

My Environment - My Response: Developing Personal Practice in Painting

Teacher Unit:

AIMS

The aim of this unit is for students to apply research of painting techniques as they generate and develop their own ideas reflecting an aspect of their personal environment.

Students will be encouraged to participate in an online community to connect with other learners and artists, to learn how to give and receive constructive feedback, and use feedback to inform development of their own ideas.

This unit is presented in two sections; the first is the teacher unit, with curriculum links, resources and planning details. The second section is intended for student use, with activity instructions and assessment information.

Images shown and supporting information can be accessed through Digistore at: <http://www.tki.org.nz/r/digistore/>



['Northland panels', 1958](#) Colin McCahon,
Reproduced courtesy of the Museum of New Zealand Te Papa Tongarewa



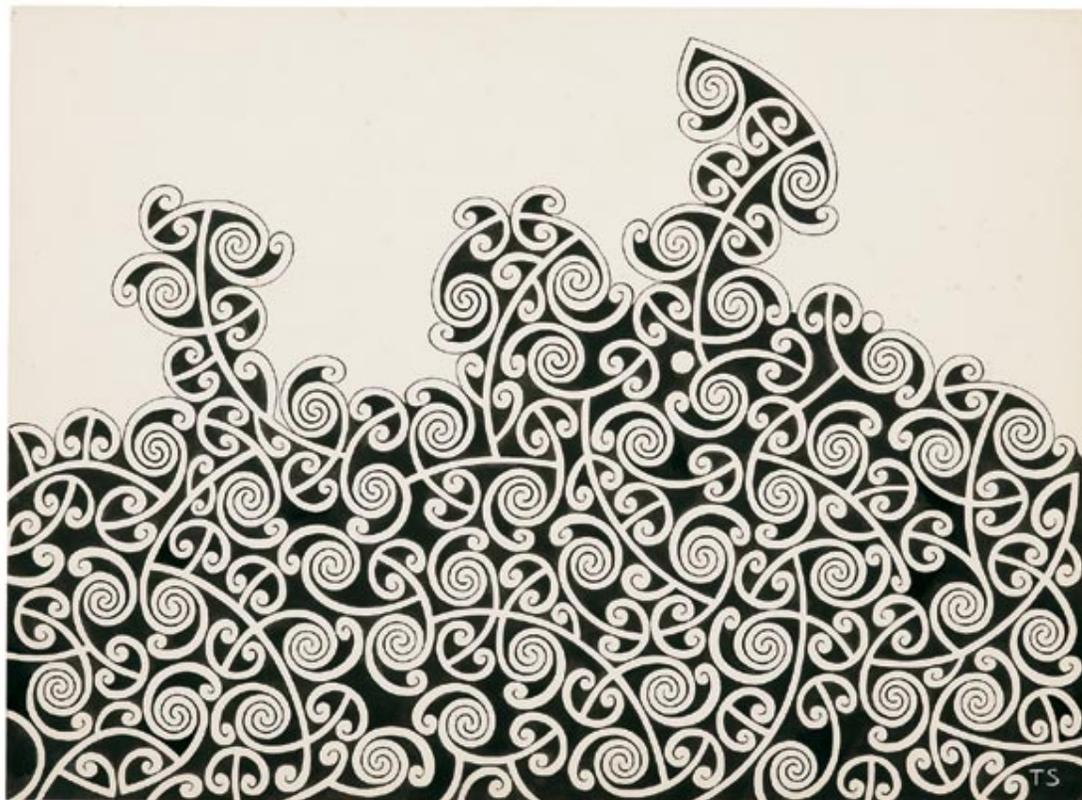


[Traffic Cop Bay](#), 2003, Bill Hammond,
Reproduced courtesy of the Museum of New Zealand Te Papa Tongarewa



[Storm at Wellington Heads](#), c1908 Petrus van der Velden,
Reproduced courtesy of the Museum of New Zealand Te Papa Tongarewa





[Study in black ink on white paper \(untitled\) - Theo Schoon, c1963](#)
Reproduced courtesy of the Museum of New Zealand Te Papa Tongarewa



['Blue and green Pacific', 1978](#), Don Driver
Reproduced courtesy of the Museum of New Zealand Te Papa Tongarewa



CURRICULUM LINKS

VALUES

Through guided class and online discussions and practical application students will learn about the values of others and develop their ability to:

- Express their own values through generation, selection and refinement of visual imagery
- Explore with empathy the values of others through online discussion and sharing of ideas and imagery.
- Critically analyse ideas about our land and environment, how they are communicated, and how they reflect our community and values.
- Make decisions about ideas they feel are important to express, celebrate or uphold.

PRINCIPLES

<ul style="list-style-type: none">• High Expectations• Learning to Learn	All students will be supported to achieve their personal best. The use of cell phone and digital photography as a drawing tool will build on and validate skills developed outside the classroom, and extend them in new creative contexts. Students will be encouraged to share and reflect on their learning as they explore ways to use and extend their creative, technical and critical skills.
<ul style="list-style-type: none">• Treaty of Waitangi• Cultural Diversity• Inclusion	Students will be encouraged to consider their personal environment, how we view and value the land and how we communicate our values, concerns and ideas through visual imagery. This will involve consideration of how European and Maori artists communicate ideas and values about the land and how values may change over time.
<ul style="list-style-type: none">• Community Engagement	This activity will support students to participate in an online community, reflect on their contribution and communication of ideas, and connect with other learners and artists in the community.
<ul style="list-style-type: none">• Coherence	Links to other learning areas may include art history, social sciences and science.
<ul style="list-style-type: none">• Future Focus	A focus is the communication of ideas visually and through online communities, and how connecting with others through technology, enhances ways in which learners can support and contribute to the learning experiences of others.

KEY COMPETENCIES

Thinking	Students will use creative, critical, and meta-cognitive processes as they analyse images and identify relationships between artists' ideas and chosen techniques.
Using language,	Students will analyse visual representations of the land and the ideas they



symbols, and texts	communicate. They will reflect on their own views, identify ideas they wish to communicate, and develop visual language, techniques and processes to communicate those ideas.
Managing self	They will manage their own work in and outside of class time, establishing a time frame and work plan, with clear objectives. They will gather feedback, reflect on their progress and develop their own next steps, informed by feedback.
Relating to others	Students will interact with people inside and outside the classroom, including online, as they define their ideas, share their work, gather feedback and reflect on the ideas of others.
Participating and contributing	Students will build and contribute to an online community through a class blog to build the confidence to reflect on views and values of their environment identity and share ideas about their work.

CURRICULUM ACHIEVEMENT OBJECTIVES

Visual Arts Level 7

Understanding the Visual Arts in Context

Students will:

- research and analyse the influences of contexts on the characteristics and production of art works.
- research and analyse the influence of relevant contexts on their own work.

Developing Practical Knowledge in the Visual Arts

Students will:

- apply understanding from research into a range of established practice to extend skills for particular art-making purposes, using appropriate processes and procedures in selected fields.
- extend skills, in a range of materials, techniques, and technologies.

Developing Ideas in the Visual Arts

Students will:

- generate, analyse, clarify, and extend ideas in a selected field related to established practice.
- use a systematic approach to the development of ideas in a body of work.

Communicating and Interpreting in the Visual Arts

Students will:

- research and analyse how art works are constructed and presented to communicate meanings.
- use critical analysis to interpret and respond to art works.



ACHIEVEMENT CRITERIA FOR ACHIEVEMENT STANDARD 90476

Achievement Standard Version Level
 Assessment mode Internal Credits Due Date

AS Title: Generate and develop ideas using drawing processes and procedures in painting practice

YEAR 12	LEVEL 7
-------------------	-------------------

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Generate and develop ideas in a related series based on established practice. • Use drawing and painting materials, processes and techniques appropriate to purpose. 	<ul style="list-style-type: none"> • Generate, develop and clarify ideas in a related series based on established practice. • Use drawing and painting materials, processes and techniques with understanding. 	<ul style="list-style-type: none"> • Generate, develop, critically analyse and clarify ideas in a related series based on established practice. • Use drawing and painting materials, processes and techniques with understanding and clarity of purpose.

LEARNING OUTCOMES

Use critical analysis to interpret and respond to art works by selected landscape painters. Select and use drawing and painting materials and techniques appropriate to selected artists and identified ideas and personal intent.
 Generate, analyse, clarify, and extend ideas in painting based on analysis of selected art works. Use a systematic approach to develop ideas and extend techniques in a body of work, acting on feedback, analysing strengths and identifying areas to further develop and refine.

FOCUSING QUESTIONS

What is the relationship between the techniques an artist selects and the ideas they are trying to communicate?
 What do paintings tell you about New Zealand and how the artist feels about New Zealand?
 What ideas / concepts underpin your work?
 What ideas, beliefs, values about your environment do you wish to convey?
 How do you use feedback from others to inform development of your work? Can it help you to reflect on your ideas, analyse your work and clarify ideas you wish to communicate?



CONDITIONS

Pre-requisites: This activity will be informed by study towards Art History 2.3 AS90229 Examine techniques used in art, or by Visual Arts 2.1 AS90233 Research and Document methods and ideas in the context of a drawing study in painting. The activity "Exploring Techniques in New Zealand Painting" available at (*to be added*) could be introduced prior to this activity, or undertaken simultaneously. Work from this unit may be extended into the development of work for Visual Arts 2.3 AS90479 Produce a body of work within painting to show understanding of art-making methods and ideas.

Duration: 8 weeks

Homework: Part of the practical work required for this activity will need to be undertaken in your own time for homework. This will include gathering of information such as drawings, photographs and materials about your selected topic, or context to inform the development of your images for painting. Up to 2 hours homework per week is expected.

Special requirements: Access to either a digital camera or camera phone would be beneficial. Access to a class blog, to share and respond to work, give and receive feedback, and consider the views and ideas of others, is also important.

Assessment conditions: This unit will be internally assessed. All work is to be recorded in your visual diary. Digital images need to be labelled and filed appropriately. You are responsible for the care and safety of all of your work including paintings not secured in your diary. All work must be accurately labelled.

RESOURCES

Web Resources

Galleries

- [The Christchurch Gallery](#)
- [COCA](#)
- [EVO](#)
- [Ferner](#)
- [Paradise](#)
- [Roslyn Noxley for John Firth Smith, Mandy Martin, Jeremy Kibel](#)
- [Jon Buckley- Jeremy Kibel, John Firth Smith,](#)
- [NZ Artists](#)
- [Victoria University Art Collection](#)
- [Milford Gallery](#)
- [Brooke Gifford](#)

Artists

- [Fisher](#)
- [Johnson](#)
- [Johnson](#)
- [Jan Senberg](#)



- [Karl Maughan, Neil Frazer](#)
- [Morrison](#)
- [Leek](#)

School/Community Resources

- CAFE: Community artists <http://arts.unitec.ac.nz/arts-cafe/>

Other Resources

- Blogs in Plain English Online video: <http://www.commoncraft.com/blogs>
- Blog Hosts http://del.icio.us/f.grant/blog_host
- Blog Tools http://del.icio.us/f.grant/blog_tools
- Art and the Land, video available from The Film Archive <http://filmarchive.org.nz/education/OD-Art.php>

MATERIALS

- Visual diary
- Camera- eg digital, camera phone, SLR
- Access to design software: eg Creative Suite, Photoshop
- Portable digital storage eg memory stick
- Drawing media eg charcoal, ink wash, colour pencils
- Painting ground and media eg gesso, acrylic paints,oils, oil sticks

KEY TERMINOLOGY

Term	Definition
Generate	Identify, produce and present your own ideas- starting points. Ideas may be identified or generated through drawing from observation, research into themes, values and issues, drawing with a camera to record information, and then organising information into starting compositions.
Develop	Build on ideas and techniques, manipulate, order, transform to better communicate ideas or improve aesthetically. This requires making decisions about the works- decisions about composition, use of media, processes and techniques, subject, ideas to be communicated, aesthetics.
Clarify	Refine, review and reflect on work and make these reflections evident in the decisions made. For ideas to be clarified, decisions must be purposeful, improve communication of ideas and further resolve techniques.
Critically analyse	Reflect and consider the effects of the parts or elements of art works, how they relate, work together and communicate ideas. Make decisions based on that reflection and analysis that is informed by research appropriate to the task and purpose.



Conventions	Established procedures, in making art works, that use particular pictorial devices, techniques or processes to represent, organise, or interpret ideas. For example the conventions used by romantic landscape painters differ from those used by abstract painters.
Process	A specific art-making method such as collage.
Procedure	A particular way of carrying out an art-making investigation, for example, the generation of ideas, and subsequent developmental stages leading to the making of art works.
Purpose	Intent of an art work, ideas to be communicated, reason for it being made.

LEARNING SEQUENCE: TEACHER NOTES

Initial Preparation	
<p>Review the selection of landscape artists, and select which ones you wish to introduce to students. The artists, mostly New Zealand, have been grouped in threes so that students do not confine themselves to a single model. These clusters of artists can be reorganised, with more added, and some deleted depending on the class context, and previous study undertaken.</p> <p>All artists listed have images that can be easily sourced online using the links provided. However sites can change so, before introducing this unit, review the list and identify a selection of key works to introduce and discuss with students.</p> <p>If not already established you may wish to set up a class blog. Refer to recommended sites.</p> <p>Consider some external experts to invite to participate and provide feedback to students. Invitees could include other art teachers or staff members from your own or another school, local artists, parents, year 13 students, ex students studying at tertiary level, teacher trainees, gallery staff or education officers, or local advisers.</p>	
Introduction: (1 period)	Formative Assessment Ongoing Assessment Approaches / Evidence
<p>Explain the requirements of the standard including key terminology, objectives and key aspects of the Explanatory Notes:</p> <ul style="list-style-type: none"> •using drawing as a thinking and decision making process, •use of digital processes as a drawing device, the need for work to be informed by established practice •basing work on an idea, concept or 'problem'. <p>Discuss with students how they will apply research into techniques that they have undertaken in Art History AS90229 or Visual Arts 2.1 AS90233.</p>	<p>In class discussion review student understanding of key terms, intended outcomes and understanding of research undertaken in previous study and how this might be applied in this unit.</p>



<p>Discuss how class blog is to be used- establish class protocols and discuss an invite list.</p>	
<p>Task 1 Reviewing Artists' works (1-2 periods)</p>	<p>Formative Assessment Ongoing Assessment Approaches / Evidence</p>
<p>Review selection of artists' works, discuss ideas, concepts, selection of media, techniques and processes. How do media and techniques influence the ideas or how the work is read? Encourage students to record names, ideas and techniques that interest them, and could be used to extend their own ideas- using the Artists Record sheet.</p>	<p>Focus questions: What is the relationship between the techniques an artist selects and their ideas they are trying to communicate? What do paintings tell you about NZ and how the artist feels about NZ? Consider how European and Maori artists communicate ideas and values about the land and how values may change over time. Students to make notes on Artists' Record sheet- to inform their own planning.</p>
<p>Task 2 Exploring potential contexts (1 period)</p>	<p>Formative Assessment Ongoing Assessment Approaches / Evidence</p>
<p>Using task sheet 2: Students can begin broadly exploring ideas, interests, concerns and concepts they might wish to investigate, and then consider relevant media, techniques and models that could inform development of their work. The objective is consider a variety of artists and approaches before selecting one group of three. Landscape is the broad theme but they may define this as rural or urban, local or national, or incorporate imagery that is linked to a particular theme, issue, memory or event. They will need access to artists' images in galleries books or online to inform this phase.</p>	<p>Focus questions: What is a proposal? Do paintings have to communicate anything? How do we define landscape? What if you decide your idea/ theme doesn't have potential? What ideas / concepts could underpin your work? What ideas, beliefs, values about your environment do you wish to convey?</p> <p>Review the Key Competency reflection sheet, and discuss ways students could use this to reflect on their approaches to their work.</p>
<p>Task 3 Developing a proposal (1 period)</p>	<p>Formative Assessment Ongoing Assessment Approaches / Evidence</p>
<p>Each student is to prepare a proposal that identifies, concepts, ideas that underpin their work, subject- including location, and site information they will need to gather, media and techniques they wish to explore, three artist models and the characteristics of those artists models that will inform their work. Task sheet three provides a model, but students could work directly in their visual diary without a defined template. Proposals can be summarised and loaded to the class blog for comment and feedback.</p>	<p>Teacher student conference to review proposals, provide feedback, explore potential for options. The focus needs to be on students defining their intent, and selecting relevant models, techniques and processes relevant to the ideas they wish to explore. Have students identified concepts or values that they wish to express?</p>



<p>Task 4 Generating Ideas - gathering visual information (4 periods)</p>	<p>Formative Assessment Ongoing Assessment Approaches / Evidence</p>
<p>Students can gather information digitally and through drawing on site. They may also want to gather information from newspapers magazines, family archives etc. Material generated from a previous unit may provide starting points. Intellectual property rights may need to be reviewed if students wish to incorporate "found" imagery.</p>	<p>Focus questions: How much information is needed to develop and extend ideas? How specific does the information need to be? What are the best methods for gathering information? What constitutes 'drawing'? Why is it necessary to gather your own information? What images will communicate values and ideas about the environment? What questions could be students ask artists about their practice?</p>
<p>Task 5 Investigating artists' techniques (3 periods)</p>	<p>Formative Assessment Ongoing Assessment Approaches / Evidence</p>
<p>Students need to explore materials, techniques, grounds, methods, as well as viewpoints, use of colour, contrast. It is important that students refer to the work of three artists and do not restrict themselves to one. It is also important that they apply techniques to their own compositions rather than making copies of segments of artists' works. For homework students should be continuing to draw and gathering information digitally.</p>	<p>Focus questions: How do you think the artist gathered information prior to painting? What drawing methods might they have used? What information might they have gathered? Consider how their values and ideas influenced how they collected information. Revisit the Key Competency reflection sheet: support students to consider ways they might challenge themselves, their objectives and aspects they might need to work on.</p>
<p>Task 6 Developing sequences of ideas (4 periods)</p>	<p>Formative Assessment Ongoing Assessment Approaches / Evidence</p>
<p>Students can do this using a mixture of conventional drawing processes and digital drawing processes depending on ideas, techniques, subject and interest. Ideas may be seen as thumbnails- quick to generate. Encourage students to identify 3-4 core ideas, which they explore through a series of small compositions.</p>	<p>Students to record their key ideas and load to blog. Encourage an online discussion so that students receive constructive feedback. Discuss what constitutes constructive feedback? What types of questions could they ask of artists, or to illicit the feedback they need about their own work.</p>
<p>Task 7 Reviewing and clarifying ideas (2 periods)</p>	<p>Formative Assessment Ongoing Assessment Approaches / Evidence</p>
<p>Class critique in groups or class (depending on class size). Each student to present work, discuss proposal, strengths and weaknesses of ideas, feedback received (via blog) develop and refine through a series of small compositions. Identify four ideas to develop. Revise visual</p>	<p>Class critique: students to record key feedback, recommendations and potential next steps in their visual diary.</p>



map- annotate selected ideas with ways to develop- consider format, media, techniques , conventions, links with artists, use of colour, contrast, clarity of ideas.	
Task 8 Developing a series (6 periods)	Formative Assessment Ongoing Assessment Approaches / Evidence
Develop a series of 4 small paintings - Ideas and compositions for these may have been generated digitally but each work must use paint media and processes, informed by selected artist models, and appropriate to ideas. Each student is to define the format and size appropriate to ideas and techniques selected- minimum A6 .	Focus questions: How do you use feedback from others to inform development of your work? Can it help you to reflect on your ideas, analyse your work and clarify ideas you wish to communicate?
Task 9 Major works (6 periods)	Formative Assessment Ongoing Assessment Approaches / Evidence
Develop two compositions as concluding works for this unit. Minimum size: A4. Media and techniques to show links with model artists, but demonstrate how ideas and techniques have been extended into own work. Works may show links with new artist models.	Stages and planning to be shared by students online.
Task 10 Reflection and documentation (2 periods)	Formative Assessment Ongoing Assessment Approaches / Evidence
Document visual diary. Ensure pages are labelled with relevant task numbers (for moderation purposes). Ensure feedback from blog is included with works. Annotate planning to show own reflections and ideas that could be extended into planning for Visual arts 2.3 AS90479.	Students to complete self and peer assessment using formative assessment sheet, and revisit their Key Competencies reflection sheet.



EVALUATION

Next Learning Steps

Strengths	Further Development
<p data-bbox="155 373 732 443">Evaluate delivery strategies that worked effectively</p> <p data-bbox="155 646 764 716">Evaluate learning experiences that worked well</p>	<p data-bbox="824 373 1377 443">Identify delivery strategies to revise or implement</p> <p data-bbox="824 680 1385 749">Identify learning experiences that need development</p>
<p data-bbox="155 1024 1466 1094">Identification of students: Use assessment information to identify students underperforming, and those who could be challenged further.</p>	
Students/groups	Strategies to meet student needs:

Moderation Feedback:



Student Activity Sheet:

My Environment – My Response: Developing Personal Practice in Painting

Student Activity:

Achievement Standard Version Level
Credits Due Date

AS Title: Generate and develop ideas using drawing processes and procedures in painting practice

YEAR 12	LEVEL 7
-------------------	-------------------

AIMS

The aim of this unit is for you to apply research of painting techniques as you generate and develop your own ideas reflecting an aspect of your personal environment. By participating in an online community you will be able to connect with other learners and artists, to learn how to give and receive constructive feedback, and use feedback to inform development of your own ideas.

ACHIEVEMENT CRITERIA FOR ACHIEVEMENT STANDARD 90476

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Generate and develop ideas in a related series based on established practice.• Use drawing and painting materials, processes and techniques appropriate to purpose.	<ul style="list-style-type: none">• Generate, develop and clarify ideas in a related series based on established practice.• Use drawing and painting materials, processes and techniques with understanding.	<ul style="list-style-type: none">• Generate, develop, critically analyse and clarify ideas in a related series based on established practice.• Use drawing and painting materials, processes and techniques with understanding and clarity of purpose.



Explanatory Notes

Evidence of ability to generate and develop ideas will be identified in a range of work within the selected field.

- This may involve different processes, procedures, materials and techniques, all of which can be understood as drawing. In effect, the ability to make paintings is dependent upon recognising and using drawing as a thinking and working process.
- Drawing is an ongoing decision-making process which enables a continuum to be established and maintained. Aspects of drawing are also identifiable in finished work. In this standard drawing may include drawing notes, sketches, monochromatic and colour studies, collage, sequences of developmental works and finished works.

The body of evidence may be based on an idea, concept, subject matter, problem or situation, and must be related to established practice.

Learning from established practice is often referred to as 'learning by example' or 'using artist models'.

Digital processes may be used as part of the drawing process. Teachers and candidates may choose to combine traditional practice with other processes such as digital image-making. Successful Visual Arts teaching programmes will ensure that candidates maintain control of the processes, both digital and traditional, used in the production of their work.

FOCUSING QUESTIONS

What is the relationship between the techniques an artist selects and the ideas they are trying to communicate?

What do paintings tell you about NZ and how the artist feels about New Zealand?

What ideas / concepts underpin your work?

What ideas, beliefs, values about your environment do you wish to convey?

How do you use feedback from others to inform development of your work? Can it help you to reflect on your ideas, analyse your work and clarify ideas you wish to communicate?

CONDITIONS

Pre-requisites: This activity will be informed by study towards Art History 2.3 AS90229 Examine techniques used in art, or by Visual Arts 2.1 AS90233 Research and Document methods and ideas in the context of a drawing study in painting. Work from this unit may be extended into the development of work for Visual Arts 2.3 AS90479 Produce a body of work within painting to show understanding of art-making methods and ideas.

Duration: 8 weeks

Homework: Part of the practical work required for this activity will need to be undertaken in your own time for homework. This will include gathering of information such as drawings, photographs and materials about your selected topic, or context to inform the development of your images for painting. Up to 2 hours homework per week is expected.



Special requirements: Access to either a digital camera or camera phone would be beneficial. Access to a class blog, to share and respond to work, give and receive feedback, and consider the views and ideas of others, is also important.

Assessment conditions: This unit will be internally assessed. All work is to be recorded in your visual diary. Digital images need to be labelled and filed appropriately. You are responsible for the care and safety of all of your work including paintings not secured in your diary. All work must be accurately labelled.

Web Resources

Galleries

- [The Christchurch Gallery](#)
- [COCA](#)
- [EVO](#)
- [Ferner](#)
- [Paradise](#)
- [Roslyn Noxley for John Firth Smith, Mandy Martin, Jeremy Kibel](#)
- [Jon Buckley- Jeremy Kibel, John Firth Smith,](#)
- [NZ Artists](#)
- [Victoria University Art Collection](#)
- [Milford Gallery](#)

Artists

- [Fisher](#)
- [Johnson](#)
- [Johnson](#)
- [Jan Senberg](#)
- [Karl Maughan, Neil Frazer](#)
- [Morrison](#)
- [Leek](#)

MATERIALS

- Visual diary
- Camera- eg digital, camera phone, SLR
- Access to design software: eg Creative Suite, Photoshop
- Portable digital storage eg memory stick
- Drawing media eg charcoal, ink wash, colour pencils
- Painting ground and media eg gesso, acrylic paints, oils, oil sticks

KEY TERMINOLOGY

Term	Definition
Generate	



Develop	
Clarify	
Critically analyse	
Processes	
Procedures	
Purpose	

STUDENT INSTRUCTIONS

Task 1 Reviewing Artists' works (1-2 periods)	Ongoing Assessment
Using the Artist Record sheet, make notes of artists, ideas and techniques that interest you and could be used to extend your own ideas. Select one group of three artists to inform your work but make note of any other possibilities.	This task is not part of the final assessment but is essential preparation. Include the Artist Record sheet in your visual diary. Consider the concepts, and values that artists communicate through their work.
Task 2 Exploring potential contexts (1 period)	Ongoing Assessment
Define your personal subject, ideas and approach. Complete Task Sheet 2 Potential contexts, to identify 4 possible ideas. Identify places or issues of interest, underlying concepts, relevant media, techniques and the group of 3 artists that could inform your work.	Consider: What ideas / concepts could underpin your work? What ideas, beliefs and values about your environment do you wish to convey? How are these personal to you? Review the Key Competency reflection sheet, and note any ways you could extend yourself.
Task 3 Developing a proposal (1 period)	Ongoing Assessment



<p>Develop your proposal based on your strongest idea from task 2. Identify:</p> <ul style="list-style-type: none"> • a key issue, social or environmental concern, a memory or event, or a specific place that has significance • relevant imagery and how you plan to gather information (digitally and/or conventional drawing) • group of three artists who will inform your work- note key works, ideas, techniques, conventions • techniques, processes you intend to explore • possible links to other artists, ideas • initial compositions through thumbnail sketches <p>Use task sheet three as a template or develop a visual map directly in your visual diary.</p>	<p>Discuss proposal with your teacher, and write a summary on the class blog before continuing. Share your ideas with others and record any ideas others suggest. Record ideas you have that might extend the ideas for someone else- sharing your ideas with others may encourage them to suggest options for you.</p> <p>Recording all your ideas and contributing to an online community may not be necessary for the assessment of the standard, but they are important ways for developing your own practice as artist and your personal management and learning skills.</p>
<p>Task 4 Generating Ideas - gathering visual information (4 periods and homework)</p>	<p>Ongoing Assessment</p>
<p>Produce a minimum of four drawings of your subject. Gather support information digitally, as well as from newspapers, magazines, family archives etc. Remember if imagery is sourced from elsewhere you will have to acknowledge the source, and ensure that Intellectual Property rights have been respected. Discuss with your teacher.</p>	<p>Remember your objective is to generate your own ideas not recreate the images of a selected artist. Consider: How much information will you need to develop and extend sufficient ideas? How specific does the information need to be? What are the best methods for gathering information?</p>
<p>Task 5 Investigating artists' techniques (3 periods and homework)</p>	<p>Ongoing Assessment</p>
<p>Produce a minimum of 4 trial studies that explore materials, techniques, viewpoints, colour and contrast. Refer to the work of all 3 artists. Generate your own compositions; do not copy segments of artist's work. Size of studies should be appropriate to selected techniques - larger experiments can be recorded digitally. Document all work in your visual diary. Homework: Upload key work to blog, and continue to draw and gather information.</p>	<p>Consider: How do you think the artist/s gathered information prior to painting? What drawing methods may they have used?</p> <p>Review the Key Competency reflection sheet, make notes on ways you have been challenging yourself, your objectives and aspects you might need to work on.</p>
<p>Task 6 Developing sequences of ideas (4 periods)</p>	<p>Ongoing Assessment</p>
<p>Develop three series of 4 thumbnails (minimum 12 A7 sized compositions) using conventional and/or digital drawing techniques. Homework: Contribute to class blog, share ideas.</p>	<p>Load key ideas to blog. In your visual diary record any feedback you receive and consider how you can use it to refine your ideas. What constitutes constructive feedback? What types of questions could you ask artists, or ask to gain the feedback you need to help you with your work? How can you support others to share</p>



	their work and ideas?
Task 7 Reviewing and clarifying ideas (2 periods)	Ongoing Assessment
Revise proposal and/or visual map in diary. From task 6 select 4 compositions - annotate ways to develop- consider format, media, techniques, conventions, links with artists, clarity of ideas. Present your proposal and record key feedback and potential next steps in your visual diary.	Class critique or blog discussion: Present your proposal, include: <ul style="list-style-type: none"> • key ideas and initial drawings of subject • artists works that inform your work • trialled techniques • 4 compositions for development Consider not only how you present your own ideas, but also how you can support others to share their ideas.
Task 8 Developing a series (6 periods and homework)	Ongoing Assessment
Develop a series of 4 paintings - Ideas and compositions for these may have been generated digitally but each work must use paint media and processes, informed by selected artist models. Exact size and format to be appropriate to ideas and techniques (minimum A5). Discuss with your teacher and document planning in your visual diary.	Focus questions: How do you use feedback from others to inform development of your work? Can it help you to reflect on your ideas, analyse your work and clarify ideas you wish to communicate? What type of feedback have you found helpful?
Task 9 Major works (6 periods and homework)	Ongoing Assessment
Develop 2 compositions as concluding works. Minimum size: A4. Media and techniques to show links with model artists, but demonstrate how you have extended ideas and techniques in your work. You may show links to new artists.	Share your planning online to gain feedback and ideas. Document feedback and options to pursue in your visual arts diary. Has feedback helped you to clarify the ideas and values you wish to communicate?
Task 10 Reflection and documentation (2 periods)	Ongoing Assessment
Document visual diary. Ensure pages are labelled with relevant task numbers. Include feedback from the blog. Annotate planning to show evaluations and ideas that may be extended for Visual Arts 2.3 AS90479.	Complete self and peer assessment using formative assessment sheet, and revisit your Key Competencies sheet. Consider questions you might ask, or ways you can provide constructive feedback to a friend. Discuss work and next steps with your teacher.



KEY COMPETENCIES : Reflection

KC	Considerations, opportunities	Your reflections, challenges and successes
Thinking	<p>How have you used creative, and critical processes to analyse images.</p> <p>What relationships have you identified between artists' ideas and their chosen techniques.</p>	
Using language, symbols, and texts	<p>Reflect on your own views- what ideas did you wish to communicate, and how did you use visual language and techniques to communicate those ideas.</p>	
Managing self	<p>How did you manage your work in and outside of class time?</p> <p>Did you establish a time frame, work plan and clear objectives? Did you gather feedback, reflect on your progress? What are your next steps- How have they been informed by feedback?</p>	
Relating to others and Participating and contributing	<p>How did you contribute to the class blog? Did you discuss ideas about your environment, your values, or reflect on issues?</p> <p>Did you give feedback to others and support development of their work? What feedback did you gather and how did it help you with your work?</p>	
Name:		



ASSESSMENT SCHEDULE: FORMATIVE ASSESSMENT (AS 90476)

Achievement Standard

Version

Level

Credits

Due Date

Submission Requirements

Present all work in visual diary. All pages labelled with task numbers. Ensure key passages from blog are printed and annotated to show how feedback informed development and clarification of ideas. Final works may be submitted separately, mounted on board if appropriate, and labelled on the back with name, class, school, task and achievement standard number.

AS Title: Generate and develop ideas using drawing processes and procedures in painting practice

Achievement Criteria			
Evidence	Achievement	Achievement with Merit	Achievement with Excellence
Visual diary: including tasks 2 - 7. <input type="radio"/> proposal-planning <input type="radio"/> links with artists <input type="radio"/> preliminary drawings and support information <input type="radio"/> trials of techniques <input type="radio"/> series of thumbnail sketches-drawn or generated digitally <input type="radio"/> annotations to identify clarification of ideas and identification of next	<ul style="list-style-type: none"> • Generate and develop ideas in a related series based on established practice. <input type="radio"/> <i>Ideas have been generated through drawing of subject matter or recording digitally places, content of interest.</i> <input type="radio"/> <i>Appropriate artist/s have been selected and links made to their ideas and/or techniques</i> <input type="radio"/> <i>Series of thumbnails and small works show how ideas have been developed in line with ideas</i>	<ul style="list-style-type: none"> • Generate, develop and clarify ideas in a related series based on established practice. <input type="radio"/> <i>A variety of information has been gathered digitally and using drawing media, consistent with ideas outlined in proposal.</i> <input type="radio"/> <i>Appropriate artists have informed planning, development of ideas, and purposeful exploration of techniques.</i> <input type="radio"/> <i>Series of thumbnails and small works show how ideas have been explored,</i>	<ul style="list-style-type: none"> • Generate, develop, critically analyse and clarify ideas in a related series based on established practice. <input type="radio"/> <i>Work shows purposeful gathering of information, clear ideas with options to explore, appropriate selection of art works to inform own work.</i> <input type="radio"/> <i>Ideas and techniques continually explored, reviewed and refined - as noted in annotations and decisions made in the development of compositions, ideas and techniques.</i>



<p>steps</p> <ul style="list-style-type: none"> <input type="radio"/> Series of small paintings <input type="radio"/> Final works from task 8 may be submitted separately. 	<p><i>outlined in proposal</i></p> <ul style="list-style-type: none"> • Use drawing and painting materials, processes and techniques appropriate to purpose. <p><input type="radio"/> <i>Materials and techniques are appropriate for idea/s and artist/s model defined in proposal</i></p>	<p><i>refined, and progressed with links to selected artists. Clear decisions about composition, techniques and intent.</i></p> <ul style="list-style-type: none"> • Use drawing and painting materials, processes and techniques with understanding. <p><input type="radio"/> <i>Clear decisions have been made about the selection, trial and use of materials, processes and techniques. Techniques have been refined appropriate to intent.</i></p>	<p><input type="radio"/> <i>Later works show clear decision making and thoughtful response to feedback, Next steps identify ways to improve refine and further develop works.</i></p> <ul style="list-style-type: none"> • Use drawing and painting materials, processes and techniques with understanding and clarity of purpose. <p><input type="radio"/> <i>Purposeful decisions made about selection, trial and use of materials, processes and techniques. Techniques informed by artists but developed to best communicate own ideas.</i></p>
--	--	--	--

	Self Assessment	Teacher Assessment
Strengths		
Next Steps - ways to improve		



ASSESSMENT SCHEDULE: SUMMATIVE ASSESSMENT (AS 90476)

Achievement Standard	90476	Version	2	Level	2
		Credits	6	Due Date	

Submission Requirements

Present all work in visual diary. All pages labelled with task numbers. Ensure key passage from blog are printed and annotated to show how feedback informed development and clarification of ideas. Final works may be submitted separately, mounted on board if appropriate, and labelled on the back with name, class, school, task and achievement standard number.

AS Title: Generate and develop ideas using drawing processes and procedures in painting practice

Achievement Criteria			
Evidence	Achievement	Achievement with Merit	Achievement with Excellence
<p>Visual diary including tasks 2- 7. Proposal-preliminary drawings and support information, trials of techniques, developmental works including a series of small paintings.</p> <p>Final works from task 8.</p>	<ul style="list-style-type: none"> • Generate and develop ideas in a related series based on established practice. <i>Ideas have been generated through drawing of subject matter or recording digitally places, content of interest. Appropriate artist/s have been selected and links made to their ideas, and/or techniques</i> <i>Series of thumbnails and small works show how ideas have been developed in line with ideas outlined in proposal.</i> • Use drawing and painting materials, processes and 	<ul style="list-style-type: none"> • Generate, develop and clarify ideas in a related series based on established practice. <i>A variety of information has been gathered digitally and using drawing media, consistent with ideas outlined in proposal.. Appropriate artists have informed planning, development of ideas, and purposeful exploration of techniques. Series of thumbnails and small works show how ideas have been explored, refined, and progressed with links to selected artists. Clear decisions about composition,</i> 	<ul style="list-style-type: none"> • Generate, develop, critically analyse and clarify ideas in a related series based on established practice. <i>Work shows purposeful gathering of information, clear ideas with options to explore, appropriate selection of art works to inform own work. Ideas and techniques continually explored, reviewed and refined - as noted in annotations and decisions made in the development of compositions, ideas and techniques. Later works show clear decision making and thoughtful response to</i>



	<p>techniques appropriate to purpose.</p> <p><i>Materials and techniques are appropriate for idea/s and artist/s model defined in proposal</i></p>	<p><i>techniques and intent.</i></p> <ul style="list-style-type: none"> • Use drawing and painting materials, processes and techniques with understanding. <i>Clear decisions have been made about the selection, trial and use of materials, processes and techniques. Techniques have been refined appropriate to intent.</i> 	<p><i>feedback., Next steps identify ways to improve refine and further develop works.</i></p> <ul style="list-style-type: none"> • Use drawing and painting materials, processes and techniques with understanding and clarity of purpose. <i>Purposeful decisions made about selection, trial and use of materials, processes and techniques. Techniques informed by artists but developed to best communicate own ideas.</i>
--	--	--	--

AUTHENTICATION: The work that has been submitted for assessment is entirely my own work.

Student Signature: Date:

STUDENT COMMENT

TEACHER'S COMMENT

GRADE

Student signature Date:

Teacher's signature Date:

