



COURSE OVERVIEW

Subject: Fine Art

Semester: 1, 2016

Teacher/s: Anita Littlewood

Year Group: 9

As your classroom teacher I would like to welcome you to Year 9 Fine Art for 2016.

WELCOME AND RATIONALE :

1. SUBJECT OUTCOMES

Year 9 Art for 2016 provides for further development of art 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 9 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:

A	ATTITUDE Be positive and try your best!
R	RESPECT Respect everyone and everything.
T	THINK Understand and demonstrate.
I	IMAGINE Be creative and dream!
S	SPIC & SPAN Clean up after yourself and table.
T	TARGET Follow directions to stay on target.


b. Assessment:

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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:

If you experience any problems with equipment, ask for help from your teacher.



Respect
in the art room

I will respect the art supplies

I will respect the teacher

I will respect my classmates

OUR CLASSROOM RULES

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

Take Risks and Make Mistakes

Say Please and Thank You

Raise Your Hand

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	Stabilo Point Black Pen	Artline Marker 0.6 black
A4 Sketch block	Fine Tip Pack 12 Micador Markers	

STUDENT AND PARENT DECLARATIONS

I have read and understand the course expectations and my responsibilities for participation in Year 9 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__

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TERM 1 PROJECT BRIEF : DAY OF THE DEAD

ELEMENTS OF ART : PATTERN, LINE, COLOUR, SHAPE, TEXTURE, MARK MAKING, FORM
* MIXED MEDIA MAGAZINE ALTERED IMAGE, * SUGAR SKULL ARTWORK * LINO PRINT



SUPPORTING TASKS/ACTIVITIES

This project of work is all about the celebration of the Day of the Dead in Mexico and how it has influenced art. Students will view PowerPoint presentations and see the work of different artists like Frida Kahlo who use the day of the Dead to influence their style of art. Students will complete tasks using: line, colour, texture, pattern and shape that will develop their skills prior to completing their final artworks.

Objectives: Students will :

1. Define line, colour, value, pattern and shape.
2. Become familiar with relevance of the Day of the Dead in Mexico, its style of art and artists who work in this art style.

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

ASSESSMENT

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.



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Year 9 Course Overview – SEMESTER 1, 2016

Wk	Content	Assessment		
		Task	Weight (%)	
			Sem.	Term
1	<p>WELCOME – EXPECTATIONS – FAMILIARIZATION – ART ROOM TOUR - CONSEQUENCES</p>			
2 - 20	<p>ELEMENTS AND PRINCIPLES OF ART & DESIGN MAKING - INQUIRY: Ideas for art making. Exploration of media, materials and technologies. Visual art language used in the development of artworks. Recognition and use of visual arts conventions. Personal response in written and visual form. Introduction of ideas. MAKING - ART PRACTICE: Materials, techniques and technologies explored to develop and represent artistic intention. Safe and sustainable practices in the art room. Processes and resolved artworks feedback. Techniques and processes chosen to develop and refine artworks when representing ideas and subject matter. MARKING – PRESENTATION: Display options when showing artworks appropriate to art forms. Resolved artworks appraised with consideration of personal expression and audience. RESPONDING – ANALYSIS: Critical analysis frameworks worksheets/tasks to discuss artworks. Use of visual language, conventions and art terminology to respond to artworks. RESPONDING – SOCIAL, CULTURAL AND HISTORICAL CONTEXTS: Identification of representations in artworks within a given context. Viewpoints in artworks from particular artists and styles. Practice, techniques and viewpoints of artists from different cultural groups. RESPONDING – INTERPRETATION/RESPONSE: Evaluation of their own artworks and the work of others.</p>	<p>MAKING : INQUIRY - ARTS PRACTICE - PRESENTATION:</p> <ul style="list-style-type: none"> • Folio Cover Page – Lettering Style • Day of the Dead Magazine Altered Image • Day of the Dead Sugar skull • Day of the Dead Lino Print • Day of the Dead Lino Print onto Clay Tile 		Term 1/2 2016
			70%	
		<p>RESPONDING : ANALYSIS - SOCIAL, CULTURAL & HISTORICAL CONTEXTS - INTERPRETATION / RESPONSES :</p> <ul style="list-style-type: none"> • The Day of the Dead Celebration in Mexico PowerPoint • The Art of Frida Kahlo – PowerPoint and Worksheets • Self-Reflection Worksheet 		Term 1/2, 2016
			30%	
		TOTALS SEMESTER 1, 2016	100%	



COURSE OVERVIEW

YEAR 9 ASSESSMENT SHEET

Student Name :		Year :		Teacher : Anita Littlewood	
MAKING – INQUIRY Ideas for art-making appropriate for chosen discipline Exploration of media, materials and technologies in order to understand how they can be applied to a variety of art forms.					
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.	
MAKING – INQUIRY Visual art language used in the development of artworks. Recognition and use of visual arts conventions. Personal response in written and visual form to illustrate understanding of themes, concepts or subject.					
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.	
MAKING – ART PRACTICE Materials, techniques and technologies explored to develop and represent their own artistic intention.					
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.	
MAKING - ART PRACTICE Techniques and processes chosen to develop and refine artworks when representing ideas and subject matter. Safe and sustainable practices when producing artworks. Processes and resolved artworks appraised; ways to improve art practice.					
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.	
MAKING – PRESENTATION Display options when showing artworks appropriate to art forms. Resolved artworks appraised with consideration of personal expression and audience.					
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.	
RESPONDING – ANALYSIS Critical analysis frameworks used to analyse artworks from contemporary and past times. Use of visual art language, visual conventions and art terminology to respond to artworks. Visual conventions identified in complex compositional arrangements of artworks.					
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.	
RESPONDING – SOCIAL, CULTURAL AND HISTORICAL CONTEXTS Identification of representations in artworks within a given context. Viewpoints in artworks from particular artists and styles. Practices, techniques and viewpoints of artists from different cultural groups.					
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.	
RESPONDING – INTERPRETATION/RESPONSES Evaluation of their own artworks and the artworks of others' using examples and evidence to support judgements					
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 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.	
					Total Marks /100
COMMENTS					FINAL GRADE