

Subject field: Art Subjects

1. General Principles

1.1. Art Competence

The objective of teaching subjects of the art field in basic school is to develop in students age-appropriate art competence: ability to understand the diversity of arts, to reflect on issues of art and music; to value the artistic heritage of the local region, Estonia and the world; to see the relationship between the culture of different eras and modern culture; to use means of artistic and musical expression in personal and collective creative efforts, to appreciate their own artistic creations and those of their peers.

It is expected that, through art education, basic school graduates will:

- 1) have acquired experience of creative activities and self-expression, recognize their creative abilities and value individual and environmentally-friendly approaches;
- 2) use various visual and musical means of expression in creative work, discuss age-appropriate cultural messages and value judgments and are able to shape their opinions and express emotions through art;
- 3) value culture and human creativity, participate in individual and collaborative art projects and appreciate solution-seeking and creative thinking;
- 4) notice cultural traditions and global cultural diversity, understand the relative importance of music and art in present-day society, accept different cultural phenomena;
- 5) value and maintain Estonian culture and the culture of ethnic minorities living here, feel responsible for the preservation of cultural traditions, see connections between the development of art and culture and science and technology in the past and present day; and
- 6) have an overview of the professions, occupations and further education opportunities associated with the art field.

1.2. Subjects and Volume of the Subject Field

The subject field of art subjects comprises art and music, compulsory at all stages of basic education. Art and music are taught from the 1st- 9th grades.

The design of required learning outcomes and contents in the subjects of the art field is based on the following division of weekly lessons between study stages and subjects:

1st Stage of Study

Art: – 4.5 lessons

Music: – 6 lessons

2nd Stage of Study

Art: – 3 lessons

Music: – 4 lessons

3rd Stage of Study

Art: – 3 lessons

Music: – 3 lessons

1.3. Description of the Subject Field and Integration within the Subject Field

The subjects in the subject field of art subjects in basic school are united in the attention given to developing creativity and the skill of self-expression and shaping an integral perception of the world. Involvement in arts provides knowledge of different means of expression and cultures, and the students learn to understand themselves and the role of arts in society.

Through the creation, presentation, interpretation and analysis of works of art the students learn about traditional and contemporary arts and their content, form and meaning, and comprehension and critical approaches are developed. Education develops flexible thinking and an open mind towards cultural and individual differences that support the ability to navigate the rapidly changing and multicultural world.

Practical involvement in arts develops emotional sphere and intuitive and creative thinking. Art serves as an important hobby that enriches our daily lives and helps us attain emotional balance. Art activities counterbalance the predominantly verbal and analytical thinking fostered by other subjects, adding a figurative, synthesising and intuitive side to the thought process. This results in integral thinking that facilitates creative approaches to problems, acknowledge different solutions and multi-faceted outcomes. Involvement in the arts positively influences studies of all school subjects.

The art subjects have the following common aspects of content, activities and aspirations:

- 1) knowledge of arts (analysis);
- 2) connections between the arts (synthesis);
- 3) subject-specific (verbal) language;
- 4) creative self-expression (creation and presentation);
- 5) appreciation of works of art (communication and criticism);
- 6) valuing one's own, local and global culture (multiculturalism); and
- 7) protection of cultural values (sustainability).

Choices about discussing the learning contents are made by the subject teacher, considering that the learning outcomes, general competencies, subject field and subject competencies described by stages of study would be achieved.

1.4. Options of Forming General Competencies

The field of arts enables natural integration of all general competences in daily studies, both theoretically and practically. The teacher plays a crucial role in shaping the four interconnected components of competences – knowledge, skills, values and attitudes – with the teacher's values and self-assertion skills creating a suitable learning environment and influencing students' values and behaviour. Cooperation between school and home is important for the development of general competences.

Cultural and value competence. The subjects of field of arts stress the importance of cultural knowledge and the cultural space based on common cultural heritage as part of our identity. Individual and cultural diversity are valued in activities. The topics reviewed, and the works of art and art events analysed support

the formation of ethical and aesthetic value judgements. Practical creative activities and discussions on them teach the students to regard arts and music as a means of self-expression, appreciate different ideas, viewpoints and problem solutions and respect authorship. Knowledgeable and critical attitudes to all information sources are fostered.

Social and citizenship competence. Investigative assignments, practical group works, creative works, discussions, presentations, joint music making and collaborative art projects, and participation in field-specific and inter-field study projects are the components of the art subjects that develop students' readiness for cooperation and high regard for mutual support. Participation in cultural events facilitates the formation of a feeling of cultural togetherness. By discussing works of art the students practise defending their points of view and learn to respect the opinions of others. The art subjects acknowledge the role of the human being as a maker and a user of the environment, and direct the students to act with awareness and sustainability both in nature and in real and virtual man-made environments.

Self-awareness competence. Regular feedback and development of self-analysis skills self-analysis help the students recognize their own interests and abilities and achieve positive self-esteem. Treatment of cultural and social topics (cultural phenomena observed, subject matter and messages of works of art and pieces of music, etc.) facilitates the formation of the students' personal, social and cultural identities.

Learning to learn competence. The development of learning to learn competence of the students is supported through art subjects by applying various assignments, study methods and forms of work, allowing the students to recognize and utilize their own style of learning. Individual and collaborative investigative and problem-based assignments require collection of information, its analysis and interpretation and application of previously acquired knowledge in novel situations. In art subjects the students can themselves create feasible assignments, check the suitability of their choices, try new skills and practise consistently. Regular feedback and self-analysis help increase the students' ability of managing their own studies.

Communication competence. An important part of art subjects is talking about works of art, corresponding styles, eras, etc, using both correct language and subject-specific terminology in the description. The students' presentations of work and comparison and defence of different viewpoints in discussions serve to support the development of the skill of self-expression and the use of subject-specific terminology. Writing of reviews and creative works in art and music subjects requires an understanding of information-source texts and stimulates the use of various methods of presenting information (text, drawings, schemes, tables and charts). The art subjects introduce art and music as a means of communication – the students learn the corresponding non-verbal language and how to 'translate' artistic messages into the verbal variety and vice versa.

Mathematics and natural sciences and technology competence. Completion of assignments in art subjects requires formulation of problems, reflection on solution ideas, justification of options and analysis of results. Students learn to use art concepts (composition, structure, rhythm, etc.), compare and classify the attributes of different art phenomena and use symbols. Art terminology includes vocabulary elements and concepts of mathematics and technology. By completing creative assignments, students learn how to use technological tools and innovative solutions, understand the role of science and technology in the development of music and art.

Entrepreneurial competence. The development of enterprising skills via art subjects is supported by individual and group work, investigative and problem-based assignments and connecting the knowledge acquired with contemporary phenomena from daily life Practical creative activities offer opportunities to experiment with different ways of expressing and presenting one's ideas as the students inventively select

suitable methods and make use of their personal strengths. The students learn to plan their work and analyse, assume responsibility for its completion and results. The students also learn about professions and institutions related to arts.

1.5. Integration

1.5.1. Integration with other Field Competences and Subject Fields

Interdisciplinarity is a trait inherent of contemporary culture. Art subjects are closely connected to all fields of human activity and the manners of thought of corresponding eras. Art subjects encompass such topics as being human, social relations and our world in its various manifestations. It is therefore natural that art subjects have ties with other subject fields and there are lots of possibilities of creating connections between art subjects and other subject fields.

Different cultures are presented in many subjects of other fields (language and literature, foreign languages, history, civics and citizenship education, geography, handicraft and technology, physical education), supporting the development of values and awareness of cultural diversity of the world. Compared to other subjects, art subjects have a more specific focus on elaborating on intercultural dialogue and using creativity as a source of innovation in modern society.

Several subject fields – language and literature, mathematics, technology, physical education – use concepts that overlap with the concepts of art subjects (e.g., composition, structure, dimensions, angles, geometric shapes, rhythm, plan, style, variation, improvisation, movement, dynamics, etc.).

Subjects of the art field rely on knowledge acquired in other subjects, while deepening and visualising this knowledge. Practical activities contribute to the development of the understanding that knowledge and competences are mutually connected and applicable in everyday life. Study projects that cross the boundaries of subject fields facilitate integration of art subjects with other subject fields and development of competences.

Language and literature, including foreign languages. Education develops oral and written self-expression skills, articulation, functional reading skills and the skill to use information channels, and examines the stories of different eras and cultures in music and art, theatre and film.

Math. Education develops associative skills and logical thinking (mathematical language, structure, symbols and methods), as well as knowledge of mathematical symbols, shapes and concepts.

Natural sciences. Education creates awareness of the physiological characteristics of human senses of hearing and sight, provides information on the natural environment and the diversity of its organisms, as well as the properties of sound, light and colours.

Social subjects. Students examine relations with other human beings and groups of people, as well as with customs and traditions of different cultures, the roles and changes of art and culture in different historical periods.

Technology. Education develops manual skills and creative thinking, the ability of innovative generation and practical implementation of ideas (creative process, technologies and techniques).

Physical education. Education develops bodily sensibility, attention, motor skills, reaction speed and coordination.

1.6. Options for Implementing Cross Curricular Topics

Art subjects can be associated with all cross-curricular topics. Cross-curricular topics are considered when establishing objectives, planning learning outcomes and contents for the subject of the field, based on the study stage and the specific nature of the particular subject.

Lifelong learning and career planning. Education develops independent learning and acting skills as a crucial foundation of lifelong learning habits and attitudes. Different forms of study are used to develop students' communication and cooperation skills, which are important for future employment. Art and music enable students to acknowledge their abilities and interests, to acquire subject-specific and general thinking and acting strategies. Students examine the diverse expressions of arts in daily life, the professions and occupations related to arts, and can have direct experiences with the world of employment, e.g., by visiting creative undertakings. Students learn about occupations and further education opportunities associated with the subject field.

Environment and sustainable development. Information environment. These topics cover a wide range of skills, such as finding information on music and art, audible and visual means of communication, visual and audio design of the environment. Students examine databases, the opportunities and risks of the media environment, and copyright issues. They learn to acknowledge the surrounding natural or artificial environment as a source of creativity and acquire environmental protection skills. Education places a high value on cultural heritage and sustainable development of natural culture. It emphasises the skill to identify recycling opportunities and to analyse the objects of an artificial environment from ecological, aesthetical and ethical perspectives.

Citizens' initiative and entrepreneurship. Art subjects encourage students to form and express their opinions concerning social processes and to test and implement their ideas.

Technology and innovation. Art subjects utilise different skills and tools in practical creative assignment, providing opportunities to invent and test new possibilities, supporting the development of individuals who can successfully navigate the constantly changing technological living, learning and working environment.

Health and safety. Art subjects raise awareness of the emotionally balancing effect of art practice. The practice of fine arts is associated with the use of materials, tools and instruments that require adherence to the principles of safety and expediency.

Values and morality. Values and morality. The learning contents and study activities present local, Estonian and global cultural heritage, raise awareness of the role of culture in everyday life, and support development of heritage culture in the modern globalising world. Education contributes to the formation of an open and respectful attitude towards different cultural traditions and modern cultural phenomena. It places value on creative expressions of new ideas, personal experiences and emotions. Students are guided to participate in art events that help to form shared values (exhibitions, museums, concerts and performances). It is important for young people to participate/perform in song festivals, musical and art events.

1.7. Planning and Organizing Study Activities

Learning activities are planned and conducted in the following manner:

- 1) the basis consists of the fundamental values and general competences stipulated in the curriculum, the general goals of the subject, the content of studies and the expected learning outcomes, with support given to integration with other subjects and topics;
- 2) the students' workload (including homework) should be moderate and evenly distributed throughout the school year, leaving them sufficient time for rest and recreational activities;
- 3) the students can study individually or with others (independent and pair or group work) as this supports their development as active and independent learners;
- 4) differentiated learning assignments are used, with contents and difficulty supporting students' interests and raising motivation for learning, taking into account individual traits of students and abilities of a particular class;
- 5) learning environments, study aids and resources are implemented that are based on both traditional and contemporary information and communication technology;
- 6) a diverse learning environment is used: natural and urban environment, computer/multimedia class, virtual environment, etc., study visits to concerts, theatres, museums, studios, music schools, nature, exhibitions, libraries, etc.;
- 7) diverse and modern methods of teaching are applied;
- 8) linking the content of learning with examples of Estonian and world art and traditional culture; and
- 9) opportunities are found for musical activities outside of lessons (soloists, ensembles, bands, etc.).

1.8. Basis for Assessment

The teaching of subjects and assessment of competences in the field of arts is based on the actual development of individual students and achievement of learning outcomes. Assessment is conducted in accordance with the provisions of the general part of the national curriculum for basic schools and the learning outcomes specified in the national curriculum for basic schools. Assessment criteria and any assessment procedures that deviate from the five-grade system are specified in the school curriculum.

The objective of assessment in art subjects is to support students development, encourage students to find original ideas and creative solutions and direct them towards purposeful learning; to guide the development of students' self esteem, to arouse interest in music, art and culture, and to lay a foundation for a lifelong practice of music and art; to guide and support students in choosing an education path in the field of arts. Assessment provides feedback on students' individual development and constitutes the basis for the planning of subsequent studies.

Assessment is based on the required competences of the subject field, focusing on the following:

- 1) development of students' musical and artistic abilities;
- 2) application of knowledge and skills in musical performances and artistic creations;
- 3) original approach to creative assignments.

Assessment values students' theoretical knowledge, diligence and participation in the study process, and efforts to implement the results. It is important in assessment to recognise the diversity of solutions and individuality of students.

The forms of assessing the learning outcomes should be diverse, they should motivate students' development and correspond to their learning outcomes. Learning outcomes are assessed with numerical grades and oral assessments. Numerical grades are supplemented by oral feedback. Students have to be

informed about what and when is going to be assessed and which assessment criteria will be used in case of both oral assessments and numerical grades. The teacher's verbal assessments and numerical grades should motivate students' development in the field of arts.

Both formative assessment and summarising grading are used in assessment, depending on the established learning objective and the contents and goals of the curriculum.

When assessing written assignments, teachers primarily take into account the content but also correct spelling mistakes.

In arts education, assessment of students is based on the following outcomes, specified for different study levels:

Assessment at 1st study stage:

- 1) skill to use art concepts and knowledge of art and culture objects in the local environment;
- 2) skill to use different methods and techniques in creative assignments, with efficient use of materials and safe handling of tools;
- 3) creative, original and sustainable performance in individual or group assignments;
- 4) skill to appreciate and analyse one's own artistic creations and those of the peers and to reflect on different art phenomena.

Assessment at 2nd study stage:

- 1) knowledge and skill to reflect on the phenomena related to visual arts information using art concepts, knowledge of art and culture objects in the local environment;
- 2) participation in a creative work process, using different art techniques and materials for self-expression;
- 3) skill to design and depict, based on observation and ideas;
- 4) creative, purposeful and sustainable performance in individual or group assignments;
- 5) skill to appreciate and analyse design objects, one's own artistic creations and those of the peers and to reflect on different art phenomena in the surrounding environment.

Assessment at 3rd study stage:

- 1) knowledge of Estonian and world art culture;
- 2) skill to use art concepts and knowledge when reflecting on the surrounding visual culture, global cultural heritage and modern arts;
- 3) development of informed artistic and critical thinking, which is expressed in the completion of diverse individual and collective creative assignments, analysis of one's own artistic creations and those of the peers;
- 4) knowledge, skills and ideas related to using different art techniques, creating associations and presenting one's artistic creations with the help of technological tools;
- 5) skill to solve design problems in a purposeful manner, to apply two- and three-dimensional design and modelling.

In music education, assessment focuses on application of students' knowledge and skills, taking into account the required learning outcomes and educational objectives as specified in the subject syllabus for constituent musical skills as follows:

- 1) singing – active participation in group singing, knowledge of group songs specified in the learning outcomes;
- 2) playing musical instruments – participation in group musical accompaniments and/or individual performance;

- 3) original creation – creation of a simple accompaniment, ostinato or movement, proposing and implementing ideas, creativity;
- 4) listening to music, music history and study visits – reflecting on music, analysing musical works and justifying one's opinions, participation in written and oral discussions;
- 5) participation activity – active participation in different elements of lessons;
- 6) extra-curricular musical activity – participation in the school choir, orchestra, ensemble, performances at school events, representing the school in competitions, incl. student music contests (the collected points are taken into account as part of learning activities in summarising assessment).

1.9. Physical Learning Environment

The school organises education in a classroom which has the necessary tools and resources.

Art

- 1) premises required for individual and group work;
- 2) 500 lux daylight-spectrum lighting over the working surface, water/sewerage;
- 3) easels with adjustable heights and drawing boards, facilities for drying, storing and displaying works of art and projection equipment;
- 4) necessary tools and materials;
- 5) art books, magazines and reference works;
- 6) data projector, cameras for photography and videography, a scanner, a printer and computers connected to the Internet during art lessons.

Music

- 1) premises required for musical activities, incl. group work and movement;
- 2) opportunities to use audio and video collections (CD, DVD, VHS) and a data projector;
- 3) necessary resources: natural piano and piano chair, synthesizer, HiFi audio system, board with staves, music stands, shifting quarter note, scale degrees chart, keyboard chart, computer with sound card and Internet connection with notation and MIDI recording software.
- 4) the Orff set of instruments, recorder or 6-string smaller zithers and acoustic guitars.

2. Syllabuses

2.1. Music

2.1.1. Educational and Educational Objectives of Music

The aim of teaching music is that by the end of the basic school, the student would:

- 1) derive joy from music and discern, realise and develop their abilities through making music;
- 2) become interested in music as an art form and shape their personal aesthetic tastes;
- 3) think and act creatively and also express themselves creatively through musical activities;
- 4) apply the acquired basics of musical literacy skill in musical activities;
- 5) value music and musical activities as they enrich people, culture and daily life;
- 6) know and maintain the traditions of national culture, participate in the process of transmitting the tradition of song festivals and understand and respect different national cultures;

- 7) comprehend and value the creation of pieces of music and take a critical attitude to the information technology and media-based environment;
- 8) know prominent Estonian and local composers and musicians and value cultural traditions; and
- 9) understand how interest in the field, musical abilities and knowledge can lead to formation of a hobby or choice of a profitable profession.

2.1.2. Description of the Subject

The subject of music supports the development of the students' individual distinctive features through musical self-expression. Musical education contributes to the formation of wholesome individuals, balancing and supporting students' emotional development, incl. in the study of other subjects.

Music is taught to open up and broaden the scope of opportunities for involvement in and enjoyment of music. The emergence of lifelong musical hobbies is supported. By introducing Estonian and global musical culture to the students their musical taste and socio-cultural value judgments are shaped.

The music subject syllabus was compiled on the basis of the following principles:

- 1) to understand and respect the important role of singing together in the national cultural tradition;
- 2) to stress the relative importance of making music;
- 3) to encourage and support creative self-expression;
- 4) to understand and reinforce the personal student-music relationship;
- 5) to stress the role of music in the shaping of ethical and aesthetic value judgments for a balanced personality and developing and enriching sensory and intellectual perception; and
- 6) to teach in accordance with the needs of the learner and to attach importance to integrated activities.

Music is taught on the basis of the traditions and principles developed in the Estonian school music subject (by Riho Päts and Heino Kaljuste) that rely on the adapted approach to the Zoltán Kodály method and Carl Orff's pedagogy coupled with modern educational knowledge and experience.

The constituent elements of musical education include musical performance (singing, playing an instrument), movement to music, original creation, listening to music and music history, musical literacy, and study visits.

Music contributes to the formation and development of the following constituent skills in students:

- 1) singing;
- 2) playing musical instruments;
- 3) musical movement;
- 4) composing; and
- 5) listening to music and musicology.

The elements and constituent skills of the subject have multi-faceted and close mutual connections and they are developed through musical activities.

Making music in this context is any form of musical self-expression, such as singing, playing musical instruments, movement or students' own creations. Music play develops the students' individuality, as they acquire skills and knowledge for individual and collective music play and creative self-expression. Studying in groups and alone, the students develop their skills of communication, cooperation and listening to each

other, and a feeling of togetherness, tolerance, flexibility and emotional competence. The self-esteem and learning motivation of the students are guided accordingly. Joint and choral singing develops social skills and fosters love among the students for their fatherland.

Original creation is associated with simple accompaniments, rhythmic/melodic improvisations, movement to music and creation of lyrics.

Listening to music develops listening skills, attention, analytical capabilities and skills in comparison. Musicology introduces different composers, characters, means of expression, styles and interpretations.

Musical literacy means skills in reading the musical notation included in the syllabus while making music.

Study visits (incl. virtual visits) to concert venues, theatres and museums contribute to expanding students' horizons and formation of musical tastes, knowledge of local, national and European cultural heritage and its role in the world, as well as the main cultural achievements (incl. pop culture).

Organisation of concerts at school is an integral part of musical education, enabling students to develop a habit of listening to music and to have an experience of organising an event together.

2.1.3. Learning and Educational Objectives of Music in the 1st Stage of Study

After completing the 3rd grade of study, students:

- 1) gladly participate in the following musical activities: singing, playing musical instruments, listening to music and musical movement;
- 2) sing with their natural voices alone and collectively in the classroom and depending on ability in one and/or two voices in the school choir;
- 3) sing Estonian folk songs including *regilaul* (runic-song) and joint songs learned by heart during this stage of study;
- 4) sing to a melody as indicated by hand signs, stairs for the scale degrees and notation, as well as by relative pitch (scale degrees);
- 5) perform music based on its content and mood;
- 6) play musical instruments in accompaniment;
- 7) use musical knowledge in all musical activities;
- 8) describe the music they have listened to with the aid of guiding questions and with the use of the musical terminology acquired;
- 9) value their own compositions and those of others; and
- 10) and understand the importance of the traditional song festival.

2.1.4. Learning Outcomes and Learning Content of Music in the 1st stage of study

Learning Outcomes

Singing

Learning Outcomes

The students:

- 1) sing with natural bearing and breathing, free tone evocation, clear diction and emotion, alone and in groups;
- 2) understand and express the content and mood of music in singing;
- 3) sing to a melody as indicated by hand signs, stairs for the scale degrees and notation, as well as by relative pitch (scale degrees);

- 4) sing children's songs, game songs, model songs, canons and songs of Estonians and other peoples that suit the age of the students; and
- 5) sing by heart these joint songs learned during this stage of study: „Eesti hümn“ /Estonian anthem/ (F. Pacius), „Mu koduke“ /My Little Home/ (A. Kiiss), „Tiliseb, tiliseb aisakell“ /Sleigh-bell Ringing/ (L. Wirkhaus); the children's songs „Lapsed, tupp“ /Children, Come Inside/, „Teele, teele, kurekesed“ /On Your Way, Little Storks/, „Kevadel“ /Springtime/ (Juba linnukesed) and „Kevadpidu“ /Spring Party/ (Elagu kõik).

Playing Musical Instruments

Learning Outcomes

The students:

- 1) use body percussion, rhythm instruments and xylophones in simpler accompaniment and/or in *ostinato*; and
- 2) acquire the basic techniques of playing the 6-string smaller zither or the recorder and apply these in making music.

Musical Movement

Learning Outcomes

The students:

- 1) perceive and express the content, mood and structure of music through movement; and
- 2) dance in Estonian singing games and round dances.

Students' Own Creations

Learning Outcomes

The students:

- 1) create simple rhythmical accompaniment using body percussion, rhythm instruments and xylophones;
- 2) use melodic models in simpler accompaniment;
- 3) create simpler texts: counting rhymes, *regi* verses, song lyrics, etc.; and
- 4) use creative movement to express the mood of music.

Listening to Music and Musicology

Learning Outcomes

The students:

- 1) become familiarised with means of musical expression (the melody, rhythm, tempo, dynamics and structure of a musical piece) by listening to characteristic pieces of music;
- 2) make the auditory distinction between songs and instrumental music;
- 3) make the auditory distinction between a march, waltz and polka;
- 4) become familiarised with Estonian folk singing and folk musical instruments (the zither, Hiiu zither, accordion, bagpipe, horn and fife); and
- 5) describe and characterise the mood and character of a piece of music they have listened to using the musical terminology they have learned.

Musical Literacy

Learning Outcomes

The students:

- 1) understand the meaning of the symbols of sound lengths, rhythmic figures and pauses as shown below and use these in musical activities:



- 2) understand the meaning of 2- and 3-part time signatures and take these into account in making music;
- 3) perceive and learn to sing melodic models in different pitch positions;
- 4) understand the meaning of the JO clef and use it when singing from notation;
- 5) learn the JO and RA diatonic scales when singing;
- 6) understand the meaning of the musical terminology listed below and uses these terms in practice:
 - metre, measure, time signature, barline, repetition sign, double barline, staves, note head, note stem, diatonic scale, stairs for the scale degrees and dot as extension of note length;
 - choir conductor, choir, ensemble, soloist, lead singer, folk song, folk musical instrument, folk dance, conductor, orchestra, composer and lyricist;
 - piece of music, stanza, chorus, canon, march, polka, waltz, *ostinato*, accompaniment, prelude and interlude;
 - rhythm, melody, tempo, timbre, quietly, loudly, *piano*, *forte* and *fermata*; and
 - the *latern*, *segno* and *volt* signs introduced in the song repertoire.

Educational Outings

Learning Outcomes

The students:

- 1) describe their new musical experience and share their opinions about it orally or otherwise creatively; and
- 2) express their opinions using the musical terminology they have learned.

Learning Content in the 1st stage of study

1st Stage of Study focuses on singing and playing musical instruments. Singing in unison is practised both *a cappella* and with accompaniment. In this age group the school builds the foundation for the preservation and propagation of musical traditions and one of the outputs here is participation of all students in the school choir in order to acquire the basic choral singing experience. The students acquire the initial techniques of playing different rhythm instruments (including body percussion) and xylophones, as well as the 6-string smaller zither or the recorder. Musical instruments are predominantly played to accompany singing. Musical movement is significant: folk dances and singing games and expression of the characters of a particular piece of music through movement. Musical thinking and creativity are developed through accompaniment, rhythmic and melodic improvisation and text creation, including the composing. By listening to music the students learn to understand its characters and moods and to depict the pieces of music they have listened to.

The foundations of musical literacy are acquired through musical activities and they are then applied to various musical activities. The performance skills of the students are developed both during the lessons of music and beyond them and outside of the school (choirs, soloists, different groups of players of musical instruments, etc.).

In order to offer the students a diverse musical listening experience, shape their concert attendance culture and expand their horizons the students are offered opportunities to attend concerts and theatrical plays both hosted by the school and organised elsewhere.

By assessing themselves and their classmates, the students learn to mutually understand their abilities, skills and peculiarities.

2.1.5. Learning and Educational Objectives of Music in the 2nd Stage of Study

After completing the 6th grade of study, students

- 1) gladly participate in the following musical activities: singing, playing musical instruments, listening to music and musical movement;
- 2) sing in one and two voices in the classroom, taking into account individual voice peculiarities;
- 3) sing in the school choir if recommended by the teacher and perform in lessons in different vocal and instrument groups;
- 4) can listen to themselves and others while making music, understand their personal contribution and support and acknowledge their classmates;
- 5) can sing Estonian folk songs including regilaul (runic song) and joint songs learned by heart during this stage of study;
- 6) apply relative pitch (degrees) when learning songs;
- 7) apply musical skills and knowledge during individual and collective making of music;
- 8) have the courage to propose ideas and apply their creativity to the best of their abilities both verbally and using various musical means of self-expression, including information technology resources;
- 9) use music vocabulary to describe musical works they have listened to and justify their opinions based on guiding questions;
- 10) make the auditory distinction between vocal music and instrumental music;
- 11) find characteristic features of Estonian folk music and of that of other peoples; and
- 12) are interested in the musical life of their school and local area and participate in it, understand the significance of the tradition of song festivals.

2.1.6. Learning Outcomes and Learning Content in the 2nd stage of study

Singing

Learning Outcomes

The students:

- 1) sing, taking into account individual voice peculiarities, with natural bearing and breathing, clear diction, clean intonation and expressively and are aware of the need for voice maintenance;
- 2) make the connection between relative pitch (scale degrees) and absolute pitch, g–G2;
- 3) apply musical knowledge and take into account various means of musical expression when singing alone and in groups;
- 4) sing one- and two-voice songs, canons and songs of Estonians and other peoples that suit the age of the students;
- 5) sing by heart these joint songs learned at this stage of study: „Eesti hümn“ /Estonian anthem/ (F. Pacius), „Eesti lipp“ /Estonian Flag/ (E. Võrk), „Kas tunned maad“ /Do You Know the Land/ (J. Berad), „Kui Kungla rahvas“ /When the Kungla People.../ (K. A. Hermann), „Mu isamaa armas“ /My Dear Fatherland/ (based on a German folk song), „Meil aiaäärne tänavas“ /Our Village Lane/ (Estonian folk song) and „Püha öö“ /Holy Night/ (F. Gruber).

Playing Musical Instruments

Learning Outcomes

The students:

- 1) use body percussion, rhythm instruments and xylophones in accompaniment and/or in *ostinato*;
- 2) implement, when making music, the acquired techniques of playing the 6-string smaller zither or the recorder and make the connection between absolute pitch and playing musical instruments; and
- 3) apply the acquired musical knowledge and skills when playing musical instruments.

Musical Movement

Learning Outcomes

The students:

- 1) perceive and express melody, rhythm, tempo, dynamics and form in movement;
- 2) dance in Estonian singing games and round dances; and
- 3) express, through movement, the characteristics of the folk music (including folk dances) of different peoples.

Students' Own Creations

Learning Outcomes

The students:

- 1) create rhythmic and melodic improvisations, accompaniment and/or *ostinato* using body percussion, rhythm instruments and xylophones;
- 2) create texts: *regi* verses, simpler song lyrics, etc.; and
- 3) use creative movement to express the character and mood of music.

Listening to Music and Musicology

Learning Outcomes

The students:

- 1) listen to pieces of music and make the distinction between these means of musical expression: melody, rhythm, tempo, dynamics, timbre and form;
- 2) listen to and compare vocal music: types of singing voice (soprano, mezzo-soprano, alto, tenor, baritone and bass), choir types (children's, boys', men's, women's and mixed choirs), choirs and choir conductors in their home area and prominent Estonian choirs and know about the Estonian song festival tradition;
- 3) listen to instrumental music and make the distinction between its different components: groups of musical instruments (keyboard, string, wind and percussion instruments) and symphony orchestra;
- 4) know Estonian folk music and make the corresponding distinctions: folk songs, folk instruments and folk dances and can name the seminal events in Estonian folk music;
- 5) became familiar with the musical traditions of Finland, Russia, Latvia, Lithuania, Sweden, Norway, the United Kingdom, Ireland, Poland, Austria, Hungary or Germany and respect these traditions;
- 6) characterise the pieces of music they have listened to and justify their opinions using the musical terminology acquired; and
- 7) comprehend the need for musical copyright protection and became familiar with the corresponding rights and obligations.

Musical Literacy

Learning Outcomes

The students:

- 1) understand the meaning of the symbols of sound lengths, rhythmic figures and pauses as shown below and use these in musical activities:



- 2) understand the meaning of 2/4, 3/4, 4/4 time signatures and the pickup measure and take them into account in making music;
- 3) use relative pitch (scale degrees) when learning songs and make the connection with absolute pitch (letter names);
- 4) understand the meaning of the treble clef and absolute pitch, g–G², and use them in music play;
- 5) understand the meaning of major/minor key and C–a, G–e and F–d tonalities and use them in making music;
- 6) understand the meaning of the musical terminology listed below and use these terms in practice:
 - pickup measure, treble clef, keyboard, major key, minor key, absolute pitch (letter names), tonality, tonic or keynote, key signatures, incidental signatures, diesis, flat, natural and parallel tonalities;
 - vocal music, solo singing, choir singing, instrumental music, performer and improvisation;
 - timbre, types of singing voice (soprano, mezzo-soprano, alto, tenor, baritone and bass) and groups of musical instruments (keyboard, string, wind and percussion instruments and Estonian folk instruments); and
 - tempo, *andante*, *moderato*, *allegro*, *largo*, *ritenuto*, *accelerando*, dynamics, *piano*, *forte*, *mezzopiano*, *mezzoforte*, *pianissimo*, *fortissimo*, *crescendo* and *diminuendo*.

Educational Outings

Learning Outcomes

The students:

- 1) share and discuss their opinions about musical experience orally, in writing or in another creative manner; and
- 2) express their opinions using the musical terminology they have learned.

Learning Content in the 2nd stage of study

At this stage of study the work aimed at developing the students' individual musical abilities and implementing them in different musical activities acquires significance. The important constituent skills at this stage are once again singing and playing musical instruments. During classroom lessons the students sing *a cappella* and with accompaniment in one and two voices; in the school choir they sing in two and three voices. The skills of playing musical instruments in different groups of players of musical instruments are improved and the techniques of playing the 6-string smaller zither or the recorder are further developed.

In movement activities the main stress is on Estonian folk dances and expression of the character of music of other peoples through movement. Musical thinking and creativity are developed through composing. Listening to music further develops musical analytical capability and skills of comparison. It is important to use specific musical terminology when expressing and justifying personal opinions. If possible, students should listen to the works of local composers and musicians.

Musical literacy is acquired through constituent musical skills and it is applied in various musical activities.

The self-expression skills of the students are developed both during lessons and beyond them, including outside of the school (choirs, soloists, different groups of players of musical instruments, etc.).

In order to offer the students a proper musical listening experience, shape their concert attendance culture and expand their horizons, the students attend concerts and other musical performances and also go on various educational outings.

By assessing themselves and their classmates, the students learn to mutually understand their abilities, skills and peculiarities.

2.1.7. Learning and Educational Objectives of Music in the 3rd Stage of Study

After completing the 9th grade of study, students

- 1) gladly participate in musical activities and local cultural life and accept various forms of musical expression;
- 2) sing in a group in unison or multi-part voices, depending on individual voice properties;
- 3) sing in the school choir as recommended by the teacher and perform in lessons in different vocal and instrument groups;
- 4) understand and value the socio-political essence of Estonian song festivals and their importance in musical education;
- 5) can listen to themselves and others while making music, assess their personal contribution and that of others;
- 6) perform the assumed duties conscientiously;
- 7) can sing Estonian folk songs including *regilaul* (runic song) and joint songs learned by heart during this stage of study;
- 8) apply relative pitch (scale degrees) when singing from notation;
- 9) apply, individually and in groups, the knowledge of music they have acquired and express their creative ideas in different musical activities;
- 10) express and justify their opinions about the pieces of music they have listened to, analysing these pieces using musical terminology both orally and in writing;
- 11) find characteristic features of the folk music of other countries and single out similarities and differences compared to Estonian folk music;
- 12) value live and recorded music of high quality;
- 13) know about copyright and corresponding rights and obligations, are interested in musical activities, value such participation and also participate in local cultural life;
- 14) have an overview of music-related professions and opportunities for studying music; and
- 15) use information technology resources in musical activities.

2.1.8. Learning Outcomes and Learning Content in the 3rd stage of study

Singing

Learning Outcomes

The students:

- 1) sing, taking into account individual voice peculiarities, with natural bearing and breathing, clear diction, clean intonation and expressively, taking into account the style of the performed piece of music and adhere to voice maintenance, as this is the period during which voices tend to break;
- 2) understand the need for relative pitch (scale degrees) when singing from notation and use it when learning a melody;
- 3) deliberately use the musical knowledge they have acquired when singing alone and in groups;
- 4) participate in song repertoire selection and justify their viewpoints;

- 5) sing in one, two and partially three voices the songs, canons and folk songs of Estonians and other peoples that suit their age and the topics studied; and
- 6) sing by heart these joint songs learned at this stage of study: „Eesti hümn“ /Estonian anthem/ (F. Pacius), „Mu isamaa on minu arm“ /My Fatherland is My Love/ (G. Ernesaks), „Jää vabaks, Eesti meri“ /Stay Free, Estonian Sea/ (V. Oksvort), „Eestlane olen ja eestlaseks jään“ /Estonian I Am and Estonian I Shall Remain/ (A. Mattiisen), „Laul Põhjamaast“ /Song about the North/ (Ü. Vinter), „Saaremaa valss“ /Saaremaa Waltz/ (R. Valgre), „Kalevite kants“ /The Stronghold of the Kalevs/ (P. Veebel) and „Oma laulu ei leia ma üles“ /I Cannot Find My Song/ (V. Ojakäär).

Playing Musical Instruments

Learning Outcomes

The students:

- 1) use body percussion, rhythm instruments, xylophones, the recorder or the 6-string smaller zither in accompaniment and/or in *ostinato*;
- 2) use the simplest guitar chord techniques in making music and apply absolute pitch (letter names) when playing musical instruments; and
- 3) apply the musical knowledge and skills they have acquired when performing music.

Musical Movement

Learning Outcomes

The students:

- 1) perceive and implement means of musical expression in movement; and
- 2) express, through movement, the characteristics of the folk music of different peoples.

Composing

Learning Outcomes

The students:

- 1) create improvisations using body percussion, rhythm instruments and xylophones;
- 2) create rhythmic and melodic accompaniment and/or *ostinato* of a certain form using body percussion, rhythm instruments and xylophones;
- 3) create texts: *regi* verses, song lyrics, etc.; and
- 4) express the character and mood of music and their own creative ideas through movement.

Listening to Music and Musicology

Learning Outcomes

The students:

- 1) listen to pieces of music and identify their means of expression (melody, rhythm, tempo, dynamics and timbre) and their structure;
- 2) make the distinction between pop, rock, jazz, film and stage music;
- 3) make the distinction by sound and shape between keyboard, string, wind and percussion instruments, electrophones and grouped musical instruments;
- 4) can name famous composers, performers, conductors, ensembles, orchestras and major musical events (incl. local);
- 5) know contemporary interpretations of traditional Estonian music;
- 6) became familiar with the musical heritage of Estonia and of France, Italy, Spain, Northern and Latin America, Africa or Asia and respect this heritage;

- 7) discuss and analyse music using musical terminology and listen to the opinions of others and take them into consideration, justifying their own opinions both orally and in writing; and
- 8) know about copyright and corresponding obligations connected with the use of intellectual property (including online).

Musical Literacy

Learning Outcomes

The students:

- 1) understand the meaning of the symbols of sound lengths, rhythmic figures and pauses shown below and use these in musical activities:



- 2) understand the meaning of 2/4, 3/4, 4/4 time signatures and the 3/8, 6/8, 9/8 etc time signature depending on the song repertoire and take them into account in making music;
- 3) use relative pitch (scale degrees) when learning songs and make the connection with absolute pitch (letter names);
- 4) understand the meaning of the C–a, G–e and F–d (and depending on the repertoire also D–h) tonalities and apply these in making music;
- 5) know the meaning of the bass clef and use it when making music depending on the repertoire;
- 6) understand the meaning of the musical terminology listed below and use these terms in practice:
 - electrophone, symphony orchestra, chamber orchestra, string orchestra, jazz orchestra, score and names of musical instruments;
 - opera, operetta, ballet, musical, symphony, instrumental concert, spiritual and gospel;
 - rondo and variation; and
 - pop and rock music, jazz music and classical music; and

Educational Outings

Learning Outcomes

The students:

- 1) discuss, analyse and justify their opinions about musical experience orally, in writing or in another creative manner; and
- 2) express their opinions using the knowledge and musical terminology they have acquired.

Learning Content in the 3rd stage of study

The attention at the 3rd Stage of Study is focused on further development of the students' independent musical thinking and musical skills and their application in musical activities by using different study forms and methods. During lessons the students sing in unison and multi-part voices; in the school choir they sing in two and three voices. Musical instrument playing skills are extended, wider opportunities are offered for making music in different groups of players of musical instruments and the students also acquire acoustic guitar chord techniques.

Singing and playing musical instruments provide opportunities for the students to come up with their own creations and implement creative ideas individually and in groups. As children in this age group exhibit

considerable interest in pop and rock music, the school should provide possibilities for hobby pop/rock group practice.

In listening to music the stress is now on forming an opinion after having listened to a particular piece of music and argument-supported justification of this opinion both orally and in writing, relying on musical terminology.

In all musical activities the students apply previously acquired knowledge and skills i.e. their musical literacy gained through musical activities.

The students' personal performance skills are fostered both during lessons and outside of the classroom/school (choirs, soloists and different groups of players of musical instruments).

To acquire listening experience, shape concert attendance culture and expand the students' horizons, they go to concerts and other musical performances and participate in educational outings, meet with locally and nationally prominent composers and musicians.

By assessing themselves and their classmates, the students learn to mutually understand and respect their abilities, skills and peculiarities.

2.2. Art

2.2.1. Educational and Educational Objectives of Music

The aim of teaching music is that by the end of the basic school, the students would:

- 1) be able to use the skills of creative and critical thinking and problem solving in creative activities, assignments, research and reflection;
- 2) perceive and develop their creative potential, appreciate originality and different solutions;
- 3) learn about the means of expression in visual arts and be able to create different works of art, using acquired knowledge and skills;
- 4) experiment with ideas, concepts, tools, materials and techniques;
- 5) work independently and in cooperation with peers;
- 6) apply acquired skills in other school subjects and in daily life;
- 7) learn about and value both art heritage and contemporary art;
- 8) make connections between the development of art, culture, science and technology;
- 9) regard art as a language of intercultural communication and comprehend cultural diversity and the role of art in society;
- 10) express their opinions and knowledge in oral and written forms using specific (art) vocabulary;
- 11) act in an ethical and safe manner in actual and virtual cultural environments;
- 12) comprehend aesthetic, ethical, functional and ecological aspects of examples material and spatial environments and design;
- 13) have an overview of the professions and occupations associated with the field of arts, design and architecture.

2.2.2. Subject of Art Description

The goal of the basic school subject of art is for students to acquire a visual education and develop their thinking, cooperation and self-expression skills and artistic skills in order to support their individual development and ability to cope in a multicultural and changing world. Art allows basic school students to feel like creators and thus supports the adoption of an active worldview and an enterprising attitude to life.

Art education contributes to the formation and development of the following constituent skills in students:

- 1) investigation and development of one's ideas;
- 2) creative application of means of expression;
- 3) knowledge of visual culture, and
- 4) reasoning and reflection.

Formation and development of constituent skills is interconnected with the development of students' creative and independent thinking as well as with acquisition and reinforcement of new knowledge through practical creative activities. Skill formation is a consistent process and the students associate their experience with knowledge of the contemporary world: connections between history of art and the art of today, development trends of environment design and visual culture.

It is important to discover and create connections with the eras and topics studied in other subjects. Art is treated both as an independent system of values and the key to reasoning, understanding and perceiving the life around us.

Field trips to museums and art galleries provide the basis for understanding both art history and contemporary art. Examples are selected from art history in accordance with more general topics and provision of a chronological overview is not pursued. The stress is on creating a bridge between past and present-day phenomena. All topics are illustrated with as many examples as possible from art and visual culture in Estonia.

2.2.3. Learning and Educational Objectives of Art in the 1st Stage of Study

After completing the 3rd grade of study, students:

- 1) enjoy game-playing and creative activities;
- 2) have the courage to experiment with different visual expressions of their ideas;
- 3) can act independently and cooperate, and acknowledge different solutions; and
- 4) show interest in cultural objects of their local environment.

2.2.4. Learning Outcomes, Learning Content and Learning Activities of Art in the 1st stage of study

Learning Outcomes

The students:

- 1) present different solutions for their ideas;
- 2) apply two- and three-dimensional depiction techniques, can identify the characteristic traits of the depicted object;
- 3) apply diverse art techniques and methods in their creations;
- 4) use essential art terminology when reflecting on their own creative works and those of their peers;
- 5) can name Estonian artists, important art and cultural objects in the local environment;
- 6) study the connection between form and function in everyday items, know the principles of sustainable creation and consumption, reflect on the phenomena of surrounding visual culture;
- 7) can navigate in virtual environments, are aware of the opportunities and risks associated with the media.

Learning Content

Works of art at local museums and art galleries, historical art techniques and materials.

Real and virtual art and media environments.

Basic elements of visual composition (line, colour, form, space and rhythm).

Characteristic attributes of people, man-made things and natural objects and focusing on primary aspects in depiction.

Materials used in different art techniques and ways and means of working with these materials (for instance: drawing, painting, printing, collage, photography, sculpting, etc.) Efficient and safe handling of tools.

Stories in pictures: drawings, paintings, illustrations, comics, photographic series and animations.

Natural and artificial environment of the locality, space and buildings in the environment. Design in everyday life: connections between form, material and function of utility objects. Safe and environmentally friendly consumption.

Use of designs and models for presentation of ideas.

Learning Activities

Depiction of objects, creatures and events by the students in their own way and in works of art that are meaningful to them, and visual storytelling.

Learning various techniques and methods, experimenting with them and using them creatively.

Presentation and explanation of one's creations, listening to the classmates and observing their works of art.

Guided visits to museums and arts exhibitions. Looking at works of art and participation in discussions.

Getting acquainted with the local environment, architectural art and design examples. Designing and making artefacts and models.

Critical observation of examples of visual culture (advertisements, films, computer games, etc.), discussion of them and expression of reasoned opinions.

Independent and group work. Expedient use of materials, tools and the workspace, being considerate of others.

2.2.5. Learning and Educational Objectives of Art in the 2nd Stage of Study

After completing the 6th grade of study, students:

- 1) comprehend their artistic abilities and interests, appreciate originality in themselves and others;
- 2) experiment with ideas, tools, materials and art techniques;
- 3) contribute to a shared result in creative and research group assignments;
- 4) apply their creative abilities and skills outside of art lessons;
- 5) are open to different art and culture phenomena;
- 6) are interested in artistic creations and local culture;
- 7) understand the importance of protecting cultural heritage and the environment;
- 8) recognise the opportunities of consumption that are sustainable for the nature and the environment.

2.2.6. Learning Outcomes, Learning Content and Learning Activities of Art in the 2nd Stage of Study Learning Outcomes

The students:

- 1) know Estonian art and culture objects and artists, study and compare artistic works;
- 2) reflect on works created by themselves and by their peers, interpret works of art of different time periods from their perspective;

- 3) express their thoughts, ideas and knowledge through visual means, using basic elements of two- and three-dimensional depiction and the principles of composition;
- 4) create drafts and designs for creative assignments, apply different art techniques (painting, drawing, collage, sculpture, photography, video, digital graphics, animation, etc.);
- 5) can find subject-specific information from different sources in the course of research;
- 6) compare the properties of spatial environment and everyday items, develop ideas for improving the living environment, understand opportunities for consumption that preserves the natural environment;
- 7) discuss phenomena connected to visual information in real and virtual environments, analyse visual media messages directed to their age group;
- 8) behave in an ethical and safe manner both in real and virtual cultural environments.

Learning Content

Sketching as an idea-developing process. Pictorial space and methods of conveying spatiality. Compositional balance, tension, focal point, and colour scheme. Depiction of different objects from first-hand observation and from memory. Depiction of movement. Figure and portrait proportions. Study of depiction.

Study of colours. Techniques and methods of creating paintings, drawings, prints, collages, sculptures, installations, etc.

Methods and means of conveying messages and emotions from ancient times to today.

Elements of content and form in a work of art, concrete and abstract aspects of art.

Various past and present works of art in Estonia and worldwide and examples selected by the teacher.

Analysis of a work of art. Functions of museums and galleries.

Connections between form and function, and traditions and innovations in design. Estonian folk art and architectural culture.

The principles of environmentally friendly consumption and the improvement of the living environment through art, design and architecture.

Joint effect of images, text, sound and movement. Use of signs and symbols in media and advertising.

Ethics and safety in virtual art and media environments. Use of digital art tools (e.g., photography, video, digital graphics, animation).

Learning Activities

Investigative and creative individual and collaborative assignments and cooperation in the name of a common result.

Creation of sketches and drafts. Depicting and designing. Experimentation with rules of depiction. Presentation of students' own creations and reasoned explanations of choices made.

Creation of three-dimensional compositions and models.

Creative application of art techniques. Learning digital techniques and experimentation with them.

Analysis and comparison of works of art and discussion on them.

Investigation and critical comparison of the visual language of films, computer games, comics and advertisements.

Study visits to museums, art events and exhibitions of contemporary art.

2.2.7. Learning and Educational Objectives of Art in the 3rd Stage of Study

After completing the 9th grade of study, students:

- 1) are able to use the skills of creative and critical thinking and problem solving in creative activities, assignments, research and reflection;
- 2) perceive and develop their creative potential, appreciate originality and different solutions;
- 3) experiment with ideas, concepts, art techniques and new media;
- 4) apply acquired skills in other school subjects and in daily life;
- 5) learn about and appreciate past art heritage and modern art;
- 6) see the connections between the development of art, culture, science and technology;
- 7) understand art as a language of intercultural communication, recognise cultural diversity and the role of modern art in society;
- 8) express their opinions and knowledge in oral and written forms using specific art vocabulary;
- 9) act in an ethical and safe manner in actual and virtual cultural environments;
- 10) reflect on aesthetic, ethical, functional and ecological aspects of examples material and spatial environments and design;
- 11) have an overview of the professions and occupations associated with arts, design and architecture.

2.2.8. Learning Outcomes, Learning Content and Learning Activities of Art in the 3rd Stage of Study

Learning Outcomes

The students:

The students graduating from basic school:

- 1) know Estonian and international art and cultural objects and artists, recognise the role of art in society; can see the connections between the development of culture, society, science and technology;
- 2) analyse works of art of different time periods in exhibitions and in the classroom, understand the wide scope of topics covered and the diversity of the means of expressions used in modern art;
- 3) use drafting, design and modelling in creative assignments, seek and develop different solution options and original execution possibilities;
- 4) use information and communication tools in creation, research and consumption of art and visual culture;
- 5) present the results of their creative assignments and justify their choices, interpret the creations of their peers;
- 6) being informed of traditional or new media possibilities, identify different solutions for expressing their ideas and knowledge, use planar, spatial and temporal means of creative expression and the principles of composition in a purposeful manner;
- 7) analyse the spatial environment and design objects in terms of functionality, innovation, ecology, aesthetics and ethics, understand design as a process of finding new and better solutions for problems;
- 8) reflect on expressions of visual culture, symbols and cultural tokens, assess virtual environments from the perspective of ethics and safety.

Learning Content

Form and composition of a work of art, perspective, selection of colours. Connection of selected materials and techniques with the message and context. Ways of depiction: stylisation, abstraction, deformation, etc. Compliance of the chosen means of expression to the idea, purpose and target group.

Various art materials and techniques (e.g. drawing, painting, collage, sculpture and installation). Use of digital technology in creative work (photographs, video, animation and digital graphics).

Art as reflection of social, scientific and technological development. Examples of prominent artistic creations and changes in the means of expression in the art history of different cultures (selectively).

Works of art and styles. Stories and events as origins of a new creation.

Important trends and significant topics in contemporary art.

Functional, ecological, aesthetic and ethical aspects of architecture and design. The relationship between humans and the real environment. Use of the design process to find a new solution to a problem. Texts, images and drawings in the design of presentations and information materials. Font graphics and basic techniques of graphic design.

Professional activities of artists, art historians, designers and architects and links to creative industries.

Examples of creations of Estonian artists, architects and designers.

Learning Activities

Research and creative assignments, individual work and group work.

Selection of materials, techniques and means of expression for creative work depending on the idea and goal.

Design, execution, presentation and analysis of a work. Practical design process: from problem formulation to solution.

Attendance of museums, exhibitions and art events.

Discussions of exposition-with application of the acquired subject-specific terminology.

Information searches in different information sources.

Compilation and design of research papers and visualised presentations.

Analysis of various natural and man-made objects and environments from different points of view.