

**1CVAR
Inspirations**



Carina McPherson, Y11, Sacred Heart College
The Journey 1st prize 2007

Sample school-based assessment outline 1CVAR Inspirations

Unit 1BVAR Explorations			Outcome 1 Visual Arts ideas	O V t e p		
Assessment type		Weighting	Task Description			
Art Making	Production This is a body of work that incorporates resolved artwork/s and documentation of thinking and working practices.	80%	Task 1: Inner Peace/Peace within the family/Peace in the neighbourhood & community OR Peace within and between nations. Produce a series of drawings and designs to support you in the development of a resolved mixed media painting in the theme of Peace.	✓		
	Critical analysis: Response to, analysis and evaluation of artworks.	10%	Task 2: Critical analysis Use the STICI framework to analyse the work of a selected artist. Discuss how art elements and principles have been used in your artwork.			
Art Interpretation	Investigation Case studies involving research and visual analysis focused on Australian and international arts practice from the selected resource list.	10%	Task 3: Symbols used in art Investigate the media, techniques and symbols used in the artworks of contemporary and traditional Australian and International artists.			

STUDENT TASK SHEET

UNIT 1CVAR Inspirations

TYPE: Production

OUTCOMES: Outcome 1: Visual arts ideas and
Outcome 2: Visual arts skills, techniques and processes

CONTENT: Art making

UNIT CONTEXT: Concept: **Peace**

- Inner Peace,
- Peace within the family;
- Peace in the neighbourhood & community; or
- Peace within and between nations.

Styles and approaches: traditional and contemporary approaches

Materials: mixed media

Meanings and messages: personal response to artworks, visual narratives

Purposes: communication using symbols

Task:

Produce a series of exploratory drawings based on the theme Peace. Students need to experiment with media and techniques to develop a series of images and annotations that reflect different aspects of Peace. (These may be both real and imagined.)

In this task you will produce a series of drawings and designs to support you in producing a mixed media image of what Peace means to you.

Time for the task

15 weeks. (Includes class time and requires out of class work time also.)

- This is a semester long unit.
- Activities are to be completed during the week identified in the program outline.
- Tasks not completed in class are to be completed in your time or in accordance with schools assessment policy.



Stephanie Law, Y11 Sacred Heart College
Shades of Peace 2nd prize 2007



Natalie Oon, Y11 Methodist Ladies
College
Mantra Joint Winner 2005

What you need to do

Inquiry

- **Drawing Exercises**

Complete tonal portrait drawings from photocopied photographs of self or observed using a mirror. Develop the sketch/es using dry media to incorporate your chosen Peace theme. Explore various poses of the human body which could be used in your artwork. Use fine bullet felt tip pens. Repeat the shapes in the background. Put the photocopy away. Draw into the background with appropriate shapes of your own design. Resolve the drawing.

Look at various expressions and complete a series of thumbnail sketches of expressions.

Capture a few interesting postures using chalk pastels.

- **Use sources of information** <http://psychs-for-peace.blogspot.com/> all about the Peace Art Award including past winners. Winners <http://tinyurl.com/49wunn> Images from 2007 and 2005.

- **Concept development**

Develop your portrait around the concept of inner Peace **or** Peace within the family **or** Peace in the neighbourhood and community **or** Peace within and between nations.

Sketch an image of objects you feel represent Peace, exploring various angles and the use of symbols. Develop your image incorporating aspects of your previous drawings and any other imagined or observed drawings you would like to include.

- **Thumbnail sketches**

Develop a series of resolved thumbnail sketches exploring different compositional ideas. Annotate the media and techniques you intend to use. Use your thumbnail sketches to carefully plan your final work.

Visual language

- **Compositional arrangement**

Develop several compositional ideas considering the following design principles; balance, unity, focal point and rhythm. Consider applying compositional devices that bring action or direct the viewer's eye through a composition such as directional and diagonal lines. These ideas can be completed 2 per A3 page.

- **Textural effects**

Plan to develop rich, exciting textural effects using a mixture of media in your work to create interest and draw attention. You may decide to collage different materials onto the work.

- **Colour Palette**

Practice colour mixing using warm and cool paints. Use tints and tones of the same colours to unify the colour palette of your work. Use a variety of media to contrast or harmonise your work.

- **Perspective**

Interpret the aspects of Peace. Explore real and imagined images. Consider the illusion of depth by diminishing size of objects and overlapping shapes in your work using stencils.

Visual influence

- **Research artists and artworks**

Look at the artwork created by traditional and contemporary artists. Identify media and techniques used by these artists. Explore their compositional devices, textural techniques and colour palettes in your own artwork.

The following are some suggested sites however it is advisable for you to research others.

Faith and Reason, Georgia. Henkel www.kdva.org/afp/images/gallery/g-henkel.html Gone in a Day or Two, Matthew T. www.kdva.org/afp/images/gallery/mt-clark.html

www.artistsnpeace.org/ An Artists for Peace Group comprising artists in Vancouver, Canada, Berlin, Germany and Istanbul, Turkey covering a number of peace art projects involving adult and young artists, photographers and <http://tinyurl.com/4yoos8> Artists for Peace exhibition 2009 in Istanbul Turkey, professional artists

Pablo Picasso, 1881-1973, Spanish painter, sculptor, graphic artist, and ceramist, who worked in France <http://www.globalgallery.com/artist.bio.php?nm=pablo-picasso>

Dove <http://www.globalgallery.com/enlarge.php?print=sw-70031>

Guernica [http://en.wikipedia.org/wiki/Guernica_\(painting\)](http://en.wikipedia.org/wiki/Guernica_(painting)) Depicts the bombing of the Spanish town of Guernica during the Spanish Civil War of 1936-39.

Art forms, media and techniques

- **Media Testing**

Create a series of media tests exploring the textural markings and colour schemes you would like to use for your Peace theme. Experiment with ways to represent various effects of texture on the canvas such as modelling compound, textured paper, fabric etc. There needs to be a controlled balance of smooth and rough in your artwork. Explore and combine media such as ink, paint, PVA glue, water soluble pencils, oil pastels and tissue paper. Experiment with impasto gel, graphite powder, burnt paper, ink flow markings. Overlap with stencil work. Refine your media testing results in preparation for your final work.

Art Practice

- **Resolved Artwork**

Choose your best thumbnail design idea and produce it as a resolved mixed media artwork. Refer to your media testing when executing your final work.

- **Attribution**

Ensure you attribute reference to all visual sources used in the development of your artwork. (e.g. the book an image came from, web address where information was downloaded or full details of artist and their work).

Presentation

- **Maintaining artwork**

Maintain a record showing the development of your work including all experimentation, drawings and design sketches. Keep your work and research organised and in sequence.

- **Exhibiting artwork**

Complete your final artwork. Identify any materials or equipment needed to display your work e.g. window mount/framing.

Reflection

- **Annotations**

Maintain annotations that describe the process of experimentation and ideas development. Use a visual journal to plan, evaluate and describe your work.

- **Self Evaluation**

Complete a written self evaluation for the completed project in the form of an Artists Statement. For the resolved image you have produced explain how you have used the art elements and principles in your composition. Elements: line, shape, texture, size, scale and colour. Principles: focal point, balance, unity, illusion of depth, rhythm and pattern. Explain your work and ideas clearly using sentences. Include the name of the artist and the artists' work that influenced you in your artwork.

**STAGE ONE
FEEDBACK SHEET**
ART MAKING (Production)

Inquiry

Well developed drawings and development of ideas.	Satisfactory drawings and development of ideas.	Limited drawing and development of ideas.
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Comments _____

Visual language

Thoughtful application of visual language demonstrated in work.	Sound application of visual language demonstrated in work.	Limited application of visual language demonstrated in work.
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Comments _____

Visual influence

Careful consideration given to the use of influences in work.	Some consideration given to the use of influences in work.	Limited consideration given to the use of influences in work.
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Comments _____

Art forms, media and techniques

Refined application of media and techniques demonstrated in work.	Satisfactory application of media and techniques demonstrated in work.	Minimal application of media and techniques demonstrated in work.
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Comments _____

Art practice

Well considered selection and effective use of skill and processes.	Satisfactory selection and sound use of skills and processes.	Basic selection and limited use of skills and processes.
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Comments _____

Presentation

Well documented and presented work	Satisfactorily documented and presented work	Incomplete and poorly presented work.
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Comments _____

Reflection

Engages in ongoing reflection and evaluation of work to make improvements.	Undertakes some reflection and evaluation of work.	Minimal reflection with limited evaluation of work.
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Comments _____

STAGE ONE
Art Making Marking Key (Production)

Creativity and innovation				
10-9	8-7	6-5	4-3	2-1
Work is original and shows innovation.	Work is creative and shows imaginative thinking.	Work is complete and shows some creativity.	Work is very basic showing limited creativity.	Work unoriginal and lacks engagement.
Score:				
Communication of ideas				
10-9	8-7	6-5	4-3	2-1
Ideas are highly unique and successfully communicated.	Ideas are imaginative and effectively communicated.	Ideas are basic and adequately communicated.	Ideas are limited and communicated in an obvious way.	Ideas are undeveloped and ineffectively communicated.
Score:				
Use of visual language				
10-9	8-7	6-5	4-3	2-1
Effective application of visual language demonstrated in artwork. Well developed visual relationships evident.	Appropriate application of visual language demonstrated in artwork. Good visual relationships evident.	Satisfactory application of visual language demonstrated in artwork. Sound visual relationships evident.	Limited application of visual language demonstrated in artwork. Some successful visual relationships evident.	Minimal application of visual language demonstrated in artwork. Unsuccessful visual relationships evident.
Score:				
Use of media				
10-9	8-7	6-5	4-3	2-1
Sensitive use of media demonstrating refined application and handling.	Effective use of media demonstrating competent application and handling.	Satisfactory use of media demonstrating sound application and handling.	Limited use of media demonstrating simple application and handling.	Ineffective use of media demonstrating minimal application and handling.
Score:				
Skills and processes				
10-9	8-7	6-5	4-3	2-1
Thoughtful selection and sensitive application of skills and processes used to resolve the work.	Suitable selection and appropriate application of skills and processes used to resolve the work.	Satisfactory selection and sound application of skills and processes used to resolve the work.	Basic selection and application of skills and processes used to resolve the work.	Inadequate selection and application of skills and processes used to resolve the work.
Score:				

Total /50

Comments _____

STUDENT TASK SHEET

UNIT 1BVAR

TYPE: Critical Analysis

OUTCOMES: Outcome 3: Responses to visual arts

Outcome 4: Visual arts in society

CONTENT: Art interpretation

UNIT CONTEXT: Concept: **Peace**

- Inner Peace,
- Peace within the family;
- Peace in the neighbourhood & community; or
- Peace within and between nations.

Styles and approaches: traditional and contemporary approaches

Materials: mixed media

Meanings and messages: personal response to artworks, visual narratives

Purposes: communication using symbols

Task:

Use the STICI framework to analyse the work of Pablo Picasso “Guernica” and other work by Robert Juniper, Marie Hobbs, Galliano Fardin or Leon Pericles symbolising Peace. Discuss the meaning of the work and how art elements and design principles have been used in the composition.

Time for the task

1 week, includes class time as well as out-of-class working time.

What you need to do

Visual Analysis

• Examine artworks: Placemat activity

Study the reproductions of the artworks on Peace produced by artists including Pablo Picasso, Robert Juniper, Marie Hobbs, Leon Pericles and Galliano Fardin. Complete an in-class analysis on Pablo Picasso “Guernica” as a whole class project to develop the students’ critical analysis skills. Then divide the students into groups allowing them to select one of the following artists to complete their own Placemat activity. Robert Juniper, Marie Hobbs, Leon Pericles or Galliano Fardin. Write the artists name in the centre circle and then analyse their artwork according the following headings:

1. ideas and concepts
2. media and techniques
3. elements and principles
4. colour palette.
5. symbols.

- Students to select a scribe and a recorder to report back to the whole class.

• Critical Analysis Worksheet:

Individual students then select one artist and one specific artwork to analyse in more detail. Complete the guided questions on the worksheet. Use full sentences to answer.

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Personal Response

• Representing Peace

Explain the relationship between the elements and principles used in the work e.g. line and the illusion of depth, colour and unity, shape and rhythm. Discuss compositional devices, symbols and textural effects you find most appealing about the artwork/s.

Meaning and Purpose

• Interpreting artworks

What unique feature of the artwork has been communicated? Refer to the artist’s compositional devices, colour choice, media choice, textural markings, use of colour, media and techniques. How effective do you think the work is in describing Peace?

Social, Cultural and Historical Contexts

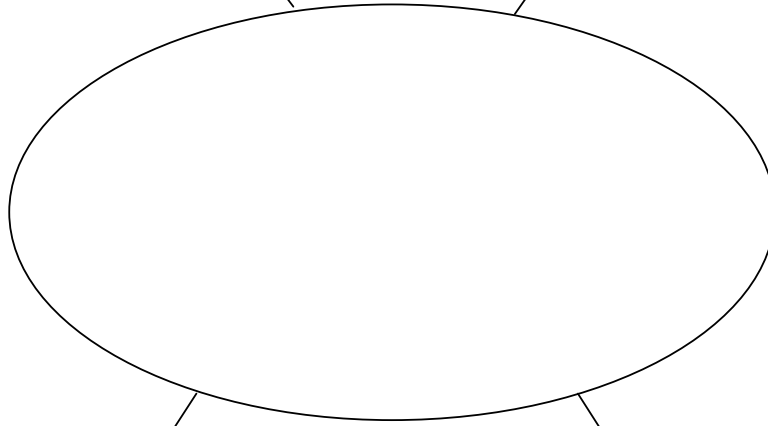
- **Understanding context**

Research the various artists who have used Peace as their theme. Make notes about how the Peace contexts and narratives have been interpreted and represented by the artist. Summarise this information in paragraph form.

Ideas and Concepts

media and techniques

colour palette



elements and principles

STICI FRAMEWORK

S	Subject	Write an expository or factual statement that describes the subject matter and features of the artwork. What is the artwork about? What themes or ideas are being communicated? Does the work fit into a specific genre? Is the work realistic or stylised? Does it have a narrative or story? What are the features of the work? Is there any symbolism or hidden meanings in the work? Is the subject imagined, remembered or observed? Describe what you can see in the work.
T	Technique	What materials, skills and processes have been used to create the work? How has the artist executed the work? What effects have been achieved in the work?
I	Influences	What influences from other artists can be detected? Do you see any evidence or reference to other art movements, periods, times or cultures in the work? Can any other environmental or contextual influences be identified? Is there any evidence of social, political, theoretical or religious influences in the work?
C	Composition	How has the work been arranged? How have art elements and principles been used and to what effect? What compositional devices have been used to execute the work?
I	Intention	What messages are being communicated? How are these messages being conveyed? What mood, feeling or atmosphere is created? What is the purpose of the artwork? Why do you think the artist has created the work? Is there a narrative or story to the artwork? Does the work have social or cultural significance? Is it confronting, or does it, make political comment?

Use these guiding questions to make notes about features and meaning of the artwork.

Make notes about the art work below using the STICI framework.

S	
T	
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C	
I	

Use your notes to draft a paragraph for each section. Use the guiding questions to

structure your response.

<i>S</i>	Write an expository or factual statement that describes the subject matters and features of the artwork.
<i>T</i>	Identify the materials and techniques used in the artwork. Describe how they have been used and how they contribute to the ideas and feelings communicated.
<i>I</i>	What artistic, personal, social, theoretical, religious, political, historical or cultural influences can be identified in the work? Do contexts, events or trends have any significance in the work?
<i>C</i>	Discuss the organisation of the artwork and the way in which art elements and principles have been used to communicate meaning.
<i>I</i>	Summarise the intention or meaning of the artwork. Support your personal opinions and interpretation of the work with reference to the mood, feeling and atmosphere created.

Critical Analysis Questions	
Peace	Name _____
Analyse and decode the painting using the following guided questions.	
Artist's name _____ Title of artwork _____ Media and dimensions _____	
1	List 10 ideas and feelings communicated by the artist e.g. Inner Peace, Peace within and between nations.
2	Where has the artist located the focal point or (special point of interest to grab your attention) Explain this point. N.B. There may be two or even three.
3	How has the artist composed the painting? What design principles have been used e.g. is it symmetrically or asymmetrically balanced?
4	Where can you find areas of rhythm and pattern? i.e. have shapes been repeated over the picture space.
5	Can you find symbols and narratives of Peace in the work? eg. doves, olive branches, symbols against war, social injustice, human rights, displaced persons etc ? Make a list of all the ones you can identify.
6	How does the artist achieve an illusion of space, depth and distance? Are there overlapping shapes? Are the objects diminishing in size from foreground to background?
7	How has the artist unified the composition? This is achieved most often by the choice and application of colour.

PERSONAL RESPONSE WORKSHEET NAME: _____

Artist's name _____

Title of artwork _____

Media and dimensions _____

IDENTIFY

1. In the box below identify the elements and principles of art.

Elements

Principles

EXPLAIN

2. Explain the relationship between the elements and principles used in the artwork you are critically analysing. e.g. line and the illusion of depth, colour and unity, shape and rhythm and pattern.

DISCUSS

3. Discuss the compositional devices and textural effects you find most appealing about the artwork.

PERSONAL RESPONSE WORKSHEET NAME: _____

Artist's name: Pablo Picasso/ Galliano Fardin.

NOTE TAKING

1. In the box below make notes about the artwork/s and artist you are researching.

SUMMARISE

2. Summarise what you have learnt about the context and inspiration on the work completed by your chosen artist/s. Eg Pablo Picasso, Galliano Fardin, Robert Juniper, Marie Hobbs or Leon Pericles.

STAGE ONE
Art Interpretation Marking Key (Critical Analysis)

Visual analysis				
<ul style="list-style-type: none"> Identify and discuss key features of artwork/s Recognise how the artwork/s have been constructed Discuss materials, techniques and processes used in artwork/s Interpret and make judgements about the artwork/s. 				
10-9	8-7	6-5	4-3	2-1
Provides a thorough response to artwork/s identifying and describing the artwork/s clearly using a wide range of technical art language.	Provides an objective response to artwork/s discussing the artwork/s in detail using appropriate art language.	Can identify and describe the main features of the artwork/s and its construction using some art language.	Uses personal feelings to provide literal and/or subjective response to the artwork/s using limited art language.	Inadequate response and description of the artwork/s with minimal use of art language.
Personal response				
<ul style="list-style-type: none"> Express personal opinions about the artwork/s Support opinions with evidence from artwork/s. 				
10-9	8-7	6-5	4-3	2-1
Provides informed opinions and relevant interpretations that are clearly justified with evidence.	Provides considered opinions interpretations that are supported with reasons.	Discusses personal opinions and interprets specific features of artwork/s.	Gives some opinions and limited interpretation of artwork/s.	Little or no opinions or interpretation of artwork/s given.
Meaning and purpose				
<ul style="list-style-type: none"> Offer reasons for why the artwork was produced Interpret the meanings communicated by the artwork/s Discuss alternative readings of artwork/s. 				
10-9	8-7	6-5	4-3	2-1
Provides a detailed response that interprets the meanings, messages, ideas and attitudes communicated in artwork/s.	Provides a clear response that connects form, style, purpose and meanings communicated in artwork/s.	Satisfactory response that identifies the key ideas and meanings communicated in artwork/s.	Limited response with literal interpretation of meanings communicated in artwork/s.	Inadequate response with little attempt to discuss the meaning of the artwork/s.
Social, cultural and historical contexts				
<ul style="list-style-type: none"> Discuss the context of artist practice and gives examples of their work Discuss the social, cultural and historical influences on the work of selected artists Identify the impact of artists on broader context of art practice, production and reading. 				
10-9	8-7	6-5	4-3	2-1
Comprehensive understanding of the context and critical discourse surrounding artist/s and their work.	Sufficiently detailed understanding of the context surrounding artist/s and their work.	Satisfactory understanding of the context surrounding artist/s and their work.	Limited understanding of the context surrounding artist/s and their work.	Insufficient understanding of the context surrounding artist/s and their work.

Total /40

Comments _____

STUDENT TASK SHEET

UNIT 1CVAR

TYPE: Investigation

OUTCOMES: Outcome 1: Visual arts ideas and
Outcome 2: Visual arts skills, techniques and processes

CONTENT: Art Interpretation

UNIT CONTEXT: Concept: **Peace**

- Inner Peace,
- Peace within the family;
- Peace in the neighbourhood & community; or
- Peace within and between nations.

Styles and approaches: traditional and contemporary approaches

Materials: mixed media

Meanings and messages: personal response to artworks, visual narratives

Purposes: communication using symbols

Task:

Investigate the media, techniques and symbols used in contemporary and traditional artworks of Australian artists who have communicated messages and emotions of Peace within their artworks.

Time for the task

3 weeks, including some class time and as well as out of class working time.

What you need to do

Personal Response

• Colour investigation

Select an artist and artwork/s that you believe has inspired you in your journey for Peace. Describe why you find the work appealing. Make a sample palette recreating the colours, symbols and textures of their work. Use these media tests in the development of your own artwork.

Meaning and Purpose

• Symbols in art

Study your chosen artist and their artwork/s. Identify symbols used to communicate the meaning of Peace. Select a relevant artwork that makes use of symbols to communicate the theme to you. Research and explain the meaning or story behind the work. What symbols will you develop in your own work?

Artists for Peace catalogue from the exhibition presented by the Medical Association for Prevention of War (WA)

Social, Cultural and Historical Contexts

• Computing research

Research the suggested websites and the catalogue. Explore some of these ideas in the development of your own work.

STAGE ONE
Art Interpretation Marking Key (Investigation)

Personal response				
<ul style="list-style-type: none"> Express personal opinions about the artwork/s Support opinions with evidence from artwork/s. 				
10–9	8–7	6–5	4–3	2–1
Provides a thorough response to artwork/s identifying and describing the artwork/s clearly using a wide range of technical art language.	Provides an objective response to artwork/s discussing the artwork in detail using appropriate art language.	Can identify and describe the main features of the artwork/s and its construction using some art language.	Uses personal feelings to provide literal and/or subjective response to the artwork/s using limited art language.	Inadequate response and description of the artwork/s with minimal use of art language.
Meaning and purpose				
<ul style="list-style-type: none"> Offer reasons for why the artwork was produced Interpret the meaning/s communicated by the artwork/s Discuss alternative readings of artwork/s. 				
10–9	8–7	6–5	4–3	2–1
Provides informed opinions and relevant interpretations that are clearly justified with evidence.	Provides considered opinions interpretations that are supported with reasons.	Discusses personal opinions and interprets specific features of artwork/s.	Gives some opinions and limited interpretation of artwork/s.	Little or no opinions or interpretation of artwork/s given.
Social, cultural and historical contexts				
<ul style="list-style-type: none"> Discuss the context of artist practice and gives examples of their work Discuss the social, cultural and historical influences on the work of selected artists Identify the impact of artists on broader context of art practice, production and reading. 				
10–9	8–7	6–5	4–3	2–1
Comprehensive explanation of the context and critical discourse surrounding artist/s and their work.	Sufficiently detailed explanation of the context surrounding artist/s and their work.	Satisfactory explanation of the context surrounding artist/s and their work.	Limited explanation of the context surrounding artist/s and their work.	Insufficient explanation of the context surrounding artist/s and their work.
Significant connections and stylistic influences made between case studies and development of own practice.	Strong connections made between case studies and development of own practice.	Clearly illustrates the links between case studies and development of own practice.	Simple or obvious links made between case studies and development of own practice.	Little or no links made between case studies and development of own practice.

Total marks /30

Comments _____

UNIT OUTLINE – 1C VAR: Inspirations

SCHEDULE FOR TEACHING

WEEK	LEARNING PROGRAM	ASSESSMENT	TEACHER CHECKPOINTS
1	<p>Introduction and Expectations- assessment requirements</p> <ul style="list-style-type: none"> • Overview of Visual Arts Course 1CVAR. • Unit Content. • Expectations, responsibilities and goal setting. <p>Introduce Assessment Tasks</p> <ul style="list-style-type: none"> • Production, Critical Analysis & Investigation. • Expectations and requirements. • Due dates. <p><u>Unit Focus: Explorations – Peace</u></p> <p>Inner Peace – activities which can promote peace within the person, such as walking, prayer, meditation, relaxation, music, being in peaceful places.</p> <p>Peace within the family – family members enjoy a shared activity together – a meal, a reunion, a trip. Family members resolve difference in non-violent ways.</p> <p>Peace in the neighbourhood and community – conflicts at school or between friends are resolved in peace.</p> <p>Peace within and between nations – conflicts between groups and nations are resolved peacefully, for example by holding elections, by sharing resources, by helping those in greatest need.</p> <p>Produce a mixed media artwork communicating Peace.</p>	<p>Introduce All tasks for Unit and requirements.</p>	<p>Organise resources</p> <ul style="list-style-type: none"> • Hand out and group discussion of course requirements. • Check all students have folio. • Order materials – Mixed media for drawing and investigation techniques and resolved artwork. • Organise resources – Visuals, examples, posters, catalogue and photocopied handouts. • Show visuals of artwork submitted previously and view the suggested websites. • To motivate students involvement in program research and recording of relevant information.
1 - 3	<p>Inquiry <i>Complete the following observation and media testing exercises in preparation for the final resolved studio artwork.</i></p> <p>Drawing exercise Make a line and tonal drawing of self. Using a mirror or photocopied images of yourself make a black/white felt pen study. Use fine bullet felt tip pens. Repeat shapes in the background. Put the photocopy away. Draw into the background with appropriate shapes of your own design. Resolve the drawing. Look at various expressions and complete a series of thumbnail sketches of expressions. Capture a few interesting postures using chalk pastels.</p>	<p>Production</p> <ul style="list-style-type: none"> • Drawings and investigations of self. • Tonal and line drawings from a section of photocopied portrait images. • Investigate and sketch objects that symbolise peace. • Attribute reference to peace sources. 	<p>Teacher demonstration</p> <ul style="list-style-type: none"> • Demonstrate drawing exercises. • Show examples of best practise. • Demonstrate how to annotate design work. • What are you doing? Why? What media are you using?

WEEK	LEARNING PROGRAM	ASSESSMENT	TEACHER CHECKPOINTS
4 - 6	<p>Painting exercise Divide your paper into small sections for media testing. Complete 2 squares on an A3 page using modelling compound and other textural materials.</p> <p>Experiment using mono prints and stencilled images as a background. Overlap as required. You may decide to use collage.</p> <p>Use a variety of media: There needs to be a controlled balance between smooth and rough. Explore modelling compound, ink, acrylic paint, PVA glue, water soluble pencils, water soluble oil pastels, tissue paper, feathers, salt crystals, vinegar, plaster bandage, burnt paper. Use a variety of tools to make dots, suction marks and drag markings. Collage papers together.</p> <p>Use materials to mask out so that you can make straight lines or create a resist by coating over a colour with wax to preserve its appearance when other colours are painted on top.</p> <p>How will you represent Peace in your final artwork?</p>	<p>Production</p> <ul style="list-style-type: none"> • Prepare 5 pages of media testing to resemble texture. Experimental pages of mono printing and stencilling as background.. • Samples of comprehensive media testing using a variety of media to represent the aspects of Peace. • All samples must be labelled with comments (annotations) as to which media you used and the specific effects you have achieved. 	<p>Teacher demonstration</p> <ul style="list-style-type: none"> • Demonstrate the use of modelling compound using a paintbrush or palette knife. • Demonstrate a variety of other media students may like to use. • Demonstrate the use of mono printing and stencilling to create background effects. Overlapping can also enhance creativity in the work. • Supply a variety of samples for students to view.
7	<p>Drawing exercise Select a drawing from your line drawings which you would like to develop further. Complete the drawing using chalk pastels. Explore the flexibility of chalk by building layers. Vary the use of line. Resolve the drawing.</p>	<p>Production</p> <ul style="list-style-type: none"> • Media experimentation using chalk pastel to build layers in a chosen drawing from the line drawings. 	<p>Teacher demonstration</p> <ul style="list-style-type: none"> • Demonstrate the use of chalk pastels in building layers and the use of fine chalk pastel pencils.

WEEK	LEARNING PROGRAM	ASSESSMENT	TEACHER CHECKPOINTS
8	<p>Critical Analysis Refer to the STICI framework to increase students understanding of describing and evaluating artworks. Discuss how to describe artworks using specific art language and terminology. Discuss relationships between the elements of artworks. Structure responses to artworks using the following activities.</p> <p>Complete small group activity – Placemat. Study reproductions of paintings produced by Australian artists e.g. Robert Juniper, Marie Hobbs or Leon Pericles. Write the artists' names in the centre circle. Name recognisable images from the painting and describe the <i>media and techniques</i> the artist has used to make the artwork.</p> <p>Complete small group activity – Placemat. Study reproductions of the images write down all the symbols and colours you see and the meanings they may have.</p> <p>Individual writing and recording exercise. Choose one painting to study more closely. Record the answers on A3 paper and store in your sketch book. Complete the worksheet on Peace.</p>	<p>Critical Analysis</p> <ul style="list-style-type: none"> • Complete visual analysis of selected painting naming recognisable shapes and describing the <i>media and techniques</i> the artist has used in the work. • Complete a visual analysis of your selected painting documenting the symbols and colours used. • Complete the worksheet on Peace. 	<p>Organise resources</p> <ul style="list-style-type: none"> • Photo copy STICI hand outs. • Prepare and organise for small group activity – Placemat. • Demonstrate Individual writing and recording exercises. • Have good reproductions of the artworks for student use.
9	<p>Investigate the painting style of your chosen artist – make a small sample painting in a similar style. What are warm colours? What are cool colours? What are contrasting colours? How can these be used effectively in a painting?</p>	<p>Investigation</p> <ul style="list-style-type: none"> • Complete a painted sample in the artist's style. • Make notes on colour use. 	<p>Teacher demonstration</p> <ul style="list-style-type: none"> • Demonstrate the technique of painting and the use of colour.
10	<p>Compositional Aspects From the drawing exercises, develop a series of resolved thumbnail sketches exploring different compositional ideas. Annotate the media and techniques intended to be used. Use thumbnail sketches to carefully plan the final work. These sketches should be completed in colour using similar techniques as to your final artwork.</p>	<p>Composition</p> <ul style="list-style-type: none"> • Final chosen composition should show an understanding of the elements and principles of design. • Good use of colour. 	<p>Teacher demonstration</p> <ul style="list-style-type: none"> • Demonstrate the use of thumbnail sketches to plan the final composition. • Show ways to colour these sketches in a similar to the final mixed media artwork.

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WEEK	LEARNING PROGRAM	ASSESSMENT	TEACHER CHECKPOINTS
11	<p>Resolved artwork Choose the chosen composition from your artworks to develop your mixed media landscape.</p> <p>Planning for good composition Identify in order:</p> <ul style="list-style-type: none"> • Illusion of depth: overlapping shapes <ul style="list-style-type: none"> ▪ representation of Peace. ▪ use of symbols. ▪ use of colour. ▪ overlapping shapes. ▪ textural qualities. ▪ perspective. ▪ use of a variety of media. • Balance (either symmetrical or asymmetrical balance). • Unity (usually through the artist's selection of colour). • Focal Point (a main point of interest to catch the viewers' eye). • Rhythm and pattern (repetition of same or similar shape). <p>The enemy of the eye is visual boredom. Here are some good devices for making exciting compositions.</p> <ul style="list-style-type: none"> • Make use of varying painting texture to encourage interest and direct the viewer's eye around the composition. • Plan for fascinating textural effects that want you to look more closely. • of the same colours unify the image. • Determine focal point. 	<p>Production</p> <ul style="list-style-type: none"> • Evidence of planning for resolved artwork with annotations identifying the principles of composition. 	<p>Teacher demonstration</p> <ul style="list-style-type: none"> • Show examples of planning for resolved artwork – teacher and student samples.
11 - 14	<p>Resolved artwork Produce your resolved artwork referring to your media testing.</p>	<p>Production</p> <ul style="list-style-type: none"> • Produce your resolved artwork. 	<p>Discussion</p> <ul style="list-style-type: none"> • Discuss & select exhibition space. • Mount "Name" tags for display. • Photograph art works. • Prepare scaffold for self evaluation.
15	<p>Reflection Complete self evaluation for the project. For the resolved image you have produced explain how you have used the principles of composition. Explain in sentences. Each principle in turn.</p> <p>Completion of all student work.</p>	<p>Production</p> <ul style="list-style-type: none"> • Complete self evaluation for the project. 	<p>Discussion Teacher to supply samples of Artist's Statements/Reflections for students.</p>

WEEK	LEARNING PROGRAM	ASSESSMENT	TEACHER CHECKPOINTS
15	Hand in and display work Hand in body of work for final assessment.	<ul style="list-style-type: none"> • Check all assessments tasks are completed. • Display of resolved artwork. 	<ul style="list-style-type: none"> • Teacher to complete final assessment of body of work.