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|  | **Learning Area:** Visual Art | **Year Level:** 7-10 |
| Consult curriculum | **Focus:** Portraits, Proportions, Mono colour, Grey Scale, Value, Painting Techniques | |
| Curriculum Achievement Standard:Year 7-8 By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.  Students plan their art making in response to exploration of techniques and processes used in their own and others’ artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks. Year 9-10 By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists on their own artworks.  Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. | |
| Curriculum Content Descriptors:Year 7-8Research: Analyse how artists use visual conventions in artworks [(ACAVAR123 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACAVAR123) Develop:Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes [(ACAVAM119 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM119)Make: Practise techniques and processes to enhance representation of ideas in their art-making [(ACAVAM121 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM121) Reflect:Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist’s intention to an audience [(ACAVAM122 - Scootle](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM122)Year 9-10Research:Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists [(ACAVAM125 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM125)Develop:Develop and refine techniques and processes to represent ideas and subject matter [(ACAVAM127 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM127)Make:Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions [(ACAVAM126 - Scootle )](http://www.scootle.edu.au/ec/search?accContentId=ACAVAM126)Reflect: Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making(ACAVAR130 - Scootle ) | |
| Plan for learning | Learning Goals:  * **Know (Research)**   The Archibald Prize: Australian Artists involved  Students research on Australian artist that has been exhibited Students can articulate an artist’s style, perspective and story telling   * **Understand (Develop)**   Scale, Griddrawing, Proportion, Grey Scale, Mono tone, Portraits Found materials and Handmade Brushes   * **Do (Make)**   Complete a portrait (self or other) that represents the person through proportion and storytelling. | |
| **Assessment Task:**  **Formative** – Journal Research, Good literacy and describing language in annotations, Experiments with brushes and found materials.  **Summative** – A finished portrait that tells a story about the featured person. | **Pre-assessment :** |
| Adjustments/Strategies to include all Students: **Learning at school:**  Students will have access to their journals, computers and printers for research stage. Students will have access to all school materials and brushes. Students can choose the paper to complete the final portrait on.  **Learning at Home with ICT:**  Students will have access to Canvas and to video demonstrations. Students can adjust their materials to found pigments or supplies on hand. Students can request special materials to be picked up from the office.  Students who are unable to pick up journal can use any paper as necessary and for Research can be kept in a word document to print out at a later date to add to school journal.  **Learning at Home without ICT:**  Students will have printouts of Canvas written materials, Work sheets and materials supplied to those in need.  Students without journal can complete it on any paper or book as needed.  **Students on Learning Plans:**  Students can complete the portrait in any style that they can achieve. Students do not need to get accurate proportions, and shading. Students can concentrate on telling the story of their model (or themselves) through iconography, surrealism techniques, and symbolism. | |
| Describe key learning experiences | Learning SequenceWeek 1:Research Stage: Journal Work: Students should look at The Archibald Prize and answer some questions:What is the Archibald Prize?Who can enter the Archibald Prize?What is the prize money?What type of art works do you see and what is their subject matter?Students should choose an artist that had either won or entered the art competition. Students can print out (if possible) images from that artist and write a brief bio on that artist. Annotate their artworks with good descriptive language and Principles and Elements Vocabulary.Students should write about their proposed subject for the portrait. The portrait can be about themselves or about someone else. Students should try to get a photograph of their subject (where possible) or use a mirror where not possible. Students can print in colour and in black and white for the future.Students should write important things about their subject that could be included to help tell their subjects story in a proposed portrait. What style is the student going to emulate? Will it be a proportional portrait, a cartoon, a symbolic portrait…..?Week 2:Develop Stage: Journal Work: Students should gather materials as necessary. Find supplies to use and make natural brushes as needed. See video. Experiment with materials in journal or on paper.Students at school or at home supplies can experiment with watercolours and found materials as able.Experiments: Create mono tone washes. How weak/strong can you make your materials? Create a circle and make it darkest on the edges and work to lighter in the middle. Use your material on dry paper, Use your materials on wet paper. Sketch an outline of an object in your view. Sketch the negative and positive space left by that object in two separate drawings.Annotate the experiments once dry. What is the student’s preferences? What did they notice about their materials? What would they change next time? Week 3 -4 - 5:Develop Stage: Journal Work:Students to complete grey scale facial features worksheets with a pencil. Students can use the teacher supplied worksheets or make their own as required and able. Student should complete this with their intended subject as they are able.Worksheets to be included in the journal as evidence of experimentation.Students with found pigments (coffee, spices, etc) should repeat the process with their proposed material of choice.Students with access to paints or material of choice should repeat the process with their materials.Students should complete sketches or thumbnails of their proposed final piece. Annotations should be made as to how the portrait will reflect the models story in the final artwork.Week 6-10:Making Stage: Final Artwork:Students to sketch out their portrait on to their medium of choice prior to beginning the painting component.Complete painting.Display or hand in for assessment. | |
| Rubric | Rubric Considerations Research   * Questions answered in good, complete sentences. * Knowledge about Australian artists and the Archibald prize * Choice of artist, images and annotations included. * Research in to proposed Model and their story   Develop   * Annotations use good descriptive language (Principles and Elements of Design) and reflection of experimentation. * Effort put into practicing with materials. * Sketch of proposed model has been edited and adjusted as needed. * Consideration into telling the story of the model   Make  **A good portrait:**   * Tells the viewer something about the model, * Shows value * Good blending of paints and use of materials. * Student shows care when completing painting, * Resilience when faced with difficulties * Finishes on time | |
| Resources |  | |