

SEMESTER 1 COURSE OVERVIEW - ELEMENTS AND PRINCIPLES OF ART & DESIGN

* CONVERSE SNEAKERS * ELEMENTS OF ART COMPOSITION FOLIO COVER PAGE *
WATERMELON IN PASTELS * TORN MAGAZINE PORTRAIT *DRAWING FACIAL
FEATURES * MONOCHROMATIC SELF PORTRAIT



1. SYLLABUS

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practice of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

Students will address knowledge and skills in Visual Arts through **two** art forms and **one** art style.

Art provides for development of art making and responding skills. It consists of:

- Experimenting with visual arts conventions and techniques, including exploration of techniques to represent a theme, concept or idea in artworks.
- Develop ways to enhance your intentions as artists through exploration of how artists use materials, techniques, technologies and processes.
- Develop planning skills for art-making by exploring techniques and processes used by different Artists.
- Practise techniques and processes to enhance representation of ideas in your art-making.
- Plan and design artworks that represent artistic intention.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and consider international artworks.
- Work in the art room in safe and sustainable manner
- Evaluate how representations communicate artistic intentions in artworks you make and view to inform your future art making.

1. SUBJECT OUTCOMES

Students will : prepare ideas that relate to a personal style and chosen studio discipline. They explore media, materials, techniques and technologies, documenting results to plan choices. Students apply elements and principles and visual art conventions, to suit a chosen art style and/or art form. They consider design alternatives and exhibit evidence of a personal style. Using visual art language, students describe artistic influence and provide reflective comments about decisions made in the creative process. They identify features of an art style and apply them to the exploration of ideas. Students maintain a plan in the development of an idea for a final design, produce a finished artwork and communicate their own artistic intention. Students use equipment and materials in a safe manner. They select techniques, materials and processes to represent an idea, subject or style. They make choices about presentation conventions and consider audience context. Students provide an artist statement about their own interpretation of an idea, theme and audience. Students analyse art forms, from different times and places and provide responses about meaning, style and intent. They present personal opinions and judgements, and use visual art language to describe the artwork of others. Students comment on how visual conventions are used to enhance composition. They provide an interpretation about artwork from different cultures and discuss artists' intent. Students make comparisons between artwork from different times and describe meaning, viewpoints, similarities and differences, supported by visual evidence. They judge the effectiveness and importance of artwork. Students provide a reflection of their own artwork and the artwork of others.

Tasks:

Students will :

- Familiarize themselves with the Elements of Art in their Folio Cover Page Task.
- As an introduction to drawing the human face students will practice and develop skills to identify and map out guidelines for correct facial proportions.
- Experiment with different mediums to create their Torn Magazine Portrait; Watermelon Pastels and Converse Sneaker artworks.
- Students will become familiar with shading techniques and creating values ranging from the darkest shadows to the brightest highlights. All of this will be done with a regular HB pencil.
- Students will become familiar using Digital Media to create their photographed image in Photoshop and then Posterizing it using Photopshop Software.
- Become familiar with Picasso’s Blue Period of and complete a STICI Analysis Task.
- Use safe and sustainable practices when working in the art room.
- Experiment with monochromatic colour - painting – tinting - shading.
- Learn and understand the definitions of monochromatic, tint, and shade.
- Use their understanding of tinting, hues and monochromatic colour in the creation of their final Self-Portrait canvas.
- Analyse their paintings objectively and the artworks of others, including consideration of different viewpoints and judgement of the significance of the artworks in a given context.
- Present their artworks in their A3 folio for review and assessment.

2. EXPECTATIONS OF STUDENTS

Visual Art is a fun, practical, work-related subject where you will learn by completing projects designed to develop your creative and technical skills.

a. Class Work:

- You will be required to work both independently and collaboratively in groups, during which you will be expected to show yourself to be organised, resourceful, reliable, committed and able to meet deadlines.
- It is **your** responsibility to:



b. Assessment:

Assessment for this subject is of all the written and practical tasks you are required to complete, which you will keep in your portfolio or allocated shelf space, with weightings given to the various tasks as shown on the attached **Course Overview** document.

c. CONNECT:

Students and parents will have full access to the Course Overview, Lesson Plans, Notices, Content, Submissions, Discussions, Library and Marks book Assessment for all completed Tasks. Changes to the Course Overview will be uploaded onto the CONNECT site. I am available to connect via email at: anita.littlewood@education.wa.edu.au.





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d. Art Room Protocols and Use of Equipment:

We will go through art room protocols in class, but if you experience any problems with equipment, please ask for help from your teacher.

Students will have access to storage units for keeping their portfolio and artworks safe. It is their responsibility to ensure that all tasks and artworks completed are kept in their storage unit ready for assessments and feedback.

Students will receive feedback for their completed tasks and their work in progress.

3. CONSEQUENCES FOR NEGATIVE BEHAVIOUR

Irresponsible use of equipment in the art room will result in loss of access for a period of time determined by the teacher. If you disrupt or hinder the learning of others or do not meet the requirements of the College's policy, you will be dealt with in accordance with the College's policy for Managing Student Behaviour. *You are responsible for any loss, damage or contribution by negligence to damage or loss/theft* of College equipment in your care and you (along with your parents) will be held accountable for making good the repair or replacement of that equipment unless another student is *conclusively* identified as the perpetrator of the damage or loss/theft, in which case the responsibility for repair or replacement will shift to that student.

4. EQUIPMENT REQUIRED FOR THIS SUBJECT:

A3 Plastic Pocket Folio (Compulsory for effective presentation of completed artworks and as stated on the booklist).

3B and 4B lead pencils
Artline Marker – Black 0.6mm

Stabilo point Pen – Black #188
Micadore Markers – Fine Tip – Pkt 12

COURSE ASSESSMENT - GRADES

Students achievement in terms of grades :

<u>GRADE</u>	<u>PERCENTAGE</u>	<u>INTERPRETATION</u>
A	80 – 100%	Excellent Achievement
B	65 – 79 %	High Achievement
C	50 – 64%	Satisfactory Achievement
D	30 – 49%	Limited Achievement
E	0 – 29 %	Very Low Achievement

TYPE OF ASSESSMENT AND WEIGHTING

MAKING : Inquiry – Practice - Presentation 70%

Students will :

Explore, develop ideas and designs through various activities as they resolve and learn ways to complete their final artworks.

Show safe working practices in the art room.

Experiment, apply their knowledge and work independently to show their understanding of the processes involved as they complete and apply their understanding to a number of tasks.

Plan, apply techniques and processes and control the effects of their final artwork as they investigate and develop artworks.

Create works of visual art that demonstrate an understanding of how their ideas relate to the techniques and processes they use in the final presentation of their artworks.

RESPONDING: Analysis – Social, Cultural and Historical Contexts – Interpretation/Response 30%

Students will understand why it is important for an artist to be individual through discussions and frameworks.

Use visual art elements and the principles of design and visual conventions to respond to artworks.

Understand key features identified in artworks belonging to given artists from art styles, movement, time or place.

Will give personal opinions about their artworks and the work of others.

SEMESTER TOTAL : 100%

REQUIREMENTS :

Each Activity/Task will be given a due date that it must be completed by the due date.

Failure to complete an Activity/Task in time will result in a FAIL GRADE.

ASSESSMENT POLICY

Failure to complete or submit the assessment task on the due date *without reasonable cause as notified in writing by a parent/carer* will incur a fail or "0" mark awarded for that task.

ELEMENTS & PRINCIPLES OF ART & DESIGN				
Week	Content	Assessment		
		Task		Sem.
1	<p>WELCOME – ROLL - EXPECTATIONS – FAMILIARIZATION – ART ROOM TOUR – CONSEQUENCES – SAFETY – CONNECT – STORAGE - FOLIO</p> <p><u>INTRODUCTION TASK – ELEMENTS OF ART COMPOSITION FOLIO COVER PAGE</u></p> <p>Students will create a cover page composition overlapping their name to create the elements of art : LINE – SHAPE – PATTERN – TEXTURE – FORM – COLOUR – SPACE - PENCIL</p> <p>Teacher demonstration and step x step instructions</p>		1	1
2	<p><u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION</p>	<p><u>INTRODUCTION TASK – ELEMENTS OF ART COMPOSITION PAGE</u></p> <p>LINE – SHAPE – PATTERN – TEXTURE – FORM – COLOUR – SPACE - PENCIL</p> <p>Teacher demonstration and step x step instructions</p>	1	1
3,4	<p><u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION</p>	<p><u>HOW TO DRAW FACIAL FEATURES</u></p> <p>Students will work along with a STEP x STEP video tutorials</p>		
5	<p><u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION</p>	<p><u>TORN MAGAZINE PORTRAIT : Task 1 & 2</u></p> <p>Teacher demonstration and completed examples</p> <p>Students commence finding face image in magazines – tear out section to be redrawn - glue onto A3 art paper – Use lead pencils to copy image into blank section on A3 paper.</p>	1	1
6	<p><u>RESPONDING :</u> ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES</p> <p><u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION</p>	<p><u>WATERMELON PASTELS</u></p> <p>Students will create a watermelon using soft pastels</p> <p>This task will be completed working with a video tutorial step x step</p>		
7,8,9	<p><u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION</p>	<p><u>CONVERSE SNEAKERS</u></p> <p>Introduction to task. Teacher demonstration. See completed examples.</p> <p>Extension tasks for students who have completed their Converse Sneakers Task</p>	1	1
10	<p><u>RESPONDING :</u> ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES</p>	<p><u>STICI CRITICAL ANALYSIS FRAMEWORK</u></p> <p><u>PICASSO'S BUE PERIOD</u></p>	1	1



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11	RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES	<u>WHAT IS MONOCHROMATIC COLOUR? MONOCHROMATIC TUTORIAL AND SAMPLER</u> Students will complete a monochromatic sampler step x step with a video tutorial Take photograph for Posterizing in Photoshop ready for transfer onto canvas.	1	2
12	RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES <u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION	<u>MONOCHROMATIC SELF PORTRAIT</u> PowerPoint presentation and introduction to project of work. Completed examples. Demonstration and step x step tutorial on how to transfer posterized image onto canvas using carbon paper.	1	2
13,14,15, 16	<u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION <u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION	<u>MONOCHROMATIC SELF PORTRAIT</u> Students commence creating Photoshop images onto Posterized mode and then transferred to canvas using carbon paper. _Demonstration and completed examples using choice of monochromatic colour tonally to paint self-portrait – referencing your grey scale posterized image.	1	2
17,18	<u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION	<u>MONOCHROMATIC SELF PORTRAIT – SILK SCREEN BACKGROUND</u> Work in progress Demonstration on how to use silk screen with set pattern to create a background for monochromatic portraits. Extension tasks for students who have completed their Monochromatic Portrait	1	2
19	<u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION	WORK IN PROGRESS	1	2
20	<u>MAKING :</u> INQUIRY - ARTS PRACTICE - PRESENTATION	Last day – completion of all work today ready for final assessment and taking home. Folios up to date.	1	2



YEAR 10 ASSESSMENT RUBRIC

Teacher : Anita Littlewood				
MAKING – INQUIRY Ideas for own art-making which supports personal learning style and chosen discipline Exploration of a wide range of 2D,3D and/or 4D visual techniques, in order to plan and influence the personal choice of materials and technologies. Application of a range of visual arts techniques to plan and influence the choice of materials and technologies.				
A	B	C	D	E
Work is original and shows innovation. Ideas are highly unique and successfully communicated.	Work is creative and shows imaginative thinking. Ideas are imaginative and effectively communicated.	Work is complete and shows some creativity. Ideas are basic and adequately communicated.	Work is very basic showing limited creativity. Ideas are limited and communicated in an obvious way.	Little or no work. Work unoriginal and lacks engagement. Ideas are undeveloped and ineffectively communicated.
MAKING – INQUIRY Visual art language used in the development of artworks. Recognition, use of and responding to visual arts conventions. Exploration, development and refinement of their personal style in conjunction with representation of other artists through documentations, drawings, recordings, film. Ideas explored and refined, responding to the style of other artists in their own artworks.				
A	B	C	D	E
Effective application of visual language demonstrated in artwork. Well-developed visual relationships evident.	Appropriate application of visual language, demonstrated in artwork. Good visual relationships evident.	Satisfactory application of visual language demonstrated in artwork. Sound visual relationships evident.	Limited application of visual language demonstrated in artwork. Some successful visual relationships evident.	Minimal or no application of visual language demonstrated in artwork. Unsuccessful visual relationships evident.
MAKING – ART PRACTICE Application of a range of visual arts techniques to plan and influence the choice of materials and technologies. Materials, techniques, technologies and processes manipulated to develop and represent their own artistic intentions. Safe and sustainable practices; preparedness for hazardous situations and responsible actions while working with more complex materials in the production and display of artworks.				
A	B	C	D	E
Well-developed drawings and development of ideas.	Sound drawings and development of ideas.	Satisfactory drawings and development of ideas.	Basic drawings and some evidence in the development of ideas.	Limited or no drawing and incomplete development of ideas.
MAKING - ART PRACTICE Adjustment and refinement of techniques and processes to a more complex level when representing ideas and subject matter. Techniques and processes chosen to resolve artworks when representing ideas and subject matter.				
A	B	C	D	E
Thoughtful selection and sensitive application of skills and processes used to resolve the artwork. Sensitive use of media demonstrating refined application and handling.	Suitable selection and appropriate application of skills and processes used to resolve the artwork. Effective use of media demonstrating competent application and handling.	Satisfactory selection and sound application of skills and processes used to resolve the artwork. Satisfactory use of media demonstrating sound application and handling.	Basic selection and application of skills and processes used to resolve the artwork. Limited use of media demonstrating simple application and handling.	Inadequate selection and application of skills and processes used to resolve the artwork. Ineffective use of media demonstrating minimal application and handling.
MAKING – PRESENTATION Curatorial decisions for the display of artworks. Resolved artworks appraised with consideration of personal expression and the connection with the viewer.				
A	B	C	D	E
Well documented and/or effective presentation of work.	Suitably documented and/or appropriately presented work.	Satisfactorily documented and/or presented work.	Limited documentation and/or presentation of work.	Incomplete and poorly presented work.
RESPONDING – ANALYSIS Critical analysis frameworks used to analyse a wide variety of art forms from contemporary and past times. Use of visual art language Visual connections used to refine complex compositional arrangement of artworks.				
A	B	C	D	E
Engage in ongoing reflection and evaluation of work to make improvements.	Sound evidence of reflection and appropriate evaluation of work.	Undertakes some reflection and evaluation of work.	Limited reflection and basic evidence of evaluating work.	Minimal or no reflection with limited evaluation of work.
RESPONDING – SOCIAL, CULTURAL AND HISTORICAL CONTEXTS Artists from different cultural groups and their use of persuasive, communicative or expressive representation. Viewpoints identified in a range of artworks from contemporary and past times. Representation within a breadth of artworks.				
A	B	C	D	E
Evidence of careful consideration given to the use of influences in work.	Good supporting evidence of consideration to the use of influences in work.	Evidence of some consideration given to the use of influences in work.	Some basic elements evident in the consideration of utilizing influences in work.	Limited or no evidence of consideration given to the use of influences in work.
RESPONDING – INTERPRETATION/RESPONSES Evaluation of their own artworks and the artworks of others' including consideration of different viewpoints and judgement of the significance of the artworks in a given context				
A	B	C	D	E
Evidence of careful consideration given to the evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements.	Good supporting evidence of consideration given to the evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements.	Evidence of some consideration given to given to the evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements.	Some basic elements evident in the consideration given to the evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements.	Limited or no evidence of consideration given to given to the evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements.



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	2019 ASSESSMENT ITEM	RESPONDING (30%)	MAKING (70%)
RESPONDING	PICASSO BLUE PERIOD STICI CRITICAL ANALYSIS TASK	/25	
RESPONDING	HOW TO DRAW FACIAL FEATURES TASK	/25	
RESPONDING	SAFE & SUSTAINABLE WORKING PRACTICES IN THE ART ROOM	/25	
RESPONDING	MONOCHROMATIC SAMPLER TASK	/15	
RESPONDING	WATERMELON IN PASTELS TUTORIAL	/5	
RESPONDING	HOW TO DRAW A SNEAKER TUTORIAL AND COMPLETED SNEAKER SAMPLERS	/15	
RESPONDING	HOW TO DRAW FACIAL FEATURES TUTORIAL AND COMPLETED SAMPLER	/15	
RESPONDING	COMPLETED ART FOLIO	/25	
RESPONDING	ATTITUDE, COMMITMENT, BEHAVIOUR	/25	
MAKING	CUT OUT MAGAZINE DRAWING		/25
MAKING	DRAWING EYES, NOSE, MOUTH TASKS		/25
MAKING	COMPLETED POSTERIZED SELF PORTRAIT ON CANVAS IN MONOCHROMATIC COLOUR		/50
MAKING	CONVERSE SNEAKERS		/50
MAKING	WATERMELON IN PASTELS		/50
MAKING	ELEMENTS OF ART COVER PAGE		/25

FINAL GRADE