

## COURSE OVERVIEW

**Subject:** Fine Art

**Semester:** 1, 2016

**Teacher/s:** Anita Littlewood

**Year Group:** 10

**As your classroom teacher I would like to welcome you to Year 10 Fine Art for 2016.**

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.

### 1. SUBJECT OUTCOMES

By the end of Year 10, you will evaluate how representations communicate artistic intentions in artworks you make and view. You will evaluate artworks and displays from different cultures, times and places. You will be able to analyse connections between visual conventions, practices and viewpoints that represent your own and others' ideas. You will identify influences of other artists' on your own artworks.

You will manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in your artworks.

### 2. EXPECTATIONS OF STUDENTS

Fine 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 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. 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.

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### 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:

**3B and 4B lead pencils**  
**Artline Marker – Black 0.6mm**  
**A3 Sketch block 20LF Perf. Cardboard Cover**

**Stabilopoint Pen – Black #188**  
**Micadore Markers – Fine Tip – Pkt 12**

### 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:
  - Late 1 school-day: *Loss of 10% of allocated marks (rounded up)*
  - Late 2 school-days: *Loss of 20% of allocated marks (rounded up)*
  - Late 3 school-days: *The work will not be accepted and parents notified (E-mail or 'phone)*
4. When a student is absent on the day an "in-class" assessment task is administered, s/he will be:
  - a. expected to complete the assessment task at the earliest opportunity that is convenient for both student and teacher, *provided the absence is Authorised within the meaning of the Education Act* (i.e. An 'R' or 'E' absence code is entered for the entire day in the College's absenteeism records)
  - b. deemed to have not completed the assessment *if the absence is unauthorised*, with a mark of 0 awarded for that assessment

### Semester 1, 2016 Unit Outline

UNIT	CONTENT TYPE	OUTCOME	SUBJECT MEDIA	DESCRIPTION	WEIGHT %	MARKS	DATES
YR 10	<b>MAKING (70%)</b>	INQUIRY – PRACTICE - PRESENTATION		STARTING TASK – Cover page WATERCOLOUR TECHNIQUES	5% 5%	20 20	<b>TERM 1</b>
YR 10		INQUIRY - PRACTICE – PRESENTATION	<ul style="list-style-type: none"> <li>• DRAWING</li> <li>• PAINTING</li> <li>• MIXED MEDIA</li> </ul>	Watercolour Drawing & Masking Portrait	30%	50	<b>TERM 1</b>
YR 10		INQUIRY – PRACTICE - PRESENTATION	<ul style="list-style-type: none"> <li>• DRAWING</li> <li>• PAINTING</li> <li>• MIXED MEDIA</li> </ul>	Skateboard Art	30%	50	<b>TERM 2</b>
YR 10	<b>RESPONDING (30%)</b>	ANALYSIS		Henri Matisse	10%	15	<b>TERM 1</b>
		SOCIAL, CULTURAL AND HISTORICAL CONTEXTS		Albert Tucker Critical Analysis Investigation Task	10%	15	<b>TERM 2</b>
YR 10		INTERPRETATION/RESPONSE		Self-Reflection	10%	15	<b>TERM 1&amp;2</b>
				<b>TOTAL</b>	<b>100%</b>		<b>SEMESTER 1</b>



## COURSE OVERVIEW

### 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

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

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### STUDENT AND PARENT DECLARATIONS

I have read and understand the course expectations and my responsibilities for participation in Year 10 Fine Art 2016.

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

I have discussed the meaning and significance of the information above with my son/daughter.

Parent /Guardian Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/20\_\_\_

Email Address for Contact : \_\_\_\_\_



## COURSE OVERVIEW

### YEAR 10 ASSESSMENT SHEET

<b>Student Name :</b>					<b>Teacher : Anita Littlewood</b>
<b>MAKING – INQUIRY</b> 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.					
<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 1</b>	<b>MARK</b>
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. 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.					
<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 1</b>	<b>MARK</b>
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 application of visual language demonstrated in artwork. Unsuccessful visual relationships evident.	
<b>MAKING – ART PRACTICE</b> 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.					
<b>20 - 19</b>	<b>18 - 17</b>	<b>16 - 10</b>	<b>9 - 5</b>	<b>4 - 1</b>	<b>MARK</b>
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 drawing and incomplete development of ideas.	
<b>MAKING - ART PRACTICE</b> 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.					
<b>20 - 19</b>	<b>18 - 17</b>	<b>16 - 10</b>	<b>9 - 5</b>	<b>4 - 1</b>	<b>MARK</b>
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> Curatorial decisions for the display of artworks. Resolved artworks appraised with consideration of personal expression and the connection with the viewer.					
<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 1</b>	<b>MARK</b>
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> 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.					
<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 1</b>	<b>MARK</b>
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 reflection with limited evaluation of work.	
<b>RESPONDING – SOCIAL, CULTURAL AND HISTORICAL CONTEXTS</b> 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.					
<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 1</b>	<b>MARK</b>
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 evidence of consideration given to the use of influences in work.	
<b>RESPONDING – INTERPRETATION/RESPONSES</b> 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					
<b>10 - 9</b>	<b>8 - 7</b>	<b>6 - 5</b>	<b>4 - 3</b>	<b>2 - 1</b>	<b>MARK</b>
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 evidence of consideration given to the evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements.	
					<b>Total Marks /100</b>
<b>COMMENTS</b>					<b>FINAL GRADE</b>