

## Shirley Smith High School Vision and Values

### *Grow with us.*

*At Shirley Smith High School, teaching and learning is authentic, rigorous, and designed to maximise student agency. We align deep disciplinary knowledge and excellent pedagogical practice to ensure our learners are empowered to find their purpose, fulfil their potential, and shape their own futures.*

Students at Shirley Smith High School are:

### **Curious**

*brave and open minded inquirers with a desire to know and understand*

### **Connected**

*inclusive young people connected to each other, connected to their community and connected to Country*

### **Learners**

*creative empowered learners with boundless potential for their futures and the future of our planet*

## Subject Details

<b>Subject/s:</b>	Integrated Elective	<b>Learning Area:</b>	Visual Art Design & Technology
<b>Teacher/s:</b>	Niki Van Buuren Claire Pullan	<b>Learning Period:</b>	Semester 1

## Engagement in Learning

In order to facilitate active engagement in their learning, students are expected to:

- Arrive prepared for their lessons, equipped with a fully charged chromebook, a notebook, a pen or pencil, and any other subject-specific materials that may be necessary.
- Independently make an effort to retrieve and complete any missed assignments or coursework due to absences or extracurricular activities during their own time.
- Embrace the principles of the school's Yindymarra wellbeing framework by treading lightly. This involves taking moments to pause, authentically connecting with others, engaging in deep listening, thoughtful reflection, and considering the impact of their actions on others.

## Learning and Assessment Policies

Please see the school website for policies regarding the submission of late work, extension requests for assessment tasks, and plagiarism and academic integrity.

## Description of Learning

### **Unit overview:**

The integrated electives unit in Semester 1 focuses on skills-based learning in the areas of Visual Art and Design and Technology. Students will complete a term-length unit of learning in each area.

The Visual Arts skills unit will cover the following topics:

**Drawing:** Portraiture, graphite pencil line and tone techniques, self identity and composition skills.

**Painting:** Colour theory, composition and framing, landscape and observation from life, watercolour painting skills.

**Ceramics:** Pinch pot modelling and ceramic finishing skills.

**Art Theory:** Self reflection, creative ideation and concept development processes.

The Design & Technology skills unit will cover the following topics:

**Safety:** Safety tests for specific tools and machinery in the workshop

**Project Design:** Following the design process; research, imagine, plan, create, evaluate, to develop a solution to a design brief

**Project Creation:** Using production processes and implement prior learning, build a set of wind chimes as per the Project Design

**Unit learning outcomes:**

By the end of this unit, students will demonstrate a level of achievement for the following standards:

**Visual Arts**

- Experiment with visual conventions, visual arts processes and materials to develop skills
- Reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice
- Generate, document and develop ideas for artworks
- Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning

**Technologies**

- Explains how the features of technologies impact on design decisions, and creates designed solutions based on analysis of needs or opportunities
- Creates and adapts design ideas, processes and solutions, and justifies their decisions against developed design criteria that include sustainability
- Communicates design ideas and solutions to audiences using technical terms and graphical representation techniques, including digital tools
- Independently and collaboratively documents and manages production processes to safely produce designed solutions

**Assessment:**

Task	Approximate Due Date
- Class work	Ongoing
- Formative Assessment	Ongoing
- Drawing and paint portfolio	Week 6
- Ceramic sculpture	Week 9
- Safety Tests (Tools & Machinery)	TBC
- Design Portfolio	Week 10
- Design Project: Windchimes	Week 10

**Learning Experiences**

Throughout the unit, students may have the opportunity to engage in the following learning experiences:

**Incursions/Excursions -**

**Competitions -** Competition opportunities may become available throughout the year and will be announced by CaPA staff.