



WAGIN DISTRICT HIGH SCHOOL

Term 3, 2025 OUTLINE

Year 9 Visual Art

COURSE OUTLINE

In Year 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work. Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions. Students will learn knowledge and skills in Visual Arts through one 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 (painting, printmaking, drawing, photo and digital media, graphics, collage)

3D (ceramics, sculpture, installations, textiles and jewellery)

Art styles:

Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

ACHIEVEMENT STANDARDS

At Standard, students generate ideas related to a given theme and art style. They experiment with media, materials and technologies, and document results. Students select and apply elements and principles and artistic conventions to arrive at visual solutions. They consider design alternatives and use visual art language in annotations. Students use equipment and materials in a safe manner. They provide reflective comments and opinions about the creative process. Students maintain a plan in the development of an idea for a final design and apply techniques, processes and an art style in artwork. They produce an artwork with reference to a chosen design. With guidance, students apply presentation conventions to display artwork for exhibition purposes. They comment on their own artwork, with some consideration of audience and purpose.

Students analyse artwork and provide an interpretation, personal opinion and judgement. They use visual art language to describe artwork and offer opinions about how the artwork was created. Students identify visual conventions and offer an opinion about artists' viewpoints and/or art styles. Students complete research about artists and comment on techniques used by artists to convey cultural viewpoints. They provide a reflection of their own artwork, using evidence to support judgements.

ASSESSMENT OUTLINE

Visual Arts Key concepts and contexts

- Landscape, Figures, Narrative, Photography
- Skills, techniques and processes in 2D
- Understanding and responding to artwork from different artists and styles 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 9, Assessment is broken down to, **Making is 70%** and **Responding is 30%**

COURSE TIMELINE

	TIMELINE	KEY CONCEPTS	ASSESSMENTS
TERM 1	1 – 2	TASK 1: NAME-COLLAGE FISH DESIGN <ul style="list-style-type: none"> - Introduction and Expectations - Read through Project Outline - Step by Step Walk through - Using coloured pattern paper for fish shapes - The fish need to fill the page - <u>Finished piece</u> 	Exploring Ideas Skills/Procedures Production/Making 20/100
	3/4/5/6	TASK 2: BOTTLE FISH SCULPTURE <ul style="list-style-type: none"> - Use the shape of a bottle and other materials to construct a framework for a 3D fish. - Investigate shapes and patterns for sculpture - Paper mâché technique to create the form for the fish shape - Decorate/paint sculpture using a style/design that is suits interests. Maybe graffiti or realistic patterning. - Seal and create/construct a stand or hanging device for the sculpture. - Fill out self-reflection and response sheet for the project. 	Exploring Ideas Skills/Procedures Production/Making Responding 40/100
	7/8/9	TASK 3: PRINTMAKING FISH MONOPRINT <ul style="list-style-type: none"> - Select a black and white image of an underwater scene - Block in colours on a separate sheet - Oil pastel the back of the photograph and place on top of the other sheet. - Draw lines and detail with a pen to transfer the marks onto the coloured sheet - Peel back the sheet and reveal completed monoprint 	Exploring Ideas Skills/Procedures Production/Making 30/100

	10	TASK 4: ALL YOU CAN DRAW CARDS/SELF-REFLECTION RESPONSE SHEET <ul style="list-style-type: none"> - Read through card instructions - Draw using black marker pens on A4 paper - Need to have overlapping shapes to create depth. - Use page and develop a balance composition - Fill in negative spaces to complete the picture. 	Engagement/participation 10/100
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Timeline and assessment items may be subject to change.

Teacher Contact Details:

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, via email at jane.neil-smith@education.wa.edu.au

Kind Regards,
Mrs Jane Neil-Smith,
Wagin District High School,
Art Specialist.