



WAGIN DISTRICT HIGH SCHOOL SEMESTER OUTLINE

Year 7 Visual Arts

COURSE OUTLINE

In Visual Arts students will learn through independent and guided opportunities aimed at the refinement of their skills and ability to follow processes required for making art. Students will further explore critical, sensory and emotional ways of representing meaning and ideas as they engage with materials, technologies and processes and explore their own and others' visual arts works.

A greater emphasis on Making and Responding during the year will enable students to develop their knowledge, skills and ability. Students will develop ways to respond critically to their own art and to the artwork of historical and cultural periods and artists.

COURSE OUTCOMES

- Investigate, view, discuss and research, to guide ideas and designs, acknowledging their inspiration.
- Students will demonstrate ways to create and present artworks for an audience viewing and critical reflection.
- Demonstrate necessary manipulative skills to create art and follow appropriate processes required for production.
- Demonstrate understandings of, and use art elements in an effective manner.
- Students will evaluate and respond critically and emotionally to artworks of others and their own given teacher directed frameworks.
- Develop safe, sensible and sustainable work practices when engaging in art making and use of resources, materials and equipment.

TASKS

Task 1 – Visual Diary Front Page: My Name in Perspective – Students will draw their name in the first perspective, they will surround this will drawings of things that they feel best represent them. I.e. football, drawing, video games etc.

Task 2 – Japanese Arts - In this project, the students will be learning the about traditional Japanese arts and tradition, they will learn paper craft, drawing and the complex art of Japanese calligraphy painting.

Part A: Artist Study – Students will investigate, view, compare, discuss the wood block print, Looking Smoky by Yoshitoshi.

Part B: Paper Craft – Students will learn about the Japanese holiday Tanabata and create traditional Tanabata decorations.

Part B: Drawing Study – Students will study traditional Japanese ink paintings, specifically looking at animals and learn how to draw them in the style.

Part C: Ink Study – Students will use Japanese calligraphy techniques to create their own ink scroll.

Task 3 – Evaluation –Students will use a given format to critical evaluate and reflect their own artwork.

ASSESSMENT BREAKDOWN

| TASK | PERCENTAGE OF MARK |
|-------------------------------------|--------------------|
| Task 1 Resolved/ Completed Artwork | 25% |
| Task 2 Resolved/ Completed Artwork | 25% |
| Documented Experimental examples | 10% |
| Written Evaluations and Reflections | 15% |
| Task 3 Resolved/ Completed Artwork | 25% |

TIMELINE

| WEEK | ACTIVITY | TASK DUE/HOMEWORK |
|-------|--|---------------------------------------|
| 1-2 | Course Overview and Establish work practices Task 1 – Visual Diary Front page 1 point perspective. | Evaluation |
| 3-4 | - Paper craft - Tanabata - patterns -wishes | |
| 5-7 | Artist Study - Yoshitoshi Drawing study -drawing animals | |
| 8-9 | Designing Process : Different Ideas for scroll paintings | |
| 10 | -Learning to use ink -painting with ink | |
| 11 | Finishing off Designs | |
| 12-13 | Practice with coloured Ink, Practice blending colours | |
| 14-16 | Being Scroll painting | |
| 17-19 | Continue with Scroll painting | |
| 20 | Finishing off and evaluation of artwork. | Resolved Artwork Evaluation of Art |