsibility.

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 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 organisation, 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 contributes to student's 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.

By using examples from art history students learn about art as a language being based on cultural, social, political and individual backgrounds.

2. Didactic Principles

Didactic principles are provided as a guide for learning and teaching in artistic education. These principles are applied through differentiated teaching methods and the use of a wide range of learning resources including digital tools.

Integrated teaching and learning takes place in mixed language groups. Connections to other subjects are made where possible.

2.1 Methodology

The basic competences to be taught in art class include theoretical knowledge about art elements, media, art movements as well as practical skills in a variety of art techniques and a positive attitude towards art as a medium to express thoughts and feelings.

Art lessons are mainly practical. The work is based on themes and projects and orientated towards a visible result.

During the time of practical work the teacher assists the students individually and tries to help every student to perform to his best in the production of his work.

Where possible, projects should be supported by reference to art history. Aims, objectives

and assessment criteria must be made clear at the beginning of every task.
Visits to museums and art galleries should be an integral part of the art programme.

It is recommended that the students use a portfolio or a workbook to collect information and visual record from class work, homework and excursions.

In order to deliver the curriculum and to enable the students to work efficiently, creatively and above all safely, the rooms and working conditions for the art classes must be adequate (see Annex 2 "Classroom conditions").

3. Learning objectives

At the end of S7

- the student uses a large repertoire of art elements, materials and techniques appropriately and skilfully in the realisation of his/her work
- the student is able to produce work relevant to a set brief within a given time frame and present his/her result appropriately
- the student works in a individual, sensitive and creative way
- the student is able to critically evaluate sources and appropriately use them his/her work
- the student can analyse and explain his/her own work and the work of others using the appropriate vocabulary and making reference to artistic concepts

4. Contents for the Art Lab complementary course

Art Lab as a 2-period complementary course gives students the opportunity to develop their potential in more specific areas of visual arts and is based on practical projects. The content can cover the areas of art production as listed in the general art syllabus (General Art Lab) or focus on a special aspect of art or digital media (Specialised Art Lab).

The General Art Lab course is a continuation of the art education from s1 to s5 and cannot be combined with an Art 4 period option.

The Specialised Art Lab covers different content than a general art course and can be combined with the Art 4 period option.

4.1 General Art Lab

The General Art Lab 2 period complementary course is a general practical art course in year 6 and 7. Aspects of the following fields of art creation can be chosen:

a) Drawing:

- Application of point and line, shading, hatching, pattern, structure, texture
- Representation of space (scale, position, overlapping, perspective construction...)
- Exploring various media (pencil, colour pencil, pastel, charcoal, pen, marker, ink...)
- Visual communication (illustration, lettering, poster, card...)

b) Painting:

- Colour theory (primary/secondary colours, colour wheel, colour contrasts...)

- Use of the painting tools (brushes, palettes, watercolour or gouache paints...)
- Mixing and applying colour (shade, tint, tone, hue; transparent, opaque)
- Using colour in a representative or expressive or symbolic way
- Collage, mixed media

c) 3D / sculpture:

- Construction (wire, wood, paper, cardboard...)
- Modelling (clay, papier maché, plaster...)
- Montage, assemblage, relief
- Installation
- Architectural models

d) Other media:

- Printmaking (stencils, block printing, engraving...)
- Photography
- Digital image manipulation
- Film (short movies, animation...)
- Design for a purpose (object, fashion...)

Art making competences will be developed and applied by project based work. The themes will be decided by the teacher in cooperation with the students.

4.2 Specialised Art Lab

The Specialised Art Lab 2 period complementary course may cover a specific and determined content:

- "Infography": Digital Photography and Computer Graphics (see Annex 1.1)
- "Volume and Space": 3D art, Sculpture, Installation, Architecture, Design (see Annex 1.2)

Possible ways of specialisation depend on the specific conditions and the equipment available in the school.

5. Assessment in the Art Lab course

5.1 Assessment principles

A mark: Evaluation of the practical work and of the participation in class (focus and attention; active participation and quality of interventions; regularity and consistency in the work; signs of initiative and autonomy).

B mark: portfolio of work done during the semester (the teacher may decide to add a verbal presentation and interview as part of the assessment)

5.2 Attainment descriptors for the end of S7

Mark	Denomination	Alphabetical mark	Descriptors
9-10	excellent	A	<p>Practical Work</p> <p>Relevance: The student shows an excellent understanding of a project brief through a highly relevant work.</p> <p>Technical skills: The student demonstrates high sensitivity to materials and art elements and shows outstanding skills in their use.</p> <p>Process: The student displays highly coherent working processes and produces elaborated and excellently presented results.</p> <p>Originality: The student shows highly individual, sensitive and creative response.</p> <p>Reflection</p> <p>The student shows excellent critical reflection through effective and accurate use of sources and art specific vocabulary.</p>
8-8,9	very good	B	<p>Practical work</p> <p>Relevance: The student shows a very good understanding of a project brief through relevant work.</p> <p>Technical skills: The student demonstrates high sensitivity to materials and art elements and shows very good skills in their use.</p> <p>Process: The student displays coherent working processes and produces elaborated and well presented results.</p> <p>Originality: The student shows individual and sensitive response.</p> <p>Reflection</p> <p>The student shows very good critical reflection through accurate use of sources and art specific vocabulary.</p>
7-7,9	good	C	<p>Practical work</p> <p>Relevance: The student shows a good understanding of a project brief through relevant work.</p> <p>Technical skills: The student demonstrates a certain sensitivity to materials and art elements and shows good skills in their use.</p> <p>Process: The student shows coherent working processes and produces correctly presented results.</p> <p>Originality: The student shows individual response.</p> <p>Reflection</p> <p>The student shows good critical reflection and uses the art specific vocabulary correctly.</p>
6-6,9	satisfactory	D	<p>Practical work</p> <p>Relevance: The student shows a fairly complete understanding of a project brief.</p> <p>Technical skills: The student demonstrates some sensitivity to materials and art elements and shows some skills in their use.</p> <p>Process: The student shows some development from his initial ideas to the presented results.</p> <p>Originality: The student shows rather simple response.</p> <p>Reflection</p> <p>The student shows some evidence of critical reflection.</p>

5-5,9	sufficient	E	<p>Practical work</p> <p>Relevance: The student shows some understanding of the project brief.</p> <p>Technical skills: The student demonstrates few sensitivity to materials and art elements and shows rather poor skills in their use.</p> <p>Process: The student fairly shows a development from his initial ideas to final results.</p> <p>Originality: The student shows a simple response to the tasks.</p> <p>Reflection</p> <p>The student shows little critical reflection.</p>
3-4,9	failed (weak)	F	<p>Practical work</p> <p>Relevance: The student did not understand the project brief correctly.</p> <p>Technical skills: The student demonstrates no sensitivity to materials and art elements and shows poor technical skills.</p> <p>Process: The student shows no coherent development from initial ideas to finished pieces of work.</p> <p>Originality: The student's response to the theme is not original.</p> <p>Reflection</p> <p>The student shows no critical reflection.</p>
0-2,9	failed (very weak)	FX	<p>Practical work</p> <p>Relevance: No relevant result; the student did not understand the project brief.</p> <p>Technical skills: No sensitivity to materials and art elements visible.</p> <p>Process: No coherent working processes visible.</p> <p>Originality: No individual results.</p> <p>Reflection</p> <p>No critical reflection visible.</p>

6. Annexes

Annex 1 Suggested content for a Specialised Art Lab course

1.1 Specialised Art Lab course "Infography"

The art department can offer the 2-period option as "Infography": a course in photography and computer graphics. In this course the students will learn contemporary computer based techniques of image production.

It is a practical course in photography and computer art that is mostly based on the programs of the Adobe Creative Suite (Photoshop, Illustrator, InDesign, Lightroom).

The course is particularly interesting for those students who wish to follow a career in fine arts, graphic design, industrial design, architecture or photography and film, and for all students who are interested in art and technology and also for students who choose the Art 4-period option or Art History.

A possible structure for the Infography course:

Capturing reality: Photography and film

- Analysis of photographs: Composition, colour, technique
- History of photography; presentation of famous photographers
- Use of the digital camera (exposure modes, ISO settings, RAW and JPG)
- Creative use of shutter speed and aperture (movement, depth of field)
- Digital development of photos (e.g. Adobe Lightroom)
- Printing and presentation of photos (photo series, portfolios)
- Digital video (short movie, stop motion, e.g. Adobe Premiere, Movie Maker, Final Cut)

Re-creating realities: Computer art and design

- Design basics: Typography, Lay out
- Use of digital imaging tools for drawing, selection, transformation etc.
- Digital manipulation of images (e.g. Adobe Photoshop)
- Computer aided drawing (e.g. Adobe Illustrator)
- Communication Design: Posters, cards, covers, ... (e.g. Adobe InDesign)
- Computer animation

1.2 Specialised Art Lab course "Volume and Space"

The art department can offer a Specialised Art Lab that focuses on 3D art, Sculpture, Installation, Architecture and Design. This course uses the concepts and techniques of contemporary art and includes crafts and applied arts. Students work with tools and materials and the results of the projects are related to their environment.

Therefore, not only students that intend a career in art related professions but also those that are interested in technical or engineering studies may profit from this course.

Possible aspects for a course "Volume and Space":

Techniques of 3D art:

- Construction (wire, wood, paper, cardboard, metal,...)
- Modelling (clay, papier maché, plaster...)
- Montage, assemblage, relief, ready made

Concepts of 3D art:

- Classical sculpture (figurative, abstract)
- Installation
- Recycling, deconstruction
- Performance and Happening
- Art in the public space, Memorials, Interventions
- Land art
- Urban planning, Art and environment
- Architectural plans: floor plan, cross section, frontal view
- Architectural models: cardboard, wood, polystyrene, modelling board, fabric, ...
- Construction of architectural elements (bridges, towers, vaults, domes,)
- Interior design, spatial concepts
- Stage design and construction
- Product design: concepts, models, realisation of objects
- Fashion design, textile design
- Food design, Packaging
- (...)

Annex 2 Recommended classroom conditions

The following conditions within the classroom are considered essential for the full implementation of the syllabus:

All art rooms should have appropriate space and lighting and be stocked with equipment and materials necessary to deliver the syllabus. A secure storage area is essential including lockable cupboards for tools, cutters, cameras etc.

An annual budget should be allocated to the art department for the purchase of equipment and materials.

Art Lab courses mainly consists of practical work. For safety reasons Art Lab class numbers should not exceed 20.

The "Infography" course should not have more than 12 students.

The use of digital media requires art rooms to have the necessary computers, printers, scanners, cameras and internet access.

Double periods are considered essential.