

UNIT 1 – ‘A Closer Look’
Art Principles how do we use them?

TIME	TASK	ASSESSMENT VALUE MARK
Week 1	Art Criticism & History: 1) Introduction into the Art room (Respect, Responsibility & Safety) 2) Visual Arts Curriculum in High School + 3) Overview of Unit 1 <i>using the principles of Art & Design</i>	
Week 1	Art/Making: 2D Drawing Title page in diary uses your name and art principles as theme.	5
Week 2	A/M Commence exercises on principles of art (Individual exercises: Shape/Line/Value/Texture/ Form/ Colour) – Colour wheel ACH What is Art mind map Start a glossary of key terms and vocabulary	5
Week 3	A/M Introduction to new technique contour drawing Students create 5 drawings using techniques Students to create contour line portrait sculpture ACH Mind Map What is Portraiture	5 5
Week 4	A/M Commence tonal half portrait ACH Looking at the Subjective and Structural Frame: Keith Haring, Henri Matisse	10 10
Week 5	A/M Commence Keith Haring outside shape drawings ACH Self evaluation of Elements activities	5
Week 6-9	A/M Work on artists elements book to completion	20
Week 11	ACH: Self-Evaluation of artists book	5

Total: 100%

STUDENT: _____ Signature: _____ Date: _____

TEACHER: Piaf Thorpe _____ Signature: _____ Date: _____



Tiered Interest Activity – Portrait appropriation / Enlargement



Within this activity you need to consider all of the things looked at in class so far – **The elements of Art:** You need to create an artist book using either the concertina layout or an explosion book layout. You must create two examples of each element. Your work needs to display a variety of layers and flow from one element to the next. Presentation of how it folds and is displayed needs to be considered. You need to plan how the elements will work together with your layers.



Within this activity you need to consider all of the things looked at in class so far – **The elements of Art:** You need to create an artist book using the concertina layout. You must create two examples of each element. The presentation of how it folds and is displayed needs to be considered. You need to plan how the elements will work together with each other. You can use the same image repeated with different elements or a different image for each element displayed.



Within this activity you need to consider all of the things looked at in class so far – **The elements of Art:** You need to create an artist book using the concertina layout. You must create at least one example of each element. You can repeat the same image on each section of your book displaying a different element. The book must be neatly presented with thought of which element will go next to the other. You must have images on both sides of your book.

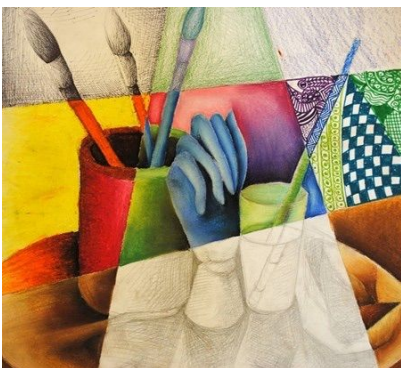


Extension Activities:

Extension activity 1: With thought of the elements of art print an artist apron displaying shape, pattern and colour. You can use a variety of different methods. One could be cutting a stencil and applying with screen-printing paint, using negative printing or mono printing.

Extension activity 2: The colour challenge using only the three primary colours – yellow, blue and red as well as our two shades white and black you will need to mix one hundred colours (or see how many you can get). Rule a grid in your book and apply the colour in swatches. Make sure you don't make 40 shades of brown or khaki green!

Extension activity 3: Draw an object (a tree, apple, a jug) and section the image up in geometric shapes. It doesn't have to be a grid although you can do it that way. They apply a different element to each section of your drawing. Make it vibrant!



RUBRIC

Band	Description
A	<ul style="list-style-type: none"> • makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks. • synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art. • demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.
B	<ul style="list-style-type: none"> • makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks. • interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames. • demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.
C	<ul style="list-style-type: none"> • makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions. • interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames. • demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.
D	<ul style="list-style-type: none"> • makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. • represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment. • makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames. • recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.
E	<ul style="list-style-type: none"> • makes simple artworks with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment. • makes simple interpretations about art, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and the frames