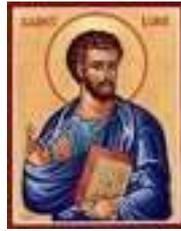


Visual Arts Overview.

Term 3. St. Luke's Catholic PS.
Mrs Michelle Bryant. 2017.
Assessment focus:



Assessment focus:

MAKING.

(PROCESS AND SKILLS DEVELOPMENT.)



The Visual Arts program uses a variety of learning contexts appropriate to students phase of development and their previous experiences. Often the same processes and strategies are dealt with in an increasingly complex way as students develop.



Picasso
invented
his own
way of
looking at
things.



Year 1. Level Description

In Year 1, learning in visual arts builds on the dispositions developed in the early years.

Students explore specific ideas as an inspiration to create original artworks. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of techniques when creating artworks. Students present artworks that communicate ideas to specific audiences. As they make and respond to artworks, students express feelings and ideas about artworks they view and make.

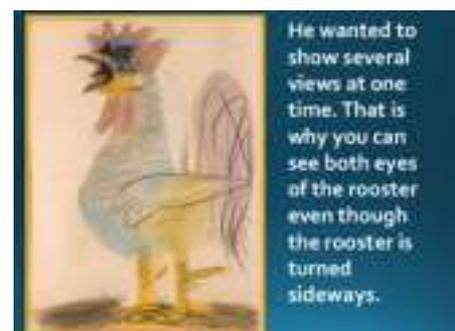
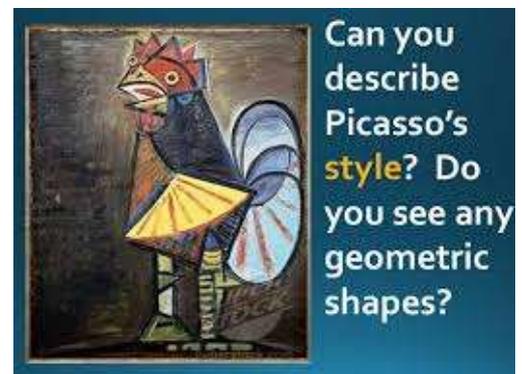
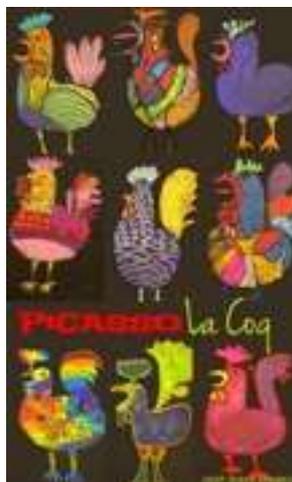
YEAR 1. VISUAL ART SKILLS.

Development of artistic skills through experimentation with:

- shape (familiar shapes; simple 2D shapes; geometric shapes)
- colour (primary colours, secondary colours; mixing primary colours to create secondary colours)
- line (curved, straight, wavy, zigzag, broken, jagged, dashed)
- space (background, foreground)
- texture (familiar objects; changes in texture; transfer of texture)

“Colourful Rooster’s.”

Did you know that 2017 is Year the of Rooster on the Chinese calendar? The year 1’s will be inspired by Picasso’s painting, “The Rooster.” Students will explore a range of drawing techniques, watercolour and oil crayon in a Cubist style Rooster.



Year 2. Level Description

In Year 2, learning in visual arts builds on the dispositions developed in the early years. Students explore how communicating messages and ideas can be used as inspiration to create artworks. They begin to select appropriate technologies and further experiment with the visual elements of shape, space, colour, line and texture.

Students are introduced to the concept of audience as they learn to present artworks that communicate messages and ideas to an audience.

As they make and respond to artworks, students identify how the elements are used and explore why people make art.

YEAR 2. VISUAL ART SKILLS .

Development of artistic skills through experimentation with:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes)
- colour (primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours)
- line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral; lines that show motion)
- space (background, foreground; overlapping to show depth; horizon line)
- texture (familiar objects; changes in texture; transfer of texture; different man-made and natural materials)

“Strange Faces” and when the wind changed self portraits.

Picasso delighted in making the viewer question what they were looking at with multiple view points and paintings of faces never seen before. The year 2

Students will create their own
Cubist face



paintings. These images will also be inspired by the rich and vibrant paintings of Sandra Siberweig.



Extension project: After reading, “When the wind changed,” by Ruth Park, Children will have their photo taken making strange

faces after the wind changed. These photos will be used to create a line and black marker drawing.

Year Level Description

In Year 3, students extend their understanding of the visual elements as they reflect on their use to create artworks using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively.

Students consider audience and make decisions about where and how artworks should be presented.

As they make and respond to artworks, students are introduced to the use of visual arts terminology. They use the terminology to reflect on how the elements are used in the artworks they view and make.

YEAR 3. VISUAL ART SKILLS.

Artistic processes and techniques to explore visual conventions when making artworks:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic)
- colour (warm, cool colours); tints (mixing white); shades (adding black)
- line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken)
- space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background))
- texture (different man-made and natural materials); etching by scratching through surfaces; texture quality (matte, sheen)

Lichtenstein paintings. "KA-BOOM, POP AND POW!"

We will explore the Pop-Art movement and the comic book style of Roy Lichtenstein. Pop Artists painted from what was considered popular in the 1960's in America.

He used bold, flat, primary colour to create large scale paintings to look like Comics.

Students will learn what is Onomatopoeia and create their own word page collage?paintings.



POW! SLURP! WHAM! SPLASH! KA-BOOM! BANG! ZAAAP! CRACK! VAVOOM!
WHOOSH! SHAZAM! AND POP.

Year Level Description

In Year 5, students reflect on the work of varying artists and explore how it influences their own artworks. They select from a range of elements, materials and mediums to create original artworks.

Students begin to reflect on the ideas, feelings and opinions communicated in their artworks and consider how presentation will enhance meaning and audience engagement. As they make and respond to artworks, students use visual arts terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

YEAR 5. VISUAL ART SKILLS.

Development and application of artistic techniques and processes when making artworks:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes, geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave)
- colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity
- line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth)
- space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective; (shading, create illusion of depth))
- texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte,



I've seen vases like that everywhere!

- Because they are valuable, there are a lot of fakes.
- How do you identify a real Ming vase?
 - Become an expert; read lots of books
 - Ceramic should be translucent, not opaque
 - Dragon designs
 - Fish designs
 - Flowers (peonies and lotus)
 - Dark blue (light blue = fake!)
 - Blurry looking is fake!
 - Real Ming has a special mark on the base



sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)

- value (mixing of shades; gradations of value)

Japanese Art. (Japanese landscapes, Ming vases, Kimono's and Hokusai's wave.)

Students will be immersed in many aspects of Japanese art and culture. Key activities will include using traditional Japanese Sumi-ink in a landscape page, Ming dynasty vase and flowers page. And if time permits we will also explore the epic Hokusai's wave.

Year Level Description

In Year 6, students are inspired by observation and imagination reflecting on various artworks. They learn to apply their knowledge of the visual elements, selecting appropriate materials and technologies to create artworks that communicate ideas, beliefs, opinions or viewpoints.

Students examine the messages expressed in artworks and consider how presentation will enhance meaning and audience interpretation.

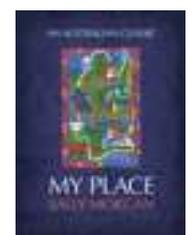
As they make and respond to artworks, students continue to use visual arts terminology to explain the effective use of elements and techniques. Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artworks from different social, cultural and historical times.

SKILLS

Development and application of techniques and processes when making artworks:

- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave; exaggerated proportions; motifs; fonts)
- colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity; colour wheel; tertiary colour; expressive colours; natural colours
- line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth; lines that create an illusion)
- space (overlapping to show depth; horizon line; simple perspective (foreground,

- mid-ground, background); geometric,



organic; diminishing perspective; shading (create illusion of depth); focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry)

- texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)
- value (mixing of shades; gradations of value)

Aspects of St. Luke's. "A Sense of Place."

Students will demonstrate selectivity in their choice of art materials and elements and principles in a hand cut lino print. We will explore the lino prints of late Australian Artist, Margaret Preston and Children will hand render their own with watercolours. Western Australian Artist, Sally Morgan will be also be in inspiration. We will discuss the cover and illustrations of her novel, "My Place."