



Art and Design

Week no.	Year 7	Year 8	Year 9
1 13-17 April	<p>Topic: Sculpture - Wire Animals Individual work</p> <p>Objectives:</p> <ul style="list-style-type: none"> To record visual and other information from secondary observation To discuss qualities of animals such as shape, pattern, texture and form To explore materials such as wire, newspaper, felt, fabric etc. to communicate ideas about certain features of an animal. To create sculpture of a particular type of animal <p>Activities:</p> <ul style="list-style-type: none"> Students will research, record visual and other information on animals. Students will use the information they have collected to plan their ideas and feelings in preparation for making an animal sculpture. 	<p>Topic: 3-D installation Students work in groups to design a sculpture for a specific site in the school which represents/symbolizes an issue of their concern.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Develop students' awareness of the environment they live in Develop skills associated with 3 dimensional construction Provide opportunity for students to work in teams. Develop ideas for symbols to use in their work. Create a relief panel or maquette to symbolize their ideas. <p>Activities:</p> <ul style="list-style-type: none"> Collecting information Discuss ideas and beliefs about contemporary local, national or global environment. Students will suggest what they value about the natural world and to list these in order, with those of most value first. 	<p>Topic: Public mural Whole-class work to make a mural for a specific location in school.</p> <p>Objectives:</p> <ul style="list-style-type: none"> To identify ways of representing ideas, beliefs and values in public work, e.g. decoration of places of worship, memorials to war heroes, statues of public figures etc. Students explore ideas about their local area and use this information in developing their ideas for a mural. Record and collect visual and other information relevant to the purpose. Express their ideas in a presentation. Interpret visual and tactile qualities to communicate ideas and meanings. Decide, as a group, which ideas they will develop for their public piece. Collaborate and contribute to the group to design, plan and carry out tasks to create a large mural.

<p>2 20-24 April</p>	<p>The creative process:</p> <ul style="list-style-type: none"> ▪ Discuss qualities of animals such as shape, pattern, texture and form. ▪ Express ideas about different animals, eg. surface texture, pattern ▪ Sketch an animal from secondary observation 	<ul style="list-style-type: none"> ▪ Show samples of traditional Aboriginal Art to help students develop ideas for symbols to be used in their work. ▪ Question students about the role and function of traditional Aboriginal Australian culture, what are the differences between our view of life with nature and the views of traditional Australians? What signs and symbols can be seen? What materials are used? What are their values? ▪ Show work by contemporary artists. Students to compare aboriginal art and contemporary art. ▪ Students will use symbols to represent their own ideas and beliefs about the environment. Discuss how materials convey meaning, and how meaning can be interpreted by colour. ▪ Students make drawings from observation of a range of natural forms 	<p>Activities:</p> <ul style="list-style-type: none"> ▪ Explain to the students that they are going to produce a work for the local area. ▪ Discuss the purpose of the work, eg. to draw public attention to an issue/idea/value. ▪ Students research public art in the local area, and record information ▪ Students will record information that represents their own views about what is significant and valuable about the public art in the area in their sketch books
<p>3 27-30 April</p>	<p>Use different media to further enhance the features of the animal.</p>	<p>Continue with drawing of natural forms</p>	<ul style="list-style-type: none"> ▪ Show students how modern artists have contributed to public spaces and make connections with artists of different times and cultures. ▪ Students will identify and analyse different ideas, methods and approaches in the work of others ▪ Discuss the idea of developing students' research work into collaborative work ▪ Design and plan work

4 4-8 May	Start making the basic shape/ form of the animal with wire	<ul style="list-style-type: none"> ▪ Develop the drawings into designs, by exploring ideas for symbols ▪ Make proposals for materials 	<ul style="list-style-type: none"> ▪ Explore materials to be used for making the mural. ▪ Making the mural
5 11-15 May	Continue to explore materials to create the animal sculpture.	Create a small scale construction or maquette.	Continue with making of mural
6 18-22 May	<ul style="list-style-type: none"> ▪ Refine the features of the sculpture ▪ Evaluation: Write a critique of the sculpture 	Continue with designing and construction of model	<ul style="list-style-type: none"> ▪ Continue with making of mural ▪ Evaluation: develop with the students some criteria for assessment. Ask students to discuss how significant ideas and issues have been addressed in each other's work.
7 25-29 May	MID-TERM BREAK		
8 1-5 June	<p>Topic: Relief Sculpture</p> <p>Objectives: Students will</p> <ul style="list-style-type: none"> ▪ Explore shapes, colours, pattern, and texture to express ideas about a sporting activity. ▪ Collect information on the activity to use in developing their work. ▪ Use their knowledge and understanding and processes to communicate ideas and feelings about the activity. ▪ Understand the meaning of relief sculpture. ▪ Review work produced by the artist Frank Stella as starting point for their work. ▪ Adapt and improve their work to realise their intentions 	<ul style="list-style-type: none"> ▪ Plan for final work- group piece ▪ Materials available, techniques, where the construction would be located 	<p>Topic: Surrealism</p> <p>Students will draw their hands as realistically as possible and then draw a "fantasy hand" with each finger taking on a character on its own. They will be encouraged to have an over-all theme for the "Surreal" hand.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Understand the style of Surrealist artists. ▪ Compare and contrast various forms of artistic expression ▪ Examine the similarities and differences of how various artists worked. ▪ Use the works of Salvador Dali and Rene Magritte as inspiration for their work. ▪ Control a variety of materials, tools, techniques and processes while

	<p>Activities: Students work in groups of 3 and think of how they can express their ideas about a sporting activity. Each group selects a sporting activity eg. skiing, bicycling, badminton and “create” the excitement, speed, sound, equipment used and movement and feelings with shapes, colours and art materials such as paper and cardboard.</p>		<p>creating works of art</p> <ul style="list-style-type: none"> ▪ Use imagination to create a Surrealist hand. ▪ Use coloured pencils to create tone. ▪ Observation of details. ▪ Drawing hand as realistically as possible.
9 8-12 June	<ul style="list-style-type: none"> ▪ Each group selects an activity and list the object and equipment used, sounds related to the activity, speed and movement, and the feelings when watching the activity. ▪ Show students work by Frank Stella to help students with inspiration for their work. ▪ Students plan the development and making of their relief sculpture. 	Creating the sculpture	Students create fantasy drawing of hand after viewing images of works by Magritte and Dali.
10 15-19 June	Students use recycled corrugated boards to create their sculpture.	Creating the sculpture	<ul style="list-style-type: none"> ▪ Students render drawing with coloured pencils and show tonal gradation. ▪ Encourage colour plan/theme.
11 22-26 June	Students continue with making their sculptures.		Continue with drawing and colouring of fantasy hands.
12 29 June- 3 July	Making sculptures		
13 6-10 July	Adapt and refine their work		

<p>14 13-17 July</p>	<p>Evaluation/ Critique- Students compare and comment on ideas, methods and approaches</p>	<p>Reflection: Check symbols that have been used in their work, compare ideas and materials used, what does the sculpture represent? Have students been successful in expressing their ideas?</p>	<p>Evaluation : Based on effort and creativity , colour plan, pencil tone rendering</p>
<p>15 20-24 July</p>			