



WAGIN DISTRICT HIGH SCHOOL

Term 3 OUTLINE

Year 5/6 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.

Task 1: Pop Art Food: Illustrations: Pop art is an art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s. The movement presented a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced cultural objects. For this task students will be focusing on food. They will choose their favourite item (or items) of food and illustrate it in the style of Pop Art!

Task 2: Clay: Doughnuts – Intro into Polymer: Students will be introduced to the rules and basic techniques of using sculpey clay.

Task 3: Pop Art Food: Clay Creations: Following on from their previous two tasks, students will be using sculpey clay to create their own clay pop art style food.

Task 4: Designing a Tiny House – Illustration: Students will be researching and designing a tiny house that they will have to eventually make.

Task 5: Clay: Tiny House: Using clay, pop sticks and cardboard, students will make their own tiny house based on their own designs.

Week 1-2	Task 1: Pop Art Food: Illustrations <ul style="list-style-type: none"> - Introduction and Expectations - Project Overview - Introduction into the history of Pop Art - Demo Project - 3 Illustrations from each student - Mount onto coloured card - Mount on to A3 Black Cardex paper
Week 3-4	Task 2: Clay: Doughnuts – Intro into Polymer <ul style="list-style-type: none"> - Expectations and Rules of Clay - Introduction to clay - Project Overview - Demo – How to use clay - Create - Paint
Week 5-6	Task 3: Pop Art Food: Clay Creations <ul style="list-style-type: none"> - Use previous illustrations as a guide to create their own food clay creations - Begin construction - Cook - Paint
Week 7-8	Task 4: Designing a Tiny House – Illustration <ul style="list-style-type: none"> - Read through Project Outline - Step by Step walk through - Brainstorm - Research/Reference Images - <u>Rough Draft</u> - <u>Final</u>
Week 9-10	Task 5: Clay: Tiny House <ul style="list-style-type: none"> - Project Overview - Brainstorm - Concept Sketches - Begin Construction - Paint and Finalise.

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