

2022 Year 9 Scope & Sequence

Faculty:CAPA

Subject: Visual Arts

Year: 9

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: How do artists determine what materials & practices are needed to formulate artistic investigations?</p> <p>Title /Unit: Bootcamp</p> <p>In this unit, students select and develop ideas to create a small series of artworks, considering intended audiences and intended purposes, and make decisions about arts elements to express purpose and to include influences from their own artmaking skills.</p> <p>Timing: 10 weeks; 14-15 lesson</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10</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>4Cs: 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>Literacy Focus: Cohesion - Theme Position; Connectives; Authority - SST; Precision; Packed Noun Groups</p> <p>Skills Consolidation from Stage 4:</p> <p>Numeracy Focus: Pie Graph - Colour Wheel; Comparing Units - The Perfect Pink Paint lesson- Ratios of paint - Secondary + Tertiary colours; Units of measurement - Grid + Scale.</p> <p>Assessment data and weightings: Assessment Task 1 - Term 1 -Week 10 - 40%.</p> <p>Part A: 2-Dimensional Studies – [VAPD] - 20% Artmaking: 5.1, 5.3, 5.4, 5.6</p> <p>Part B Artwork Analysis: The Frames - 20% <i>Critical/Historical:</i> 5.7, 5.9</p>									

T E R M 2	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: How can we promote and improve student wellbeing within our school?</p> <p>Title / Unit: Positive Affirmations – The Power of Words</p> <p>In this unit, students further develop their artmaking skills to make a series of designs/artworks based on positive self-esteem statements drawing inspiration from specific artmaking practices. Students will have the opportunity to transfer their designs through laser printing and display these signs within our school.</p> <p>Timing: 10 Weeks; 15 lessons</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10</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.</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>4Cs: 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>Literacy Focus: Cohesion - Theme Position; Connectives; Authority - SST</p> <p>Skills Consolidation from Stage 4:</p> <p>Numeracy Focus: Size, Proportion, Geometric nets for 3D shapes</p> <p>Assessment data and weightings: Assessment Task 2 - Term 2 -Week 5 - 20%. Affirmation Designs + VAPD – 20% <i>Artmaking:</i> 5.1, 5.2, 5.5, 5.6</p>									

T E R M 3	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: What kinds of benefits might come from creating a mural within our school environment?</p> <p>Topic/Unit: Mural Masters</p> <p>In this unit, students will work collaboratively in groups to produce a mural linked to a specific theme of student interest and apply 2D artmaking skills which add meaning to their concept.</p> <p>Timing: 10 weeks; 15 lessons</p> <p>Outcomes: 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8</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; Proportion/Scale; Measurement; Grid technique.</p> <p>Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; Kurri Kurri - The Town of Murals; Sustainable Goals - Sign & Symbols; Reflect upon, describe, analyse, interpret and evaluate their own and others' work; Writing under timed conditions - short answer responses; Art terminology - building vocabulary.</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>Literacy Focus: Cohesion - Theme Position/TEEEEC/Connectives; Given and New; Authority - SS; Precision: Packed Noun Groups</p> <p>FoN: Graph/Tally - Students interests based on themes; Proportion/Scale; Units of Measurement; Grid technique; Understanding Geometric Properties - 3D forms; Questioning; Monitoring; Summarizing; Making Connections</p> <p>Skills Consolidation from Stage 4:</p> <p>Numeracy Focus: Units of measurement - Grid + Scale; Comparing Units - Proportion; Geometric Properties - Identify shapes, positive and negative</p> <p>Assessment dates and weightings: Assessment Task 3 – Term 3 – Week 10 – 40%. Canvas Artwork + VAPD – 20%</p> <p><i>Artmaking:</i> 5.1, 5.4, 5.5, 5.6. Artist Research + Informative Handout – 20%. <i>Critical/Historical:</i> 5.8, 5.10</p>									

T E R M 4	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: How can we express who we are, both on the inside and the outside?</p> <p>Title /Unit: The Animal within Me!</p> <p>In this unit, students own feelings, perceptions, ideas, and expressions are explored and valued through a variety of 2D and 3D artmaking experiences where students display their work for a public exhibition within the school.</p> <p>Timing: 10 Weeks; 15 lessons</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10</p> <p>Skills:</p> <p>Artmaking: Apply media, techniques and processes to create 2D and 3D artworks; 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>4Cs: 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>Literacy Focus: Cohesion - Theme Position; Connectives; TEEEC; Authority - SST; Nominalisation; Precision; Packed Noun Groups.</p> <p>Skills Consolidation from Stage 4:</p> <p>Numeracy Focus: Units of measurement – 3D forms - Grid + Scale; Comparing Units - Proportion; Geometric Properties - Identify shapes, positive and negative</p> <p>Assessment data and weightings: N/A</p>									