WAGIN DISTRICT HIGH SCHOOL
Term 3, 2025 OUTLINE
Year 7 Visual Art

COURSE OUTLINE

In Year 7, students have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices and present their artwork for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation.

Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

The teaching of knowledge and skills in Visual Arts will be through one of the art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (drawing, painting, printmaking, textiles, illustration)

3D (ceramics, sculpture, installations)

Art styles:

Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

ACHIEVEMENT STANDARDS

At Standard, students develop ideas related to a given theme. They select and explore media and materials, and briefly document their results. Students use elements and principles when developing artwork and make decisions about composition. They write annotations and comment about design intentions. They explore and experiment with techniques and processes and, with guidance, use a selected process to create and present a finished artwork. Students use equipment and materials in a safe manner. They reflect on their own artwork and discuss possible improvements.

In responding to artwork, students use art terminology, identify obvious key features and provide personal opinions. They provide a description of an artwork and discuss the use of elements and principles. Students make comments about meaning, based on personal interpretations.

TASKS OUTLINE – VISUAL ARTS

Task 1: Fantasy Fish Drawing

Is an imaginary drawing activity that requires students to incorporate parts of real and imaginary fish to create a drawing. The drawing will be rendered using black pen to outline and students choose materials to add colour.

Task 2: Wire Fish Sculpture

Students will use wire to construct a 3D artwork using previous fish drawings. Beads and other small pieces like buttons, stones and gems to give the fish texture and patterns.

Task 3: Watercolour Seascape

Introduce watercolour techniques both transparent and opaque to create the illusion of depth in a 2D artwork based on an underwater scene.

Task 4: Procreate 'Great Wave'

Use a variety of procreate digital brushes to create a digital artwork inspired by 'The Great Wave'.

Visual Arts Key concepts and contexts
• Design development
• Skills, techniques and processes in 2D and 3D forms
• Understanding and responding to Visual Arts in an Australian context Across the year, different key concepts are emphasised in:
• **Making**: Inquiry, Art Practice and Presentation
• **Responding**: Analysis, Social, Cultural and Historical Contexts, and Interpretation/Response

For Year 7, Assessment is broken down to, **Making is 80%** and **Responding is 20%**

TIME LINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
	1 – 2	Task 1: **Fantasy Fish Drawing** - Use source drawings of a variety of fish images to develop and design a fantasy fish. - Draw one large, shaped fish. - Start with basic shapes and then add elaborations and details - Ink and colour used to complete the fish design - Finish off piece, mount and display	Exploring Ideas Making Reflection/ Responding 20/100
	3/4/5	Task 2**: Wire Sculpture** - Demonstrate construction of a form/shape to work around using strong wire. - Share some examples from other artists - Using florist wire and beads work around the shape to create the patterns and details of the fish - Discuss and experiment with a variety of materials to create the illusion of scales - Check for strength of the structure and work out how to display 3D object. - Apply any finishing touches and details to finalise the artwork. -	Exploring Ideas Skills/Techniques Making Reflection/ Responding 30/100
	6/7/8	Task 3: **Watercolour Painting-Depth under the seascape.** - Use a variety of watercolour techniques to create a picture that represents depth and distance in a two-dimensional artwork. - Develop image from background to foreground including images that would be seen under the sea. - Combine watercolour and gouache painting techniques to achieve the illusion of depth	Exploring Ideas Skills/Techniques Making 30/100

9/10	Task 4: **The Great Wave-Procreate** - Introduction to basic drawing tools from the procreate suite. - Draw inspiration from the famous great wave painting to create a digital representation - Print and mount for presentation.	Exploring Ideas Skills/Procedures Production/Making Reflection/ Responding 20/100

Timeline and assessment items may be subject to change.

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 us on the school phone number 9861 3200, or via email at **jane.neil-smith@education.wa.edu.au**

Kind Regards,
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Art Specialist