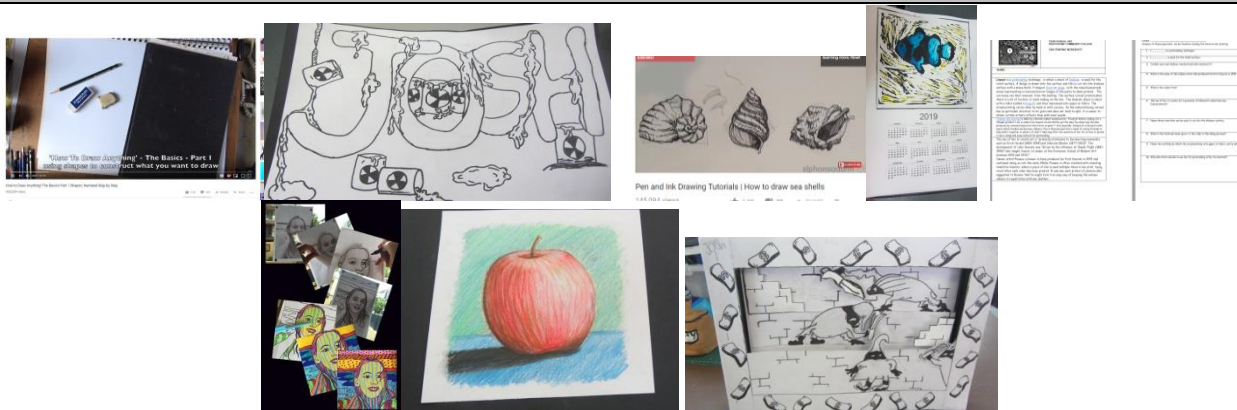


**ROLEYSTONE COMMUNITY COLLEGE
YEAR 8 VISUAL ART**

SEMESTER 1 COURSE OVERVIEW

**ELEMENTS OF ART : * PATTERN, LINE, COLOUR, SHAPE, TEXTURE, MARK MAKING, FORM, MIXED MEDIA, COMPOSITION,
*LINO PRINTING * POP UP TUNNEL BOOK**



OBJECTIVES:

Term 1 will focus on student exploring a variety of techniques. Students will become familiar with Lino printing. This art form involves a relief technique popularized by Matisse and Picasso in the 20th century. In this technique, a thin block of linoleum is mounted on wood. The artist then uses a sharp instrument to cut away the linoleum. Only the higher areas of linoleum are inked and printed, not the areas that have been cut away.

Term 2 will see students become familiar with and create a Pop Up Tunnel Book. This will see students able to identify and discuss elements of a composition.

Students will :

- Students will draw using basic shapes.
- Drawing their name using a Graffiti Lettering Style.
- Create an apple drawing using coloured pencils and layering method to further develop their drawing skills and understanding of the elements of art
- Drawing sea creatures through a number of paced tutorials.
- Become familiar with lino printing techniques, technologies, processes and language.
- Create a single colour lino print and apply different mediums in the finishing effects.
- Create a Self Portrait in Pop Art Style
- Become familiar with Pop-Up Tunnel Books in traditional and contemporary society.
- Understand Composition – How to create a background, foreground and sculptural techniques
- Create their own Pop-Up Tunnel book with at least 3 layers
- Use their A3 portfolio to display completed artworks ready for assessment.
- Working in the art room in a safe manner.



Subject: VISUAL ART

Semester: 1, 2019

Teacher/s: Anita Littlewood

Year Group: 8

WELCOME AND RATIONALE :

SYLLABUS

As your classroom teacher I would like to welcome you to Year 8 Visual Art for 2019.

In Year 8, students have opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artwork with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artwork. Students apply knowledge of techniques used by other artists and consider audience interpretation in the production of their own artwork. Students are provided with critical analysis frameworks to analyse artwork and use visual art terminology when responding.

Students will address knowledge and skills in Visual Arts through **one** art form and art styles like Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople and photographers.

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.
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OUTCOMES

Students develop ideas related to a particular theme. They select and experiment with different media and materials, and document results. Students apply techniques and processes in the development of ideas and consider design alternatives and artistic conventions to produce artwork. Using visual art language, students annotate drawings and designs and provide comments about media testing and artist intentions. They produce a finished artwork with reference to a chosen design. Students use equipment and materials in a safe manner. They reflect on their own artwork and discuss possible improvements. With guidance, students use skills and presentation conventions to display their own artwork.

Students describe aspects of artwork and provide personal opinions. They discuss artwork using art terminology and comment about how visual conventions are used in the artwork. Students describe key features and comment about the context of artwork. They provide suggestions about the purpose and meaning of artwork. Students provide personal opinions about their own artwork and the artwork of others.

EXPECTATIONS OF STUDENTS

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 A3 plastic pocket portfolio which is a requirement for Yr 8 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.



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

Stabilo Point Black Pen

Artline Marker 0.6 black

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.)

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

COURSE ASSESSMENT - GRADES

Student's achievement in terms of grades :

GRADE	PERCENTAGE	INTERPRETATION
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

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 submission the next school-day, with loss of 5% of allocated marks (rounded up to nearest whole mark)
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 being awarded.



ELEMENTS & PRINCIPLES OF ART & DESIGN

Week	Content	Assessment		
		Task	Weight (%)	
			Sem.	Term
1	WELCOME – ROLL - EXPECTATIONS – FAMILIARIZATION – ART ROOM TOUR – CONSEQUENCES <u>How to Draw Graffiti Letters – FOLIO COVER PAGE</u> Tutorial : Lettering with a drop shadow and an outline.		1	1
2	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION	<u>How to Draw Graffiti Letters – FOLIO COVER PAGE</u> Tutorial : Lettering with a drop shadow and an outline.	1	1
3	RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES	<u>HOW TO DRAW ANYTHING USING BASIC SHAPES</u> Paced tutorial	1	2
4,5	RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES	<u>DRAWING TUTORIALS - SEA CREATURES</u> How to Draw Sea Shells, Star Fish, Coral, And a turtle	1	1
6	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION	SINGLE LINO PRINT CALENDAR – SEA CREATURE Introduction and PowerPoint presentation on History of Lino Printing & Artist Examples Worksheet Design Ideas Demonstration - Safety in the art room with lino cutting tools and the hot iron	1	1
7	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION	<u>LINO PRINT CALENDAR – SEA CREATURE</u> Demonstration – Lino Printing Techniques, Finishing techniques - watercolour wash, inks, colouring in pencils.	1	1
8,9	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION	<u>LINO PRINT CALENDAR – SEA CREATURE</u> W.I.P.	1	1
10	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION	WORK IN PROGRESS DAY FINAL DAY – LINO PRINTING ARTWORKS FOLIO UPDATED AND READY FOR PRESENTATION AND ASSESSMENT	1	2

Week	Content	Assessment			
		Task		Sem.	Term
11	RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES MAKING : INQUIRY - ARTS PR	<u>COLOURING IN PENCIL APPLE DRAWING</u> Paced Tutorial – Step x Step		1	2
12	RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES	<u>RACHEL NEWLING STICI CRITICAL ANALYSIS TASK</u>		1	2
13,14,15	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES	<u>SELF PORTRAIT POP ART – ITS ALL ABOUT ME</u> Introduction to POP ART Style Students will use their image to create a Pop Art style image of themselves.			
16	RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION	<u>Pop Up Tunnel Book</u> Introduction to Traditional and Contemporary styles of the Pop-Up Tunnel Book and artists who work in this medium. Students will focus on their design ideas Book needs to have at least a background, middle and front. Composition is important. Tunnel Book can be completed in either paint, colouring in pencils or textas.		1	2
17,18,19	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES	<u>Pop-Up Tunnel Book</u> Work in progress.		1	2
20	MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION	Final day – all artworks must be completed and submitted for final assessment		1	2



YEAR 8 MARKING KEY 2018

NAME : _____

	ASSESSMENT ITEM	RESPONDING (30%)	MAKING (70%)
RESPONDING	How to draw Anything Tutorial	/15	
RESPONDING	Lino Printing Worksheet	/20	
RESPONDING	Introduction to Lino Printing	/5	
RESPONDING	DRAWING TUTORIALS – SEA CREATURES	/35	
RESPONDING	ATTITUDE, BEHAVIOUR, COMMITMENT	/25	
RESPONDING	DRAWING AN APPLE WITH COLOURED PENCILS	/20	
RESPONDING	POP UP TUNNEL BOOK POWERPOINT PRESENTATION	/5	
RECONDIG	RACHEL NEWLING STICI ANALYSIS TASK	/12	
RESONDING	SAFETY WITH LINO TOOLS IN THE ARTROOM	/20	
MAKING	Graffiti Lettering Folio Cover Page		/25
MAKING	Lino Print Design Ideas		/25
MAKING	SINGLE LINO PRINT CALENDAR		/50
	ITS ALL ABOUT ME POP ART		/25
MAKING	POP UP TUNNEL BOOK DESIGN IDEA		/25
MAKING	POP UP TUNNEL BOOK FINAL ARTWORK		/50
MAKING	PORTFOLIO PRESENTATION		/25

FINAL GRADE

YEAR 8 GRADING RUBRIC

Teacher : Anita Littlewood

MAKING – INQUIRY 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.
MAKING – INQUIRY 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.
MAKING – ART PRACTICE 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.
MAKING - ART PRACTICE 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.
MAKING – PRESENTATION 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.
RESPONDING – ANALYSIS Key features to consider when constructing a composition (eg. use of linear and/or atmospheric perspective) Use of visual art elements; 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.
RESPONDING – SOCIAL, CULTURAL AND HISTORICAL CONTEXTS 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.
RESPONDING – INTERPRETATION/RESPONSES 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.