

2022 Year 9 Scope & Sequence

Faculty:CAPA

Subject: Visual Design

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 can we develop illustrations to create mood, character, and emotion?</p> <p>Title /Unit: Illustrations</p> <p>In this unit, students explore foundational techniques in drawing to support their development of a style specifically for illustration. An introduction to line, tone/value, proportion and perspective, and an investigation of various existing illustration styles to consider in their own drawings. Students develop techniques in shading and layering 2D media and explore different styles of representation. They complete the course with a portfolio of drawings which illustrate a narrative and character through emotion, mood, and a unique environment/space for the character to exist in.</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: 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%. Children's Picture Book Illustrations. <i>Making:</i> 5.3, 5.5. Weighting: 20% Artist Case Study. <i>Critical Historical:</i> 5.7, 5.10 Weighting: 20%</p>									

T E R M 2	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: How do designers apply various branding tools for marketing?</p> <p>Title / Unit: Event Design. Prepare for the Soft Toy unit in Week 9/10 by meeting with Kuta Kaya or primary school partner students.</p> <p>In this unit, students are introduced to the principles of object design and event space design. It aims to develop students' research, conceptual and construction abilities, and their understanding of the importance of an integrated approach to branding, visuals and typography. It incorporates knowledge of symbolic and thematic representation, structural and production considerations, and the economic, environmental and sustainability issues relevant to packaging design. Students will access industry resources and information to enhance their knowledge of technical, material and marketing information.</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 6 - 25%. Mood Board and Packaging Prop/s + <i>Making:</i> 5.1, 5.6 Weighting: 20% Visual Design Journal <i>C/H:</i> 5.9. Weighting: 5%</p>									

T E R M 3	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: How can we develop a product with a specific function and purpose?</p> <p>Title /Unit: Soft Toy</p> <p>In this unit, students will develop knowledge of the elements of design and the construction of textile items by creating a soft toy for a specific audience. In collaboration with Kuta Kaya and/or primary school students, they will develop a design brief which includes a sketch of a soft toy from their 'client'. Students explore patternmaking, hand-stitching, dyeing and/or needle felting methods to produce a soft toy which meets their design brief. Students may extend on this task by producing a logo, swing tag or additional item for their soft toy line.</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, 5.9, 5.10</p> <p>Skills:</p> <p>4Cs: Collaboration, Communication, Creativity, Critical thinking.</p> <p>LDW: Teamwork; Empathy; Influence; Grit; Focus</p> <p>Literacy Focus: Summarising; Predicting; Visualising; Monitoring; Making Connections; Questioning, SST</p> <p>Skills Consolidation from Stage 4:</p> <p>Numeracy Focus: Units of measurement - Length + Pattern Construction + Scale, Comparing units - proportion.</p> <p>Assessment data and weightings: Assessment Task 3 - Term 3 - Week 5 - 35%. <i>Making:</i> 5.2, 5.4. Weight: 20% Design Brief and Visual Design Journal. <i>C/H:</i> 5.8. Weight: 15%</p>									

T E R M 4	1	2	3	4	5	6	7	8	9	10
	<p>Project/Essential Question: How to explore possibilities to communicate messages through wearable designs?</p> <p>Title /Unit: T-Shirt Printing</p> <p>In this unit, students are provided with opportunities to explore the possibilities of the body as a site for design. They explore graphic design for textiles with a focus on using stencils and printing as a surface treatment. Their design and making practice is informed by critical and historical study of the work of designers, particularly those with an interest in wearable design.</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>Artemaking: 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>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 - Grid + Scale; Comparing Units - Proportion; Geometric Properties - Identify shapes, positive and negative</p> <p>Assessment data and weightings: N/A</p>									