

2022 Scope & Sequence

Faculty: CAPAL

Subject: Visual Art

Year: 8

T E R M 1	1	2	3	4	5	6	7	8	9	10	11
	<p>Professional Development Day:</p>	<p>Project/Essential Question: <i>How can being a global citizen make your life more meaningful?</i></p> <p>Topic/Unit: Bootcamp</p> <p>In this unit, students will be introduced to the basic elements of art (colour, line, shape, form, and texture) and produce a series of works which demonstrate how these elements can be used in different ways within their Polynesian inspired artworks. Students will answer questions as they look carefully at paintings and sculptures from Polynesian culture to identify the elements and analyse how they are used by different Polynesian artists.</p> <p>Timing: 10 Weeks; 15 lessons</p> <p>Outcomes: 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 4.9</p> <p>Skills:</p> <p>Artmaking: Elements of Art; Signs/Symbols; Art media; Techniques and processes to create works of art; Ratios of paint; Grid/Scale</p> <p>Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; The Frames; Artistic traditions; Cultural values, Analysing and Critiquing an artwork; Art terminology.</p> <p>FoN: Pie Graph - Colour Wheel; Comparing Units - The Perfect Pink Paint lesson- Ratios of paint - Secondary + Tertiary colours; Units of measurement - Grid + Scale.</p> <p>FoW: Cohesion - Theme Position; Connectives; Authority - SST</p> <p>FoR: Visualising; Predicting; Questioning; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Empathy, Teamwork</p> <p>Assessment dates and weightings: Assessment Task 1 - Term 1 -Week 9 - 40%</p>							<p>Assessment Task 1:</p> <p>Body of Work - 30%</p> <p><i>Artmaking</i></p> <p>4.1, 4.3, 4.4,</p> <p>VAPD – 10%</p> <p><i>C/H:</i></p> <p>4.7</p>	<p>Topic/Unit: Bootcamp <i>continued</i></p>	

T E R M 2	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: <i>How can we use the weather to produce creative designs?</i></p> <p>Topic/Unit: Solar Breese</p> <p>In this unit, students explore how artists respond to the seasons and our changing environment through artworks. Students will analyze the artworks of artists depicting different types of weather and learn how weather influences culture, daily life and mood. Students will use the elements of art criteria to discuss and critique various expressive forms.</p> <p>Timing: 10 Weeks; 15 lessons</p> <p>Outcomes: 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 4.8; 4.9</p>			<p>Assessment Task 2:</p> <p>Environmental Artwork - 20%</p> <p>Artmaking:</p> <p>4.2, 4.5, 4.6</p> <p>Artist Statement – 10%</p> <p><i>C/H:</i></p> <p>4.8</p>	<p><i>Solar Breese Cont.</i></p> <p>Skills:</p> <p>Artmaking: Art media, techniques and processes work together to create works of art; Use elements of art and principles of design to organize visual communication; Measurement/Scale; Proportion; Geometric shapes/patterns.</p> <p>Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; The Frames; Conceptual Framework; Short answer responses; Signs & Symbols; Art terminology.</p> <p>FoN: Units of measurement - Grid + Scale; Comparing Units - Proportion; Geometric Properties - Identify shapes, objects and patterns.</p> <p>FoW: Cohesion - Theme Position; Connectives; Authority - SST; Precision; Packed Noun Groups</p> <p>FoR: Predicting; Visualising; Monitoring; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Teamwork</p> <p>Assessment dates and weightings: Assessment Task 2- Term 2 - Week 4 - 30%</p>					

T E R M 3	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: <i>Can you create medallions for the inaugural KKHS Kookaburra Cup ceremony?</i></p> <p>Topic/Unit: Ceramics in Action!</p> <p>In this unit, students explore a variety of hand-building techniques to make ceramic forms. In collaboration with the Lifestyle unit – “Sports in Action” students will create ceramic medals and trophies. Additionally, students will explore the Pop Art movement creating ceramic food items linking to the STEM unit – “Kitchen Chemistry”.</p> <p>Timing: 10 weeks; 15 lessons</p> <p>Outcomes: 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 4.8; 4.9; 4.10</p> <p>Skills:</p> <p>Artmaking: Apply media, techniques and processes to create 2D & 3D forms; Applying the elements of art; Subject matter, symbols and ideas; Scale & proportion; Weight of clay;</p> <p>Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; Reflect upon, describe, analyse, interpret and evaluate their own and others’ work; Writing under timed conditions - short answer responses; Art terminology - building vocabulary; Measurement of temperature (Kiln firing practices).</p> <p>FoN: Comparing Units; Proportion; Units of Measurement - Scales to weight/measure the amount clay - Scale parameters to create ceramic forms - Firing kiln process - Temperature.</p> <p>FoW: Cohesion - Theme Position; Connectives; Given and New; Authority - SST; Precision; Packed Noun Groups</p> <p>FoR: Summerising; Predicting; Visualising; Monitoring; Making Connections; Questioning</p> <p>4C’s: Collaboration, Communication, Creativity, Critical thinking</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence.</p> <p>Assessment dates and weightings: Assessment Task 3 - Term 3 - Week 10 - 30%</p>									<p>Assessment Task 3: Ceramic Medallions - 20% <i>Artmaking:</i> 4.1</p> <p>Artwork Analysis – 10% <i>C/H:</i> 4.9, 4.10</p>

T E R M 4	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: <i>Can you collaboratively create a geometric shaped mural?</i></p> <p>Topic/Unit: Geometric Creations</p> <p>In this unit, students will reinforce many important mathematical skills such as accurate measuring and constructing, visual problem solving and strategic forward planning in the creation of a Geometric shaped mural. In collaboration with STEM, students will create a design using mathematical software and transfer this design onto their mural using specific drawing and painting techniques.</p> <p>Timing: 10 weeks; 15 lessons</p> <p>Outcomes: 4.1; 4.2; 4.3; 4.4; 4.5; 4.6; 4.7; 4.8</p> <p>Skills:</p> <p>Artmaking: Apply media, techniques and processes to create 2D artwork; Apply elements and organisational principles of art; Subject matter, symbols and ideas; Measuring and constructing; Grid technique; Proportion/Scale; Geometric patterns/form; Visual problem solving.</p> <p>Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; Sustainable Goals - Sign & Symbols; Reflect upon, describe, analyse, interpret and evaluate their own and others’ work; Short answer responses; Art terminology - building vocabulary.</p> <p>FoN: Units of Measurement - Using formal units - Calculating measurements; Comparing Units - Ratios of paint - Secondary + Tertiary colours; Units of measurement - Grid + Scale; Multiplicative Strategies - Murals - Gridded technique - Scale an image for enlargement/reduction; Geometric Properties - Familiar shapes and objects - Angles and line.</p> <p>FoW: Cohesion - Theme Position; Connectives; TEEEC; Authority - SST; Nominalisation; Precision; Packed Noun Groups</p> <p>FoR: Visualising; Monitoring; Making Connections</p> <p>4C’s: Collaboration, Communication, Creativity, Critical thinking</p> <p>LDW: Teamwork; Empathy; Influence; Grit; Focus</p> <p>Assessment dates and weightings: N/A</p>									