



Year 8 Visual Art

Subject Overview:

YEAR 8 VISUAL ARTS OVERVIEW

Students will:

- Explore a range of concepts theories, histories and critiques.
- Develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences.
- Explore ideas through imaginative engagement, making and presenting art and engaging critically with these works and processes
- Work with a range of materials, design elements, technologies and processes, and develop skills, knowledge and understanding about art practices
- By using traditional and new technologies learn to understand and to exploit the qualities of diverse media
- Learn established codes and conventions and develop an understanding of visual arts as a field of knowledge informed by particular histories, theories and cultures
- Learn to critically analyse, evaluate and understand personal and collective contexts of art making and responding and will be able to consider these from various perspectives
- They will actively participate in the art and design world, and arts industries, as artists and designers, audiences, historians and critics,

By the end of Year 8 students:

- Use skills, techniques, processes, materials and technologies to plan and create visual arts works
- Reflect upon and refine their visual arts works.
- Display visual arts works for different audiences.
- Recognise the interrelationship between practices and viewpoints.
- Research and analyse practices and viewpoints. They use visual arts language to describe and justify their understanding of their own and others' practices.

Assessment Type	%	Topic	Potential Tasks/Texts
Creating-painting drawing	70	Line drawing	<ul style="list-style-type: none"> • Portraiture- line, proportion and scale.
		Painting -cool and warm colours	<ul style="list-style-type: none"> • Students choose an image of an insect and do a line drawing, focusing on proportion, shape and pattern. Once the drawing is completed they are to develop it as composition by including a background. • Students will paint the composition using cool and warm colours and tints and shades of those colours.
		Tonal drawing-observational /imaginative	<ul style="list-style-type: none"> • Students will do an observational drawing of an arrangement of objects set up in the middle of the room. The focus is developing observational skills-hand-eye coordination. • Students will use their imagination to create a surreal background for the observational drawing. • Students will shade the composition using the pressure and smudge rendering techniques.
		Achromatic painting	<ul style="list-style-type: none"> • Students will compose a minimum of 3 landscapes from images provided/researched – paying attention to foreground, middle ground, background and focal point. • Students will choose one of their concepts and shade it using the pressure rendering technique to create the illusion of aerial perspective. Students to dictate light source. • Students are to create a large painting based on their shaded concept- to paint it using the non- colours(black and white) • Students will be introduced to a range of painting techniques to achieve textural effects.
Responding-research analysis terminology	30	Drawing	<ul style="list-style-type: none"> • Students study what is a drawing and the reasons why drawings are created. • Study of drawing media and its characteristics. • Comparison of 2D and 3D drawings, realistic and abstract drawings.
		Colour	<ul style="list-style-type: none"> • Study of colour-primary, secondary, tertiary, complementary, analogous and cool and warm. • Use of colour to evoke range of feelings/expressions.
		Study of artworks	<ul style="list-style-type: none"> • Students will do an analysis of two paintings-one that they like and one they dislike. • Students will give a brief oral presentation to the class on why they have chosen those examples. • Students will do a written description and evaluation (their view point) of one of the examples. • Students look at how conventions of the time influenced the artist.
		Art and culture	<ul style="list-style-type: none"> • Students will study examples of Aboriginal and Torres Strait Islander art and reflect on how cultural conventions impacted on the creation of works.