



WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

Year 7-10 Wearable Art / APEX Fashion

COURSE OUTLINE

In this Visual Art Option students will be researching, planning, designing and creating an original, individual and thematically planned wearable garment. Students will employ creative and non-conventional techniques to construct 3-dimensional wearable clothing and accessories that reflects the development and exploration of their ideas and abilities. The purpose of this is for the creation to be entered into the National APEX Teenage Fashion Award Competition. To evaluate and reflect on processes and their creations, students will create a promotional video using live footage or an informational pamphlet for a wider audience.

COURSE OUTCOMES

- Investigate and view a variety of artists, designers, styles and artworks from a variety of periods in history.
- Plan, Design and Create a themed garment of Wearable Art.
- Produce and maintain a Visual Diary.
- Create promotional media to reflect on work using forms of ICT.
- Use and refine techniques required for the production of art.
- Justify choices and Reflect on art making practices and processes.
- Demonstrate ability to employ safe work practices and effective management of time, resources and environment.
- Participate in a National event to display their artworks and represent their school and community.

TASKS

1: Portfolio – Students create and maintain a themed portfolio of design ideas, sketches, collected inspirational pictures/ photographs/ articles and all written work. A cover page must be included and link to the overall theme of the garment being created.

2: The Creation – The finished item made by students and based on their historical investigations, ideas and designs. Students demonstrate ability to problem solve in order to explore a variety of art making techniques.

3: A Research Project – Students are required to conduct research into various periods in costume and fashion design. Students produce a Powerpoint presentation reflecting on historical contexts, identifying features and methods of construction. Students will also personally reflect, justifying choices and linking to Art elements and design principles.

4: Written description and music – Students demonstrate ability to link ideas explored and justify choices made to write a descriptive piece and choose appropriate music that reinforces and explains their artwork.

5: Reflective Journal – Students will maintain a weekly journal containing personal evaluations and reflections relating to processes explored, tasks undertaken and techniques used.

6: Video or promotional pamphlet – Students will use forms of ICT to create promotional media evaluating the processes undertaken and their final resolved garment.

ASSESSMENT BREAKDOWN

Assessment for the Elective Unit.

There will be **SIX** areas that students will be assessed on.

1: Portfolio (15%) –A portfolio of design ideas, sketches, collected inspirational pictures/ photographs/ articles and a reflective diary. A3 black art file and **MUST** include a themed cover page that relates to the theme of the garment, this can be done using colours, resources or the ideas that represent the garment, theme or chosen culture.

Using the design template, design and draw a minimum of three different ideas. One idea, the chosen one will then be presented as an A3 size full colour design with swatches of fabrics/ resources attached to it.

2: The Creation (40%) – The finished item, based on the designs.

An assessment on the time management, use of resources, environmental care, respect and level of independence will also be given.

3: A Research Project (10%) – Research, using books, resources, school and shire Libraries or Internet, a period or era in historical fashion design,

4: The written description and music (5%) - A detailed written description of the materials used that links ideas with theme. This will be the description that is read while presenting the garment on the catwalk. The music selected should also link to the theme and is used to enhance the story and communicate ideas.

5: Reflective Written Journal OR Video Diary (15%) – A journal/diary will need to be completed each week at the end of each session, this will list what has been done during the class time, what progress is occurring and include personal evaluations, reflections on processes and justify choices.

6: Promotional Video (15%) – A one and half minute video clip using iMovie, containing live footage, still photography, captions and music that could be used to promote the garment created

TIME LINE

WEEK	ACTIVITY	TASK DUE/HOMEWORK
1	Unit overview	
2	Viewing of previous AATFA events. Explanation of Design process	Journal
3	View and discuss thematic design. Begin designs	Journal Written evaluation of a selected garment.
4	Exploring resources and materials. Continue Designs	Journal
5	Identifying, gathering and selecting resources. Continue Designs	Journal Designs for Garments
6	Demonstration of construction methods. Visual Diary Creation	Journal
7 - 9	Manufacturing	Journal
10	Progress Reflection Sharing	Research Investigation
11 - 14	Manufacturing	Journal
15	Manufacturing	Journal
16 - 20	Manufacturing	Journal Visual Diary Garment

Semester 2		
1	Review of completed work	Garment to date
2	Manufacturing	
3	Manufacturing	Journal
4	Writing a description – thematic explanation	
5	Finalising a design	Completed garment
6	Choreography – Rehearsal	Regional Heat Garment presentation
7	Evaluation and reflection	Journal
8	Creation of advertising materials to promote and reflect on garment – Video using iMovie	
9	Production	
10	Production	
11	Production	Completed promotional task Video.
12	Presentation of Videos	
13	Technique exploration Screen print	
14	Production	Journal
15	Technique exploration Layering – Creating volumn	
16	Production	Journal
	Technique exploration Frames – cane, wire, card	Completed Visual Diary
18	Production	
19 -20	Finalise explorations Evaluation & Reflection	