

Curriculum for Art and crafts

This is a translation from Norwegian Bokmål of the official Norwegian subject curriculum text.

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About the subject

Relevance and central values

Art and crafts is an important subject for practical skills, creativity and reflection on visual and material cultures. By participating in aesthetic processes, the pupils imagine what has not yet been created, and receive a foundation for participation in sociocultural development. The subject shall prepare the pupils for everyday life and a workplace that requires innovation, practical skills and the ability to make aesthetic and ethical choices. Cooperation with local culture, and industry and commerce shall help connect the pupil's creative work to current issues.

All subjects are designed to help give pupils a strong foundation for learning. The joy of innovation, the urge to explore and responsible participation are fundamental social and personal values. Art and culture highlights new perspectives, which is important for each pupil's individual development. The pupils experience a wide range of Norwegian, Sami and international art, design and crafts. Common frames of reference and tolerance of cultural diversity are created through reflection on how identity is expressed in images, art, architecture and objects. Knowledge of and experience with art and craft traditions and intellectual culture lay the foundation for managing and further developing cultural heritage and preserving one's environment.

Core elements

Craft skills

The core element craft skills involves mastery, and the development of practical skills and patience by using a variety of tools and materials. The pupils become aware of the characteristics, functionality and expression of materials through their own creative work. They use hard and soft materials, plastic and digital tools in an ethical, safe and environmentally friendly way throughout their education.

Art and design processes

The core element art and design processes involves the development of curiosity, creativity, courage, the joy of innovation, patience and problem-solving skills. The core element emphasises both open and explorative processes, as well as incremental processes with development and innovation as goals.

Visual communication

The core element visual communication involves being able to read, understand and use visual language. The development of drawing skills is fundamental in order to communicate ideas, experiences, messages and contexts. The pupils consciously and experimentally use visual instruments in 2D, 3D and digital expressions.

Cultural awareness

The core element cultural awareness involves exploring modern visual culture and cultural heritage in different parts of the world as experiential and inspirational sources in their own creative practice. The pupils encounter examples of and reflect on how art, crafts and design mirror and play a role in the shaping of culture, social development and human identity. Knowledge of visual and material cultures lays the foundation for making conscious choices as a consumer and fellow citizen, as well as in one's own creative work.

Interdisciplinary topics

Health and life skills

In arts and crafts, the interdisciplinary topic of health and life skills addresses the development of creative thinking processes and practical problem-solving skills. The pupils improve their practical skills and the ability to ask questions, face everyday challenges and see the potential in unfamiliar situations. The pupils are provided with tools to explore opinions, ideas and emotions, and to express themselves through different formats and arenas. Work on visual and material cultures helps strengthen the pupil's self-image and identity development, develops diversity awareness and gives meaning to life.

Democracy and citizenship

In art and crafts, the interdisciplinary topic of democracy and citizenship challenges the pupils to critically reflect on art, design and material and intellectual cultures, and to express their own experiences, thoughts and opinions. Through encounters with art and culture, and work on visual expression, the pupils develop the ability to interpret, participate and change the society in which they live.

Sustainability

In art and crafts, the interdisciplinary topic of sustainable development involves developing the ability to notice product improvements and to explore a more sustainable future lifestyle through practical creative work. Critical investigation of consumer culture and experience with using and recycling materials provides the pupils with a foundation for making ethical choices.

When working with technology, materials and product development, the pupils increase their awareness of the impact of nature on humans and how human lifestyles impact nature and the climate.

Basic skills

Oral skills

Oral skills in art and crafts involve being able to express and reflect on aesthetic experiences and creative processes. This involves using subject terminology in dialogue, conversations and oral presentations. The development of oral skills in art and crafts progresses from being able to talk about one's own observations and experiences to being able to describe visual instruments, crafts, and art and historical cultural references.

Writing

Writing in art and crafts involves being able to communicate visually through signs and symbols. This also involves being able to write texts to tangibly express ideas, choices and opinions during practical work. Further, it involves being able to combine texts and images when working on layouts and other visual expressions. The development of writing in art and crafts progresses from being able to put together texts, signs and symbols to being able to increase the readability of the texts, adjust texts to the purpose, and to make creative juxtapositions with visual instruments.

Reading

Reading in art and crafts involves being able to interpret, understand and assess visual and material surroundings. The ability to read technical drawings and instructions is essential in practical problem solving, as well as for being able to assess shape, functionality and durability. The development of reading in art and crafts progresses from being able to recognise and decode matters to critical reflection on visual instruments and cultural references.

Numeracy

Numeracy in arts and crafts involves being able to use mathematical approaches in practical creative work. This involves taking accurate measurements, calculating scales, volume and proportions, and exploring the construction of patterns, shapes and mass. The development of numeracy in arts and crafts progresses from being able to follow a given approach to being able to use mathematical approaches as tools in one's own problem solving.

Digital skills

Digital skills in arts and crafts involve being able to use digital tools and media for inspiration, testing, documentation and presentation. They also involve using digital tools and programming in creative and innovative processes. Knowledge of copyright and privacy regulations when using one's own images, videos and creative work and those of others are fundamental at all year levels. The development of digital skills in art and crafts progresses from being able to use simple digital tools and media to designing one's own digital products that create experiences and communicate emotions, ideas and opinions.

Competence aims and assessment

Competence aims and assessment Year 2

Competence aims after Year 2

The pupil is expected to be able to

- use craft techniques and hand tools for shaping wood, clay and textiles in a safe and environmentally friendly way
- investigate the characteristics of materials and share their sensory experiences
- explore various visual expressions and build further on the ideas of others in their own creative work
- experiment with shapes, colours, rhythm and contrasts
- study shapes through drawing, painting and photography
- create stories with the aid of digital tools after being inspired by local and national art
- imagine and describe the future through drawings and models
- plan and make constructions in natural materials after being inspired by Sami and local building customs
- show and present objects through exhibitions or collections

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in art and crafts in Years 1 and 2 when they use their hands and tools to shape different materials, tell stories through digital and visual media, and talk about experiences with art, objects and buildings.

The teacher facilitates pupil participation and encourages the desire to learn through giving the pupils a variety of sensory experiences, the opportunity to

explore and to share ideas and perceptions. The teacher shall have conversations with the pupil regarding their development in art and crafts. The pupils shall have the opportunity to experiment. Based on the demonstrated competence of the pupils, they shall be given the opportunity to express what they believe they can accomplish and in which areas they have improved. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance to develop competence to tell stories through images, shapes in materials and participation with their own opinions in creative processes.

Competence aims and assessment Year 4

Competence aims after Year 4

The pupil is expected to be able to

- use hand tools and joining techniques for wood, clay and textiles in a safe and environmentally friendly way
- test different ideas and possibilities with recycled materials and convey to other others how they can help preserve nature and the environment in their daily lives
- carry out art and design processes by seeking inspiration, exploring possibilities, making choices and making their own products
- investigate how traditional crafts, including Sami crafts, utilise the characteristics of natural materials and use their experiences to make simple utensils
- talk about the use, function and choice of materials in various buildings and make sketches for proposed new architecture
- interpret shapes and symbols from different cultures and use them in visual expressions
- draw shapes and depth using techniques such as overlapping and reduction
- use simple principles of composition for photography and digital tools
- explore diversity in motifs and visual expression in art from different parts of the world and create a digital presentation
- convey and display their own work in an exhibition

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in art and crafts in Years 3 and 4 when they test craft techniques, digital tools, visual expression and participate in creative processes. Further, they demonstrate and develop competence when discussing what art, objects and buildings disclose about the thoughts and needs of humans.

The teacher facilitates pupil participation and encourages the desire to learn through practical assignments and by the pupils expressing their thoughts and opinions through creative processes. The teacher shall have conversations with the pupil regarding their development in art and crafts. The pupils shall have the opportunity to experiment. Based on the demonstrated competence of the pupils, they shall be given the opportunity to express what they believe they can accomplish and in which areas they have improved in relation to processes and products. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance to become competent in concept development, material handling problem solving, visual communication and conversations about crafts and cultural expression.

Competence aims and assessment Year 7

Competence aims after Year 7

The pupil is expected to be able to

- use various hand and electric tools to treat and join hard, plastic and soft materials in a safe and environmentally friendly way
- investigate the materials of different objects and assess function, durability, and possibility for repair and recycling
- build and experiment with stable constructions
- use different concept development and problem-solving strategies
- use digital tools to plan and present processes and products
- draw shapes, surfaces and masses using techniques, such as contrast, shading, proportions and perspective
- explore and reflect on how emotions and opinions are shown in art, and use symbolism and colours to express emotions and opinions in their own work
- analyse visual instruments in different types of media and highlight a current topic through photography or infographics
- describe diversity in dress traditions or objects, including Sami, and make a product inspired by cultural heritage
- investigate how gender roles in cultural expression are portrayed in the past and present, and create visual expressions that challenge stereotypes
- use programming to create interactivity and visual expressions
- design and create an exhibition displaying processes and products

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in art and crafts in Years 5, 6 and 7 when they use various strategies to create visual expressions and functional solutions. Further, they

demonstrate and develop competence when they reflect on visual instruments, cultural references, artistry and environmental impact.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of practical assignments in workshops and by the pupils proposing changes in consumer and visual surroundings. The teacher shall have conversations with the pupil regarding their development in art and crafts. The pupils shall have the opportunity to experiment. Based on the demonstrated competence of the pupils, they shall be given the opportunity to express what they believe they can accomplish and in which areas they have improved in relation to processes and products. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance to develop competence in creative processes, environmentally friendly consumption, crafts, visual communication and assessment.

Competence aims and assessment Year 10

Competence aims after Year 10

The pupil is expected to be able to

- explore the possibilities of craft techniques and appropriate technology by treating and joining hard, plastic and soft materials
- assess the durability of materials and possibilities for repair and recycling, and use different tools and materials in an appropriate and environmentally friendly way.
- develop solutions through an incremental design process, and assess durability, function and aesthetic expression
- explore how digital tools and new technology may provide possibilities for different types of communication and experiences in creative processes and products
- visualise shape with the aid of freehand drawings, blueprints, models and digital tools
- analyse how identity and attachment to a place are communicated in architecture, dress traditions, art or objects, and integrate cultural references in their own creative work
- investigate how art, including Sami art, can contribute to social criticism and create artistic expression to highlight issues in their own era
- critically reflect on visual instruments and experiment with different visual expressions in a creative process
- create sketches for the renovation of local areas and model architectural solutions that meet different needs and interests
- become engaged in different types of visual expression and/or a craft technique, explore possibilities through practical creative work and present choices from idea to the final result

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in art and crafts in Years 8, 9 and 10 when they use various strategies and practical problem solving when working on visualisation, with different materials and digital tools. Further, they demonstrate and develop competence when they reflect on environmentally-friendly consumption, visual instruments, cultural references and artistry.

The teacher facilitates pupil participation and encourages the desire to learn through a variety of practical assignments in workshops and by the pupils highlighting current issues through creative processes. The teacher shall have conversations with the pupil regarding their development in art and crafts. The pupils shall have the opportunity to experiment. Based on the demonstrated competence of the pupils, they shall be given the opportunity to express what they believe they can accomplish and reflect on their own academic development in relation to processes and products. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance to develop competence in practical problem solving, creative processes, visual communication, and reflection on visual and material cultures.

Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in art and crafts at the end of the education after Year 10. The teacher plans and facilitates the pupils in demonstrating their competence in various ways, including awareness, reflection and critical thinking in various contexts. The teacher awards grades in art and crafts based on the pupil's craft skills in relation to different materials, and their use of creative strategies and competence to visualise ideas. The grade is also based on how the pupil reflects on aesthetic expression, cultural references, function and durability in their own work and the work of others.

Type of assessment

Assessment of classwork

Year 10 or year level when the subject ends: The pupil shall have one grade awarded for coursework.

Examination for pupils

Year 10 or year level when the subject ends: The pupil shall not sit for an examination.

Examination for external candidates

Year 10 or year level when the subject ends: The subject does not have an arrangement for external candidates.