

## COURSE OVERVIEW

**Subject:** ART

**Semester:** 1, 2016

**Teacher/s:** Anita Littlewood

**Year Group:** 7

### WELCOME AND RATIONALE :

#### 1. SUBJECT OUTCOMES

As your classroom teacher I would like to welcome you to Year 7 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.

#### 2. EXPECTATIONS OF STUDENTS

Year 7 Art is aimed at being 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:



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### 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 the art room protocols but if you experience any problems with equipment, please ask for help from your teacher.

#### OUR CLASSROOM RULES

Take Risks and Make Mistakes

Be Ready to Learn

Do Your Best

Keep Hands, Feet, and Objects to Yourself

WORK HARD

Try New THINGS

Be Safe Follow Directions

Take responsibility

BE RESPECTFUL

Raise Your Hand

Say Please and Thank You

#### ART ROOM RULES

EVERY STUDENT HAS THE RIGHT TO LEARN.  
NO STUDENT SHALL INTERFERE  
WITH ANOTHER STUDENT'S RIGHT TO LEARN.

1. No talking while the teacher is talking or while another student is responding.
2. Follow directions the first time that they are given.
3. Use materials in the art room safely and as they were intended to be used.
4. Stay seated unless you have permission to do otherwise.
5. Students are expected to work quietly.
6. Ask 3 before me.
7. Keep hands, feet, and objects to yourself.
8. Students are expected to be respectful, responsible, and motivated to do their best.
9. Artwork stays in your portfolio and out of the trashcan!

If it becomes apparent that these rules need to be adjusted or modified, the art teacher will make the final decision.



### 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  
A4 Sketch block

Stabilo Point Black Pen  
Fine Tip Pack 12 Micador Markers

Artline Marker 0.6 black



## COURSE OVERVIEW

### YEAR 7 FINAL ASSESSMENT SHEET

Student Name :		Year :			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.						
10 - 9	8 - 7	6 - 5	4 - 3	2 - 1	MARK	
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. Introduction to one or two of the visual arts conventions. Art making intentions identified through annotations or conversations .						
10 - 9	8 - 7	6 - 5	4 - 3	2 - 1	MARK	
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> Processes to develop and produce artworks. Safe work practice.						
20 - 19	18 - 17	16 - 10	9 - 5	4 - 1	MARK	
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> Processes and resolved artworks appraised; ways to improve art practice. Techniques and processes to support representations of ideas in their artmaking.						
20 - 19	18 - 17	16 - 10	9 - 5	4 - 1	MARK	
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. Presentation convention of attributing artworks.						
10 - 9	8 - 7	6 - 5	4 - 3	2 - 1	MARK	
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> One Critical framework. Use of visual art elements and visual conventions to respond to artworks. Key features for organisation of composition.						
10 - 9	8 - 7	6 - 5	4 - 3	2 - 1	MARK	
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> 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.						
10 - 9	8 - 7	6 - 5	4 - 3	2 - 1	MARK	
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> Personal opinions about their artworks and the work of others' supported by examples within artworks.						
10 - 9	8 - 7	6 - 5	4 - 3	2 - 1	MARK	
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 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.		
					Total Marks /100	
COMMENTS					FINAL GRADE	

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### Year 7 Course Overview – SEMESTER 1, 2016

Wk	Content	Assessment			
		Task	Weight (%)		
			Sem.	Term	
1	WELCOME – EXPECTATIONS – FAMILIARIZATION – ART ROOM TOUR - CONSEQUENCES				
2 - 20	<p><b>ELEMENTS AND PRINCIPLES OF ART &amp; DESIGN</b></p> <p><b>MAKING - INQUIRY :</b> Ideas and design development. Application of techniques and processes suited to 2D and/or 3D artworks. Visual art language used in the development of artworks. Introduction to visual arts conventions. Art making intentions identified through annotations or conversations (portfolio).</p> <p><b>MAKING - ART PRACTICE :</b> Processes to develop and produce artworks. Safe work practices in the art room. Processes and resolved artworks feedback. Techniques and processes to support representation of ideas in art making.</p> <p><b>MAKING – PRESENTATION :</b> Presentation of conventions of attributing artworks.</p> <p><b>RESPONDING – ANALYSIS:</b> Critical analysis frameworks worksheets/tasks to discuss artworks. Use of visual elements and principles of design and visual conventions.</p> <p><b>RESPONDING – SOCIAL, CULTURAL AND HISTORICAL CONTEXTS :</b> Key features identified in artworks belonging to a given artist, movement, time of place. Purpose and meaning associated with artworks from selected artists and art styles.</p> <p><b>RESPONDING – INTERPRETATION/RESPONSE :</b> Personal opinions about artworks and the work of others.</p>	<p><b>MAKING :</b> <b>INQUIRY - ARTS PRACTICE - PRESENTATION:</b></p> <ul style="list-style-type: none"> <li>• Folio Cover Page – Lettering Style Mandala</li> <li>• Bad Hair Day</li> <li>• Warm &amp; Cool Colours</li> <li>• Paper Cut out Matisse</li> <li>• Drawing Eyes &amp; Glasses</li> <li>• Geometric Form</li> <li>• Texture hands</li> <li>• Grid Drawing</li> <li>• Leaf and Underfoil Art</li> <li>• Canvas Letters</li> <li>• Sneaker &amp; Skateboard Branding Art</li> </ul>		Term 1/2 2016	
			70%		
			<p><b>RESPONDING :</b> <b>ANALYSIS - SOCIAL, CULTURAL &amp; HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES :</b></p> <ul style="list-style-type: none"> <li>• The Art of Silliness – Carla Sonheim Worksheets</li> <li>• Elements of Art Worksheets</li> <li>• Self Reflection Worksheet</li> </ul>		Term 1/2, 2016
			30%		
<b>TOTALS SEMESTER 1, 2016</b>			100%		

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TYPE OF ASSESSMENT AND WEIGHTING	
<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>

COURSE ASSESSMENT - GRADES		
Student's 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

ASSESSMENT POLICY
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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

### STUDENT AND PARENT DECLARATIONS

I have read and understand the course expectations and my responsibilities for participation in Year 7 Art

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 Teacher contact: \_\_\_\_\_