



SAMPLE TEACHING AND LEARNING OUTLINE

VISUAL ARTS
YEAR 9

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the outline is based

Two hours of teaching per week for 20 weeks

This Year 9 Teaching and Learning Outline addresses knowledge and skills in Visual Arts through:

Art form: 2D: painting, printmaking, drawing, photo and digital media, graphics, collage
3D: ceramics, sculpture, installations, textiles and jewellery

Art styles: Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

Prior knowledge

In previous years, students were provided with practical opportunities to develop and produce artwork, demonstrate personal expression and consider audience interpretation. They have applied techniques and processes in the development of ideas and considered design alternatives to convey their ideas. Students continued to experiment with different media and materials, documenting results and artist intention. They became familiar with the creative process; developed their visual art skills and use of visual art language and visual art conventions. Students were introduced to critical analysis frameworks to discuss artwork using art terminology. They have previously reflected about their own artwork and the work of others.

Visual Arts Key concepts and contexts

- Landscape, Figures, Narrative, Photography
- Skills, techniques and processes in 2D
- Understanding and responding to artwork from different artists and styles

Across the year, different key concepts are emphasised in:

Making: Inquiry, Art Practice, and Presentation

Responding: Analysis, Social, Cultural and Historical Contexts, and Interpretation/Response

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy. It is recommended that in Year 7 and Year 8, 80% of the assessment program focuses on Making and 20% of the assessment program focuses on Responding. In Year 9 and 10 this could be adjusted to 70% Making and 30% Responding.

Visual Arts
Teaching and Learning Outline
Year 9

Week	Western Australian Syllabus Content	Key Teaching points	Assessment	Resources/Text/Links
1–3	<p>MAKING Ideas for art-making appropriate for chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing)</p> <p>Exploration of media, materials and technologies in order to understand how they can be applied to a variety of art forms</p> <p>Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. applying colour to a black and white print)</p> <p>Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts)</p>	<p>MAKING Introduce theme <i>Passages and Passengers</i>. Discuss place and the idea of people as ‘passengers’ travel, engage and connection with their environment. Consider reasons and purpose for travel/journey, real or imagined. With reference to one of the following artworks, Tim Storrier’s <i>The Histrionic Wayfarer (After Bosch) 2012</i>, Dorothea Lange’s <i>Migrant Mother</i>, 1936 or an artwork from Charles Blackman’s <i>Alice in Wonderland</i> series, 1956–57 discuss the idea of travel/journey.</p> <p>Provide each student with three black and white A4 photographs of interesting landscapes. Ask students to cut each photograph into four different sections (horizontally, vertically or randomly). From these newly cut sections, select three to fuse into a new composition. They may need to cutaway, fold, slot, overlap or create tabs to help merge landscapes.</p> <p>Repeat process until all cut sections are manipulated and integrated into new landscapes. Students should focus on how each section connects to the next, i.e. consideration of how a line,</p>		<p>Storrier: https://storrier.com/2012-the-histrionic-wayfarer-after-bosch-archibald-prize-winner/</p> <p>Lange: http://100photos.time.com/photos/dorothea-lange-migrant-mother</p> <p>Blackman: https://www.ngv.vic.gov.au/explore/collection/artist/468/?from=2</p> <p>https://www.pexels.com</p> <p>copies of black and white landscape photography</p> <p>scissors, tape, glue</p> <p>A4 cartridge paper</p> <p>2B pencil, conti pencil, fine liner pen, ink</p> <p>variety of textured papers</p>

		<p>tone or shape may travel inherently from one section to another.</p> <p>These landscapes may become quite abstract and/or surreal. Students select from these compositions and create three drawings using the following:</p> <ul style="list-style-type: none"> • one A4 tonal drawing using a combination of 2B pencil and conti pencil • one A4 ink and artline pen drawing • one A4 collage using torn and textured paper <p>Provide students with a stimulus image of wanderlust photography by Jarrad Seng, a cutaway landscape of Bryce Lafferty and a playful mixed media artwork by Denise Duong. Facilitate a class discussion about each artist's artwork. Consider the following:</p> <ul style="list-style-type: none"> • technical and creative process • influence/inspiration • approach to landscape in their artwork • signature style. <p>Complete a brainstorm or mind map that highlights the key features, style, techniques, media and/or materials of each art form studied, as provided in the stimulus samples.</p> <p>(Where the delivery of this task is over 10 weeks, consider reducing task requirement.)</p>		<p>Stimulus images of artwork from artists – Jarrad Seng, Bryce Lafferty and Denise Duong</p> <p>http://www.jarradseng.com/adventure</p> <p>http://www.brycelafferty.com</p> <p>https://www.deniseduongart.com/</p>
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<p>3–5</p>	<p>MAKING</p> <p>Ideas for art-making appropriate for chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing)</p> <p>Exploration of media, materials and technologies in order to understand how they can be applied to a variety of art forms</p> <p>Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. applying colour to a black and white print)</p> <p>Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts)</p> <p>Personal responses in written and visual form to illustrate understanding of themes, concepts or subject</p> <p>Materials, techniques and technologies explored to develop and represent their own artistic intention</p>	<p>MAKING</p> <p>Select a specific urban environment that the class can explore photographically, e.g. school grounds, local suburban area, city or nearby town. Two allocated class sessions or an excursion will allow students the opportunity to take substantial and well-considered photographs of the chosen environment.</p> <p>At incursion/excursion, students take a series of effective photographs of chosen landscape/s, e.g. rule of thirds, point of view; use of positive and negative space etc.</p> <p>Create and provide a teacher-generated handout: <i>Tips for effective photography</i> and other visuals to exemplify photography composition examples. Photographs should demonstrate strong linear qualities, textural elements, space, focal point and perspective.</p> <p>Take additional photographs focusing specifically on figures in action within the selected place (close up and at a distance). These figures will form the narrative element of their artwork. Encourage students to look for interesting groupings of people, activities, bikes, prams, animals, sports etc.</p> <p>(This can be set as homework or staged using props at school. If time is limited, reduce task by asking students</p>		<p>Cameras</p> <p>Visual examples of effective photography</p> <p>Teacher generated handout – <i>Tips for effective photography</i></p>
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	<p>RESPONDING Critical analysis frameworks (STICI, Feldman or Taylor) used to analyse artwork from contemporary and past times</p> <p>Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short answer essay, verbal format)</p> <p>Visual conventions identified in complex compositional arrangement of artwork (e.g. metamorphosis, Cubist fragmentation)</p> <p>Identification of representations in artwork within a given context</p> <p>Viewpoints in artwork from particular artists and styles</p>	<p>to combine figures in the landscape in the initial photography stage.)</p> <p>Students select four photographic compositions that appeal to them from their own photography. They print and paste each into folio, annotate each photo with notes about focal point, perspective, framing, camera angle, colour and lighting.</p> <p>(Where the delivery of this task is over 10 weeks, allocate one class session for photography; students will select only one or two photographs to print and annotate.)</p> <p>RESPONDING Using the Visual Arts Year 9 Sample Assessment Task, students analyse <i>Another Day</i> by Denise Duong.</p> <p>Provide students with a STICI framework, the source image and final short-answer responses handout. The task will require an allocation of two hours for completion.</p> <p>Working initially in small groups, students will complete a practice analysis, with interpretations and opinions shared with the whole class. Encourage students to use art terminology when discussing artwork.</p>	<p>Week 4 <i>Analysis Task – Another Day, Denise Duong</i></p>	<p>The Arts Visual Arts Year 9 Sample Assessment Task – Responding Analysis <i>Another Day</i> Denise Duong</p> <p>https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year9</p>
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	Practices, techniques and viewpoints of artists from different cultural groups			
6–9	<p>MAKING Ideas for art-making appropriate for chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing)</p> <p>Exploration of media, materials and technologies in order to understand how they can be applied to a variety of art forms</p> <p>Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. applying colour to a black and white print)</p> <p>Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts)</p> <p>Personal responses in written and visual form to illustrate understanding of themes, concepts or subject</p> <p>Introduction of ideas inspired by an artistic style in their own artwork</p>	<p>MAKING Using Photoshop®, or other appropriate design apps, students manipulate one selected photograph, using filters and/or effects to create a desired result. Reverse selected photograph (if required) and laser print in black and white – 1 x A3 format, in preparation for final artwork.</p> <p>With reference to photographs taken of figures in action, students complete the following:</p> <ul style="list-style-type: none"> • two blind contour drawings using 2B pencil • two timed gesture drawings (2 minutes) using artline pen <p>(Where the delivery of this task is over 10 weeks, consider reducing the number of drawings)</p> <p>From life and/or original photographs, students continue to explore figure drawing, using both pencil a fine liner pen. Consider the narrative element carefully through the choice of figures and make notes about their own story.</p> <p>Teacher facilitates creative process, demonstrating to students how to develop their favourite figure/s into more stylised characters, by</p>		<p>Laptops, ipads</p> <p>Photoshop or other design apps</p> <p>Cartridge paper</p> <p>2B pencils, artline pens</p> <p>Drawing mediums, paint and collage</p> <p>Teacher visual examples of stylised figures</p>

		<p>referencing the artwork of Denise Duong.</p> <p>Provide visual examples and a variety of suggested drawing mediums, paint and collage.</p> <p>Students may choose to present figures as stylised characters, inspired by their gestural and blind contour sketches or they may evolve and become more detailed and refined drawings</p> <p>Students to prepare folio for interim feedback – logical arrangement of all ideas, drawings, collages, mind map, annotations and photography up to this point in time.</p>	<p>Week 9 <i>Interim feedback – Folio (interim feedback)</i></p>	
10–12	<p>MAKING Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. applying colour to a black and white print)</p> <p>Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts)</p> <p>Personal responses in written and visual form to illustrate understanding of themes, concepts or subject</p> <p>Introduction of ideas inspired by an artistic style in their own artwork</p>	<p>MAKING Using two A4 photocopies of selected photograph and developed characters, students create two alternative compositions of chosen narrative.</p> <p>Students consider visual influence and the manipulation of background and foreground, i.e. scale, placement and media manipulation to demonstrate ideas for the final A3 artwork. Students finalise design alternatives. They document design process in detail and justify their selection of their most successful design. Students should consider and document adaption of visual influence, conventions and use of visual art language.</p>		

	<p>Techniques and processes chosen to develop and refine artwork when representing ideas and subject matter</p> <p>Safe and sustainable practices when producing artwork</p>	<p>Students prepare surface by priming A3 MDF board/surface. Complete polymer transfer of chosen image using A3 laser copy. Refer to <i>Process notes for Polymer Transfer onto MDF</i> in the <i>Year 9 Sample Assessment Task: Making – Photography/Mixed Media Urban E-scape</i> (page 8)</p> <p>Students document the transfer process step-by-step in folio, with photographs and make notes using art terminology.</p> <p>As per chosen design composition, students commence the final artwork using mixed media techniques.</p>		<p>Year 9 Sample Assessment Task: Making – Photography Mixed Media Urban E-scape</p> <p>https://k10outline.scsa.wa.edu.au/_d ata/assets/pdf_file/0009/436977/The-Arts-Visual-Arts-Year-9-Sample-Assessment-Task-1-Making-Photography-Mixed-Media-Urban-E-scapes.PDF</p>
13–16	<p>MAKING</p> <p>Materials, techniques and technologies explored to develop and represent their own artistic intention</p> <p>Safe and sustainable practices when producing artwork</p> <p>Processes and resolved artwork appraised; ways to improve art practice; reflection</p> <p>Techniques and processes chosen to develop and refine artwork when representing ideas and subject matter</p> <p>RESPONDING</p> <p>Evaluation of their own work and the artwork of others’, using examples and evidence to support judgements</p>	<p>MAKING</p> <p>Students continue working on the final artwork towards a resolved state using mixed media techniques.</p> <p>RESPONDING</p> <p>Students commence Evaluation sheet. Refer to <i>Part C: Reflection Task</i> in the <i>Year 9 Sample Assessment Task: Making – Photography/Mixed Media Urban E-scape</i> (page 9) to help customise own evaluation sheet.</p> <p>Students reflect on the inquiry process – design process, artistic influence and production of final artwork. They submit an evaluation sheet as part of the folio assessment in Week 18. (Where the delivery of this task is over 10 weeks, the submission date for the</p>		

		evaluation sheet would be at the end of the term)		
17–18	<p>MAKING Consideration of audience engagement and display options when exhibiting artwork related to an art form (e.g. site-specific, ‘Sculptures by the Sea’)</p> <p>Resolved artwork presented with consideration of personal expression and audience; can be verbal or written</p> <p>RESPONDING Evaluation of their own work and the artwork of others, using examples and evidence to support judgements</p>	<p>MAKING Students refine their final artwork to a resolved state using mixed media techniques, ready for submission week. They photograph their final artwork and finalise their evaluation.</p> <p>Assessment week Students submit the resolved artwork by the due date – A3 sized mixed media work on MDF board, combining the polymer transfer technique and the chosen mixed media narrative.</p> <p>Assemble folio submission for assessment, including:</p> <ul style="list-style-type: none"> • drawings • collages • photographs • designs • mixed media experiments/collages • annotations • evaluation. 	<p>Week 18 <i>Folio and resolved artwork</i></p>	

Note for teachers: time allocation on which the sample teaching and learning outline is based

Two hours of teaching per week for one school semester (18 weeks). Assessments should exemplify timing, type and number of assessments in line with the school assessment policy. Schools who offer less than two hours per week can modify the program by simplifying teaching activities, whilst maintaining the ratio of Making/Responding.

Year 9 Visual Arts Assessment Overview

Week	Assessment	Submission date	Mode
4	Analysis Task : <i>Another Day</i> , Denise Duong	Week 4	Responding
9	Folio – interim feedback	Week 9	Making
18	Folio and resolved artwork	Week 18	Making and Responding

DISCLAIMER: assessments are subject to change and students will be given at least **TWO WEEKS'** notice should this occur.