



# WAGIN DISTRICT HIGH SCHOOL

## Term 3 OUTLINE

### Year 7 - 10 Visual Art 2020

#### 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.

#### Yr 7 Visual Art:

**Task 1: Drawing: Australian Animals:** For this project, students will study Australian animals and flora in order to draw them to the best of their ability using the drawing techniques they developed last term.

**Task 2: Landscape painting: Acrylic Study:** For this project, students will be introduced to the basic techniques of acrylic painting. This will ensure they have the skills necessary to complete future projects.

**Task 3: Aboriginal Art:** Nathan Patterson is an Australian Artist and proud Wagiman man and creator and owner of Iluka Art & Design, an innovative aboriginal art/design company. Students will be inspired to create their own painting in the style of Nathan Patterson.

**Task 4: Spirit Doors:** Students will be given a tutorial to follow in order to create their own custom clay spirit door.

**Task 5: Klimt's Tree of Life –** Students will be researching and analysing the famous painting The Tree of Life by Austrian symbolist painter Gustav Klimt. Students will then have the opportunity to demonstrate their understanding by creating their own Tree of Life painting.

Week 1-2	<b>Task 1: Drawing: Australian Animals</b> <ul style="list-style-type: none"> <li>- Introduction and Expectations</li> <li>- Project Overview</li> <li>- Demo – how to draw while using reference images</li> <li>- Looking at Australian Plant life and Wildlife and drawing them</li> </ul>
Week 3-4	<b>Task 2: Landscape painting: Acrylic Study</b> <ul style="list-style-type: none"> <li>- Introduction into acrylic painting</li> <li>- How to paint basic environmental features</li> <li>- Painting Demo and study</li> </ul>
Week 5-6	<b>Task 3: Aboriginal Art</b> <ul style="list-style-type: none"> <li>- Project Overview</li> <li>- Concept Sketches</li> <li>- Transfer design to canvas board</li> <li>- Painting</li> </ul>
Week 7-8	<b>Task 4: Spirit Doors</b> <ul style="list-style-type: none"> <li>- Project Overview</li> <li>- Clay introduction and Demo</li> <li>- Concept Sketches</li> <li>- Creation</li> </ul>
Week 9-10	<b>Task 5: Klimt's Tree of Life</b> <ul style="list-style-type: none"> <li>- Read through Project Outline</li> <li>- Step by Step walk through</li> <li>- <u>Rough Draft</u></li> <li>- <u>Final</u></li> </ul>

## **Yr 8 Visual Art:**

**Task 1: Spirit Kitchens - Ideation and Brainstorming:** In groups of 3 students will be designing and researching the kind of restaurant they wish to create.

**Task 2: Film Deconstruction: Spirited Away:** Students will watch the film 'Spirited Away' and complete a film analysis task. This will tie in with their English assessment.

**Task 3: Spirit Kitchens: Construction:** Students will use their teamwork skills to begin constructing their designed 'Spirit Kitchen' out of cardboard, foam and other art supplies.

**Task 4: Pop stick Furniture Art:** Students will make their own furniture out of pop sticks and bolsa wood.

**Task 5: Clay Creatures: Japanese Mythology and Reflection:** For their final task, students will design a clay character to live inside their spirit kitchen. They will also complete a reflection on the entire process.

Week 1 -2	<b>Task 1: Spirit Kitchens</b> <ul style="list-style-type: none"> <li>- Introduction and Expectations</li> <li>- Project Overview</li> <li>- Brainstorm and Research <ul style="list-style-type: none"> <li>o Reference images of different kinds of restaurants</li> <li>o Research what kind of furniture or creatures they want to make</li> <li>o Research the DIY projects they think they want to try</li> </ul> </li> <li>- Concept Sketches</li> </ul>
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Week 3-4	<p><b>Task 2: Film Deconstruction: Spirited Away</b></p> <ul style="list-style-type: none"> <li>- Demo: How to analyse a film – What to look for</li> <li>- Watch: Spirited Away</li> <li>- Deconstruct Film <ul style="list-style-type: none"> <li>o What was the message of the film?</li> <li>o What did the main character learn? How did she change?</li> <li>o What was the arc of the story?</li> <li>o List the film techniques that you saw that lead you to these discoveries.</li> </ul> </li> <li>- Review: Design for Restaurant and a Characters <ul style="list-style-type: none"> <li>o Are you going to make any changes now that you've seen the film?</li> <li>o How has the film influenced your design?</li> </ul> </li> </ul>
Week 5-6	<p><b>Task 3: Spirit Kitchens: Construction</b></p> <ul style="list-style-type: none"> <li>- Gather Materials</li> <li>- Allocate jobs – who's going to do what</li> <li>- Begin Construction</li> </ul>
Week 7-8	<p><b>Task 4: Pop stick Furniture Art</b></p> <ul style="list-style-type: none"> <li>- Project Overview</li> <li>- Research and Brainstorm</li> <li>- Gather Reference Images</li> <li>- Concept Sketches</li> <li>- Construction and creation</li> </ul>
Week 9-10	<p><b>Task 5: Clay Creatures: Japanese Mythology and Reflection</b></p> <ul style="list-style-type: none"> <li>- Project Overview</li> <li>- Research and Brainstorm</li> <li>- Gather Reference Images</li> <li>- Concept Sketches</li> <li>- Construction and creation</li>   <li>- <b>Reflection on entire project.</b></li> </ul>

## **Yr. 9/10 Visual Art:**

**Task 1: Geometric Art - Ink Study:** Geometric Shapes can be *defined* as figure or area closed by a boundary which is created by combining the specific amount of curves, points, and lines. For this project students will be taking animals and turning them into basic geometric shapes, then creating interest by adding pattern or shading.

**Task 2: Art Noveau Four Seasons Bookmarks:** Students will research and develop and understanding and (hopefully) an appreciation for the Art Noveau moment and Style. Students will then brainstorm and design 4 bookmarks inspired by the 4 Seasons and the Art Noveau Style.

**Task 3: Clay: Tiny House:** Students will be given an introduction and refresher on how to use Sculpey or Polymer clay. They will then brainstorm and design the kind of house they would like to create, including research techniques that they may be able to use to construct their project.

**Task 4: Clay: Exotic Reef:** For this project, students will research and the Great Barrier Reef. This will help them in their project to create a clay model of a miniature reef.

**Task 5: Storm in a Cup – Ink Art:** For this project, students will have a chance to refresh their memories and skill set of traditional inking techniques. But designing and creating and surrealist piece inspired by the phrase “A Storm in a Cup”.

Week 1 -2	<b>Task 1: Geometric Art: Ink Study</b> <ul style="list-style-type: none"> <li>- Introduction and Expectations</li> <li>- Read through Project Outline</li> <li>- Step by Step walk through</li> <li>- <u>Rough Draft</u> - <i>Photo/submission</i></li> <li>- <u>Final</u> - <i>submission</i></li> </ul>
Week 3-4	<b>Task 2: Art Nouveau Four Seasons Bookmarks</b> <ul style="list-style-type: none"> <li>- Introduction and Expectations</li> <li>- Read through Project Outline</li> <li>- Step by Step walk through</li> <li>- <u>Rough Draft</u> - <i>Photo/submission</i></li> <li>- <u>Final</u> - <i>submission</i></li> </ul>
Week 5-6	<b>Task 3: Clay: Tiny House</b> <ul style="list-style-type: none"> <li>- Introduction to clay – Expectations</li> <li>- Read through Project Outline</li> <li>- Demo – How to use ‘Sculpey Clay’</li> <li>- Concept Sketches and Brainstorming</li> <li>- Construction</li> </ul>
Week 7-8	<b>Task 4: Clay: Exotic Reef</b> <ul style="list-style-type: none"> <li>- Read the Project Outline</li> <li>- Research – What do Reefs look like? – Drawing Study</li> <li>- Concept Sketches and Brainstorming</li> <li>- Construction</li> </ul>
Week 9 - 10	<b>Task 5: Storm in a Cup – Ink Art</b> <ul style="list-style-type: none"> <li>- Read through Project Outline</li> <li>- Step by Step walk through</li> <li>- <u>Rough Draft</u></li> <li>- <u>Final</u></li> </ul>

**Teacher Contact Details:**

In an effort to ensure we are on the same page regarding your child’s learning, I am available for meetings with you. **To organise a meeting or for any general concerns or queries, please contact me on the school phone number 9861 3200, via email at alexis.vanleeuwen@education.wa.edu.au.**

Kind Regards,  
Ms Alexis van Leeuwen