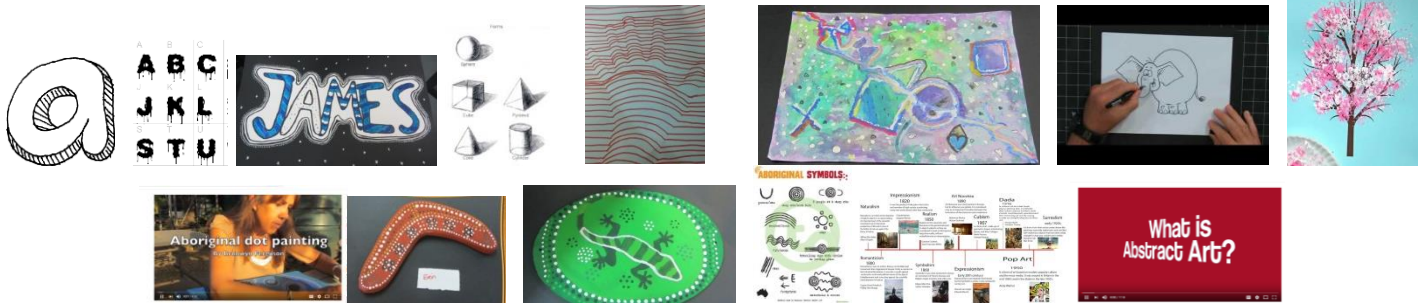


SEMESTER 1 COURSE OVERVIEW 2019

ELEMENTS OF ART : PATTERN, LINE, COLOUR, SHAPE, TEXTURE, MARK MAKING,  
FORM, PATTERN, MIXED MEDIA



**OBJECTIVES:**

This Semester Year 7 visual art will be focused on exploring and experimenting with a wide variety of media, techniques, skills, processes and styles using a variety of stimulus materials, inquiry approaches, techniques and processes to enable students to find their own means of expression. Students are introduced to the fundamental skills involved in communicating visual ideas. Students will develop their art language through structured activities that develop their observational drawing and design development skills which lead to resolved artworks in both two and three-dimensional form.

**Students will :**

- Develop an understanding of Aboriginal art and artists through video tutorials and presentations.
- Understand how Aboriginal Art creates meaning.
- Students will be introduced to the symbols behind Aboriginal Dreaming. They will create an Aboriginal dreamtime poster and tray using Aboriginal symbols.
- Understand Aboriginal Desert patterns using traditional colours
- How to draw basic shapes, outlines and shading.
- Become familiar with and use graffiti lettering styles to create a distinctive folio cover page.
- Become familiar with the Abstract style of art and create their own Abstract Art watercolour.
- Develop their drawing skills through a series of drawing tutorials.
- Become familiar with the elements of art through a series of tasks aimed at improving students understanding.
- Understand international artist and art styles when completing their Van Gogh Starry Night artwork task and the Demystifying Art, What is Abstract Art and Art timeline tasks.
- Use their A3 portfolio to display completed artworks ready for assessment.



**Subject:** VISUAL ART

**Semester:** 1, 2019

**Teacher/s:** Anita Littlewood

**Year Group:** 7

### WELCOME AND RATIONALE :

#### SYLLABUS

As your classroom teacher I would like to welcome you to Year 7 Visual Art for 2019.

In Year 7, students have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices, and present their artwork for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation.

Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

Students' knowledge and skills in Visual Arts will be enhanced through **one** art form and art style. Students will be introduced to Art styles like Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

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.
- Evaluate how representations communicate artistic intentions in artworks you make and view to inform your future 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.
- Evaluate how representations communicate artistic intentions in artworks you make and view to inform your future art making.

#### OUTCOMES

Students develop ideas related to a given theme. They select and explore media and materials, and briefly document their results. Students use elements and principles when developing artwork and make decisions about composition. They write annotations and comment about design intentions. They explore and experiment with techniques and processes and, with guidance, use a selected process to create and present a finished artwork. Students use equipment and materials in a safe manner. They reflect on their own artwork and discuss possible improvements.

In responding to artwork, students use art terminology, identify obvious key features and provide personal opinions. They provide a description of an artwork and discuss the use of elements and principles. Students make comments about meaning, based on personal interpretations.

#### EXPECTATIONS OF STUDENTS

Art is a fun, practical, work-related subject where students will learn by completing projects designed to develop their 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 A3 plastic pocket portfolio which is a requirement for Yr 7 Visual Art and allocated shelf space, with weightings given to the various tasks as shown on the **Marks Rubric**.

**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](mailto:anita.littlewood@education.wa.edu.au).



**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:**

**2B & 4B Pencils      Erasers      Ruler**

**Fine Tip Pack 12 Micador Markers**

**A3 Plastic Pocket Folder suitable for storage of artworks and presentation**

**(This folder will be used from Yr 7 through to Yr 10 in Visual Art subjects and is a requirement for assessment.)**

<b>TYPE OF ASSESSMENT AND WEIGHTING</b>	
<b><u>ASSESSMENT</u></b>	<b><u>WEIGHTING</u></b>
<b><u>MAKING : Inquiry – Practice - Presentation</u></b>	<b><u>70%</u></b>
<b>Students will :</b>	
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.	
<b><u>RESPONDING: Analysis – Social, Cultural and Historical Contexts – Interpretation/Response</u></b>	<b><u>30%</u></b>
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.	
<b><u>SEMESTER TOTAL :</u></b>	<b><u>100%</u></b>

#### **COURSE ASSESSMENT - GRADES**

Student's achievement in terms of grades :

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

#### **ASSESSMENT POLICY**

1. Assessment tasks that have not been completed to the best of a student's ability (e.g. Untidy presentation, no indication of proof-reading / poor spelling or grammar, illegible writing) will be returned for rectification and re-submission
2. At the time an assessment task is assigned, a DUE DATE will be notified.
3. 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 "0" mark for that task.

## ELEMENTS & PRINCIPLES OF ART & DESIGN

Week	Content	Assessment		
		Task	TERM	
			Sem.	Term
1	<p><b>WELCOME – ROLL - EXPECTATIONS – FAMILIARIZATION – ART ROOM TOUR – CONSEQUENCES</b></p> <p><b><u>BUBBLE STYLE LETTERING COVER PAGE</u></b>            Demonstration on Bubble and Dripping style lettering. Students will use and understand visual elements of drawing, shape, line, size, colour in the creation of the folio cover pages</p>		1	1
2	<p><b><u>RESPONDING :</u></b>  <b>ANALYSIS - SOCIAL, CULTURAL &amp; HISTORICAL CONTEXTS</b>            - INTERPRETATION / RESPONSES</p> <p><b><u>MAKING :</u></b>  <b>INQUIRY - ARTS PRACTICE</b>            - PRESENTATION</p>	<p><b><u>How to Draw Basic Shapes</u></b>            Drawing basic shapes and adding value to create forms</p> <p><b><u>BUBBLE STYLE LETTERING COVER PAGE</u></b>            W.I.P.</p>	1	1
3	<p><b><u>RESPONDING :</u></b>  <b>ANALYSIS - SOCIAL, CULTURAL &amp; HISTORICAL CONTEXTS</b>            - INTERPRETATION / RESPONSES</p>	<p><b><u>SHAPE DRAWING AN ELEPHANT TUTORIAL</u></b>            Students will work step x step with a video clip to draw their elephant before using inks and pattern to finish their artworks.</p>	1	1
4/5	<p><b><u>MAKING :</u></b>  <b>INQUIRY - ARTS PRACTICE</b>            - PRESENTATION</p>	<p><b><u>ABSTRACT WATERCOLOUR TASK</u></b>            Students will become familiar with the Abstract style of art and using watercolours and inks as a medium. They will use and understand visual elements of drawing, shape, line, size, composition, repetition and rhythm in the creation of their abstract artworks.</p> <p><b><u>CONTOUR 3D HAND DRAWING</u></b>            Students will complete a 3D contour drawing of their hand using fineline marker pens and rulers.</p>	1	1
6	<p><b><u>MAKING :</u></b>  <b>INQUIRY - ARTS PRACTICE</b>            - PRESENTATION</p>	<p><b><u>TEXTURE IN ART – BUBBLE WRAP CHERRY BLOSSOM TREE</u></b>            Students will create a cherry blossom tree using bubble wrap and acrylic paint.</p>	1	1
7,8,9	<p><b><u>MAKING :</u></b>  <b>INQUIRY - ARTS PRACTICE</b>            - PRESENTATION</p>	<p><b><u>VAN GOGH STARRY NIGHT</u></b>            Students will become familiar with Vincent Van Gogh (post-impressionist painter) and his painting “Starry Night”. They will understand how many modern artists choose to do their own versions of famous paintings.</p>	1	1
10	<p><b><u>RESPONDING :</u></b>  <b>ANALYSIS - SOCIAL, CULTURAL &amp; HISTORICAL CONTEXTS</b></p>	<p><b><u>WHAT IS ABSTRACT ART?</u></b>  <b><u>DEMYSTIFYING ART STYLES</u></b>  <b><u>ART MOVEMENT TIMELINE WORKSHEET</u></b></p>	1	1

11	<b><u>RESPONDING :</u></b> <b>ANALYSIS - SOCIAL,          CULTURAL &amp;          HISTORICAL CONTEXTS</b> - <b>INTERPRETATION /          RESPONSES :</b>	<b><u>HOW DOES ABORIGINAL ART CREATE          MEANING POSTER TASK.</u></b> Through a series of videos students will understand : How Aboriginal art shows a connection between the land and its people. How art can be a written language, and How it can be used to document history Aboriginal Symbols Students will commence work on their poster task	1	2
12	<b><u>RESPONDING :</u></b> <b>ANALYSIS - SOCIAL,          CULTURAL &amp;          HISTORICAL CONTEXTS</b> - <b>INTERPRETATION /          RESPONSES :</b> <b><u>MAKING :</u></b> <b>INQUIRY - ARTS          PRACTICE          - PRESENTATION</b>	<b><u>ABORIGINAL DOT ART PATTERNS          TRAY TASK</u></b> Introduction to project of work PowerPoint Presentation Video clips on Aboriginal artists like Sally Morgan & Bronwyn Ferguson Aboriginal Symbols Aboriginal Dreamtime Video presentations Examples of completed works using aboriginal animal styles like kangaroos, emu, lizards, snakes. Roll a Game – sampler poster	1	2
13,14	<b><u>MAKING :</u></b> <b>INQUIRY - ARTS          PRACTICE          - PRESENTATION</b>	<b><u>ABORIGINAL DESERT PATTERNS          DOT ART CLAY ARTWORK</u></b> Introduction to tools and technologies of clay Video clip Demonstration how to roll out clay, cutting, Covering at end of lesson, Storage	1	2
15,16	<b><u>MAKING :</u></b> <b>INQUIRY - ARTS          PRACTICE          - PRESENTATION</b> <b><u>RESPONDING :</u></b> <b>ANALYSIS - SOCIAL,          CULTURAL &amp;          HISTORICAL CONTEXTS</b>	<b><u>DRAWING TUTORIALS</u></b> Students will complete a series of fun drawing tutorials that will help develop their drawing skills using elements in art like : line, colour, form, pattern, shape, value, tone. During this time clay artworks will be fired ready for dot art painting and finishing.	1	2
17,18,19	<b><u>MAKING :</u></b> <b>INQUIRY - ARTS          PRACTICE          - PRESENTATION</b>	<b><u>ABORIGINAL DESERT PATTERNS          DOT ART CLAY ARTWORK          W.I.P.</u></b>	1	2
20		<b><u>All work due for final assessment.          Folios up to date.</u></b>	1	2

**YEAR 7 MARKING KEY 2019**

**NAME :** \_\_\_\_\_

	<b>ASSESSMENT ITEM</b>	<b>RESPONDING (30%)</b>	<b>MAKING (70%)</b>
<b>RESPONDING</b>	How to Draw Basic Shapes Video Tutorial	/15	
<b>RESPONDING</b>	What is Abstract Art?	/5	
<b>RESPONDING</b>	ABSTRACT ART Watercolour Task	/15	
<b>RESPONDING</b>	HOW DOES ABORIGINAL ART POSTER TASK	/15	
<b>RESPONDING</b>	How does Aboriginal Art Create Meaning Video Clip	/5	
<b>RESPONDING</b>	ABORIGINAL ART Dot Painting Artist Bronwyn Ferguson Video Clip	/5	
<b>artRESPONDING</b>	Aboriginal Art - Dot Painting Sampler	/15	
<b>RESPONDING</b>	Attitude, Behaviour, Commitment	/25	
<b>RESPONDING</b>	Working in a safe manner in the art room	/25	
<b>RESPONDING</b>	Demystifying Art Styles Video Clip	/5	
<b>RESPONDING</b>	Art Movement Timeline Worksheet	/11	
<b>MAKING</b>	ABORIGINAL DESSERT TRAY DOT ART PAINTING USING ANIMALS Design Ideas		/25
<b>MAKING</b>	ABORIGINAL TRAY DOT ART FINAL ARTWORK		/50
<b>MAKING</b>	Bubble, Dripping Lettering Cover Page		/25
<b>MAKING</b>	Folio presentation		/25
<b>MAKING</b>	SHAPE ELEMENT OF ART TASK : ELEPHANT		/25
<b>MAKING</b>	TEXTURE ELEMENT OF ART TASK : CHERRY BLOSSOM TREE		/25
<b>MAKING</b>	VAN GOGH STARRY NIGHT INTERPRETATION ARTWORK		/50

**FINAL GRADE**



## YEAR 7 GRADING RUBRIC

Teacher : Anita Littlewood

<b>MAKING – INQUIRY</b> Ideas and design development for art making. Application of techniques and processes suited to 2D and /or 3D artworks.				
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.	Work unoriginal and lacks engagement. Ideas are undeveloped and ineffectively communicated.
<b>MAKING – INQUIRY</b> Visual art language used in the development of artworks. Development of understanding of visual arts conventions including visual inquiry. Introduction to one or two of the visual arts conventions. Art-making intentions identified through annotations or conversations (portfolio)				
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.
<b>MAKING – ART PRACTICE</b> Techniques and processes to enhance representation of ideas in their art-making. Processes and resolved artworks appraised throughout the making; ways to improve art practice. Safe work practice.				
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.
<b>MAKING - ART PRACTICE</b> Processes to develop and produce artworks Processes and resolved artworks appraised; ways to improve art practice. Techniques and processes to support representations of ideas in their art making.				
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.
<b>MAKING – PRESENTATION</b> Display options of finished artworks. Identification of skills and processes required for an artwork to be considered for display and recognition of importance of display conventions. Presentation convention of attributing artworks.				
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.
<b>RESPONDING – ANALYSIS</b> Key features to consider when constructing a composition (eg. use of linear and/or atmospheric perspective) Use of visual art elements and principles of design and visual conventions to respond to artworks. Critical frameworks (STICI or Feldman) to discuss artworks. Use of visual art elements and visual conventions to respond to artworks. Key features for organisation of composition.				
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.
<b>RESPONDING – SOCIAL, CULTURAL AND HISTORICAL CONTEXTS</b> Key features identified in artworks belonging to a given artist, movement, times or place. Purpose and meaning associated with artworks from the selected artists and art styles.				
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.
<b>RESPONDING – INTERPRETATION/RESPONSES</b> Personal opinions about their artworks and the work of others', supported by specific examples within artworks and reasons to justify opinions.				
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 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 the evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements.