

## **Arts education in Norway**

This is copied from the national curriculum for the subject Arts and crafts, which can be found under the button “content” on the following website: [http://www.ls.no/L97/L97\\_eng/](http://www.ls.no/L97/L97_eng/)

## **Subject-related objectives for the primary stage, grades 1–4**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils are to be presented with a cultural multiplicity of artistic expression. Varied sensory impressions and experiences will help them to create pictorial images, thereby to experience pleasure and build confidence in their own expressive abilities. They are to acquire knowledge of and gain fundamental experience with form and colour by working with suitable materials.

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils are to develop their ability to talk about different examples of art and design and experiment with form, colour and composition in their own work. Pupils are to develop their creativity and expressive possibilities in work and play with three-dimensional forms and solve simple problems related to creative work. They will extend their conceptual range by working with different materials. They will learn how to seek out materials in their local environments, and how to use them in creative work. They will develop fundamental skills in the use of simple materials, tools and techniques.

## **Grade 1/preschool**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- see and talk about pictures by various folk-tale illustrators, for instance Theodor Kittelsen and Erik Werenskiöld
- experience how different artists, for instance Edvard Munch and Pablo Picasso, express themselves differently in their art.
- render impressions and express imagination and creativity in pictures, for instance by drawing, painting, tearing, or cutting and pasting, on the basis of their own experiences of music, fairy tales, stories and current local topics
- use suitable materials, tools and techniques in experimental play with form and colour

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- look at and talk about sculpture and utility products made of natural materials in connection with current themes
- look at and talk about rooms of different kinds, such as classrooms or living rooms, and experience social interaction and pleasure through play-like activities, including building up environments, and gain experience with simple methods of construction
- use their imaginations and experiences as bases for creative work with sculpture in various materials

- collect, perceive, and work with natural materials and talk about the values represented by nature
- work with different types of thread and yarn and experience the pleasure of mastering simple techniques, for instance twining, braiding and weaving

## Grade 2

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- become acquainted with and talk about illustrations in children's books by various Nordic artists, such as Thorbjørn Egner and Tove Jansson
- experience how different artists in different cultures, including the Sami, have depicted various motifs, including nature, in their pictures. Examples could be John Andreas Savio and Harald Sohlberg
- experiment with form and colour in relation to current themes, and play with rhythm in borders and writing
- render impressions and express imagination and emotions in creative work on themes from the local environment, and practise drawing and painting with various implements on different qualities of paper
- try out simple printing techniques, with stamps and stencils, and try out simple forms of embroidery

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- become acquainted with sculpture, architecture, design and craft which are relevant to their local environments and their own creative work
- visit and discuss outdoor spaces like streets, squares or market places, and buildings devoted to different uses
- become familiar with basic geometrical shapes and experience form and space through play and construction in various materials
- work with clay, discover the properties of the material, and gain some insight into modelling
- become familiar with natural materials such as wood and wool and by working with them, for instance whittling or felting, experience how to make useful products

## Grade 3

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- experience and discuss how fantasy and reality are shown in the works of artists such as Nikolai Astrup, René Magritte and Marc Chagall, and gain insight into the forms of artistic expression applied to myths, fairy tales and stories in various cultures
- become acquainted with paintings by various realist artists, such as Christian Krohg, Anna Ancher and Oda Krohg, and convey impressions and express imagination and emotions in creative work with pictures
- discuss fantasy and reality in comic strips and other mass media and work on the basic principles of animation, with, among other things ip books
- experiment with basic shapes and ornamentation on various surfaces, for instance textiles, wood and clay

- gain broader experience in the use of different materials and techniques, and experiment with different paper qualities for drawing, painting and simple printing techniques
- explore colour-mixing on the basis of primary colours, and use them in their own work, and experience how pigments and environment-safe binders can be mixed to make for instance paint pastels or crayons

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- become acquainted with varied forms of expression in sculpture, design and crafts and experience how both imagination and reality can be the basis for the creation of sculpture and useful objects
- learn about the buildings of various cultures, for instance Sami tents and turf-huts
- learn about meaning, the symbolic meaning of colour by observing how for instance water taps, traffic lights and signs have their special symbolic meaning
- experiment with and discuss the textures and colours of different materials
- become acquainted with simple techniques for building up forms in plastic materials, and practise using such hand tools as knives, saws and rasps on hard materials
- practise simple textile joining techniques such as sewing, simple crocheting, felting and braiding

## **Grade 4**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- experience and become familiar with pictorial images by artists from different periods, for instance Leonardo da Vinci and Paul Cézanne, and learn about symbols and pictures in their own and other cultures
- narrate and express imagination and emotions through creative work with pictures and comic strips and, on the basis of work with newspapers and advertising discuss the connections between text and pictures
- develop an awareness of light and shade in their surroundings and represent this by simple means in their own pictures, and experiment with drawing materials such as charcoal and chalk
- experiment with and discuss the illusion of space in their own pictures and in those of others, and practise using colour to achieve various contrasts, such as light/dark or warm/cool
- experiment with basic shapes and rhythms in the designing of ornamentation, and experiment for instance with prints and embroidery on various qualities of paper and textiles

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- gain an insight into the building and utility traditions of various cultures and experience the function, utility and decorative value of various practical forms, for instance in ornamentation and the construction of patterns
- use our common cultural heritage, for instance folk songs, stories, fables and myths, as a basis for making sculpture, and become acquainted with simple principles of stage design through creative work

- try out natural materials and simple techniques which figure prominently in Norwegian and Sami culture, and learn about the use of colour in clothing and utensils
- try out environment-safe surface treatment of wood and simple treatment of clay surfaces in their own work
- broaden their experience in processing and assembling wooden materials by working on simple sculpture, design and craft, for instance gluing, nailing or screwing pieces together
- apply the basic principles of knitting and weaving in work on simple forms of their own design and gain experience in simple uses of natural dyeing techniques

## **Subject-related objectives for the intermediate stage, grades 5–7**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils are to develop their capacities for pleasure and wonder and receive impulses for their own creative work from greater familiarity with the works of Norwegian and international artists. They are to further develop their creativity, so as to become increasingly able to use pictorial images in visual communication. They will be aware that their own knowledge and skill are important prerequisites for creating the desired expression in their own work. On the basis of experience and observation, pupils will be able to work with form, colour and composition, and become acquainted with various ways of creating an illusion of space, light and shade in their pictures. They are to increase their understanding of individuality in their work with different materials, tools and techniques, and become more able to explain the choices they make to enhance the intention of the work.

#### **Sculpture, design and craft**

##### **Three-dimensional form**

Pupils are to study local and national building traditions to increase their knowledge of and ability to react upon space and buildings. They are to derive inspiration from learning about local and regional cultural traditions and about the sculpture, applied art and crafts of their own and other cultures. Pupils are to further develop their creativity by working with sculpture, design and craft and become increasingly aware of the need for special knowledge in the search for satisfactory modes of expression. They will learn to give simple practical forms a more personal design using form, colour and composition in relation to purpose. They will gain more extensive experience with materials and techniques and a better understanding of the use of suitable tools. Pupils will gain experience in taking ecological considerations into account in their choice and use of materials in their own work.

## **Grade 5**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- become familiar with the works of major national-romantic artists like Adolph Tidemand, and with expressionist pictures, including works by Edvard Munch
- experiment with how contrasts between diagonal and horizontal/vertical lines can be used in simple compositions to create illusions of movement and rest, and try this out in their own work

- experience how an illusion of space in drawings and paintings can be achieved by diminishing size, overlapping and colour, and gain further experience in mixing colour and using this in their own creative work
- depict a motif seen directly from above and from the side, and acquire training in reading simple working drawings, for instance maps and architect's drawings, and to prepare simple exhibitions
- try out and work more deliberately with various paper qualities and formats for drawing, painting and simple printing techniques, including block printing

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- learn about the different styles and types of houses in their local environment, and be given opportunities to meet and talk to local practitioners such as architects, designers and craftsmen
- encounter samples of sculpture from their own and other cultures, group them according to their themes, modes of expression, and materials, and use what they learn as a base for their own creative work
- practise simplifying forms in their work with sculpture, design, and craft and ornamentation, and be given opportunities to derive ideas from different cultures
- experiment with a selection of natural and synthetic materials that are common in our culture, including the Sami culture
- learn to use a sewing machine in their own work, for instance in patchwork or machine embroidery
- further develop their knowledge of materials and their skills in the use of simple techniques and construction methods, and through their own work experience the connection between form and function

## **Grade 6**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- look at pictures from different periods which show how various artists such as Rembrandt and Peder Balke treated light and shade, and pictures which show how various impressionists including Claude Monet worked with light and colour
- investigate the properties of light by carrying out various experiments, and convey what they experience and observe through creative work using various techniques, for instance drawing, painting, photography or imaging
- experiment with light to create moods, and learn how colour contrasts, for instance light and dark colours or complementary colours, can be used in representing light and shade
- practise drawing shades and cast shadows
- develop skills in making observations and representations of proportions and size relationships in creative work on various themes, and experiment with simple animation techniques, using among other things, computers
- learn how paper is made and experience how it can be recycled and put to new uses

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- learn how different designers, for instance Poul Henningsen, have worked with form and function, and experience the ability of different materials to alter, reflect and shade light
- experience how different forms and materials catch the light by making forms of various materials such as paper, cardboard, cloth and tinfoil, and using different sources of light
- see how different architects, for instance Sverre Fehn and Le Corbusier, have approached form, light and shade
- work on sculpture, design and craft and become aware of how light and shade affect the form and the surface
- experience the relations between form, colour and function and practise planning, sketching and making simple useful objects, for instance out of clay, wood, and metal
- work with and evaluate the properties and qualities of different textiles, for instance shiny/matt, smooth/rough, transparent/opaque, and acquire experience in working on wooden, metal and clay surfaces

## **Grade 7**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- become acquainted with examples of different modes of artistic expression, including paintings by Henri Matisse and Vincent van Gogh, in which colour is a main aesthetic principal
- consider how texts and images influence one another, as seen in examples of graphic design and advertising, and use what they learn in their own creative work
- experiment with spacing and rhythm, in work with simple patterns and ornamentation and be given opportunities to use technological aids like copiers and computers
- learn to evaluate various combinations of colours and qualities in different types of textile materials and be able to apply this in textile pictures, for instance appliqué work
- practise visualising their own ideas by means of simple sketches and experience how form, colour and composition can underline specific intentions or visual messages in pictures
- work with simple ways of creating illusion of space in their drawings and paintings, and experiment with form, colour and texture in simple graphic techniques
- experiment with presentations of one's own works and those of others in exhibitions and in other forms of presentations

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- develop an understanding of the value of cultural multiplicity through dialogue and discussion about various modes of expression, including sculpture, fashion design, applied art and crafts
- experience how new forms and patterns can arise upon the base of local and national traditions, for instance the Selbu rose/the eight-petalled rose – Ellinor Flor, and become more aware of their own aesthetic choices
- experience how different plastic materials give opportunities for experiment and allow for immediate changes of form

- work with construction techniques that are both simple, visible and decorative, for instance dovetail joints, stitching and knitting, and practise assessing and choosing among aesthetic means and materials in their work with simple useful products
- learn about basic tunic patterns and technical sewing terms when working with form, ornamentation and simple garments/costumes, and discuss fashion, prices and quality and see them from a consumers' point of view
- calculate material use, renew discarded articles, and make simple repairs so as to develop a healthy attitude to economy and environmental factors

## **Subject-related objectives for the lower secondary stage, grades 8–10**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils are to become acquainted with and be capable of discussing how artists from different periods and cultures expressed themselves pictorially. Upon the base of their own experience, pupils are to be able to give their impressions, experience and feelings a personal pictorial expression. They are to be capable of reacting and using the opportunities offered by form, colour and composition to visualise what they see, their own ideas or intentions. Pupils are to be able to use a selection of materials and techniques in their own creative work, and will have acquired knowledge of their properties, potentials and limitations. Pupils are to know how to use simple techniques for photo, computer and video and to have a critical appreciation on the use of symbols and the visual messages of the mass media.

### **Sculpture, design and craft**

#### **Three-dimensional form**

In their creative work, pupils will develop knowledge of special features of different cultural traditions and an understanding of how art and craft traditions have developed in different cultures, including the Sami culture. Pupils will show considered appreciation of form, colour and ornamentation in relation to function and personal expression. They will know about the possibilities and limitations of materials, tools and techniques, be able to justify their choices of materials and techniques, and be capable of adopting environmental standpoints in their evaluations.

## **Grade 8**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- explore their nearby surroundings as a base for their own creative work, and study how houses and interiors have been represented in different styles and periods by various artists, including Harriet Backer
- examine the use of different visual means by photographers like W. Eugene Smith and Lennart Nilsson. Gain experience in using photography and videotape, and experiment with scanning and simple data manipulation using their own drawings, photographs and decorative work as a base
- visualise their experience in objective, imaginative and expressive ways and use perspective and colour as a means to make illusion of space in the pictorial representation of nearby and distant motifs
- make and evaluate simple sketches with a focus on form, colour and composition, and use different materials, tools and techniques in relief work

- try out and learn more about dyes and binders and discuss them from an environmental point of view

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- seek information about contemporary applied art and industrial design, for instance while studying the work of Peter Opsvik or Tias Eckhoff, and learn to notice how uses of materials and aesthetic means vary from one milieu or period to another
- practise noting the differences between national and local building styles and housing in other cultures by studying examples of architecture and interior design, and learn about the restoration and improvement of housing, including ecological context
- gain experience with proportion and relative sizes and observe connections between form, colour and function in three-dimensional objects and hard materials
- enhance their skills in work with useful products in hard materials, and experiment with possible areas of use for fresh /dry wood and learn to see the use of different kinds of timber in an ecological perspective
- work with sculpture and useful products in different materials, including clay and wood, so as to gain experience in suitable assembly techniques and of tool maintenance, and practise using simple electrical tools

## **Grade 9**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- learn how artists in different periods, for instance Michelangelo and Käthe Kollwitz, depicted people, and become acquainted with works by Pablo Picasso and Hannah Ryggen
- register, render and express fantasy and feelings using drawing, painting and textile techniques, and discuss the impact of advertising on trends and choices
- experiment with drawing a motif from different angles and use this in their own pictorial images, and increase their knowledge of the use of colour, light and shade to create an illusion of volume
- work with the development of ideas, practise visualising different solutions, and experience how colours change in interaction with other colours and in different lighting
- develop their powers of observation by representations in drawings, paintings, photographs and videolms, taking man as one theme, and practise rendering proportion and relative sizes

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- learn how various artists, including Gustav Vigeland, have used man as a base and inspiration in their sculptures
- become acquainted with examples of contemporary applied art and design, like the work of Tone Vigeland and Per Spook, and practise making use of impulses from local and national stylistic traditions, including the Sami, in creative design of for instance clothing/costumes, jewellery and products of utility
- become accustomed to thinking about functions and working out functional solutions when designing practical textile and plastic forms



- use various textiles and techniques, for instance sewing, knitting and weaving, be given opportunities to develop, reshape and t a basic tunic pattern, and learn such textile dyeing techniques such as batik and ikat
- practise rendering observed forms, stylising and simplifying, and work with clay in various stages from soft to hard

## **Grade 10**

### **Pictorial images – visual art**

#### **Two-dimensional form**

Pupils should have the opportunity to

- become acquainted with works by various contemporary artists for instance Nils Aslak Valkeapää and Marianne Heske, and be given opportunities to discuss form, content and traditions in art and design
- become acquainted with the cinematic art of directors like Charlie Chaplin, Steven Spielberg and Nils Gaup. Learn to see similarities between comic strips and films, and experiment with editing and manipulation, combining simple video recordings with their own drawings, stills and sound
- work on themes and problems of their own choice and learn how to find various types of background material which stimulate developing of ideas and independent solutions
- use their knowledge of form, colour and composition to create moods or illusions of space in their own drawings and paintings

### **Sculpture, design and craft**

#### **Three-dimensional form**

Pupils should have the opportunity to

- seek information on contemporary art in various cultures and explore how art, applied art, and craft traditions have developed and formed the basis for contemporary forms and modes of expression
- discuss and demonstrate differences in quality between different useful products and works of applied art, and in their own creative work be given opportunities to apply their knowledge of form, colour and function to problems and relationships of their own choice, and further enhance their skills by focusing on particular areas
- practise mounting and presenting their own works and those of others in exhibitions and other forms of presentation in a carefully considered way.
- find different kinds of background information relevant to the development of ideas in their own work, and be allowed to use different combinations of tools and materials

learn to master the most usual hand tools and hand-held machines and assume responsibility for their maintenance, and to sort, group and name the types of material they have used most frequently in their own work