



Curriculum Overview

Visual Arts

Term 2 2016

Prep

Students will learn how to establish a sense of space in a 2D work by overlapping shapes to create an image of a chick emerging from an egg. Students will learn about how to use different types of brushes, make painted textures using different tools and use mixed media. They will make decisions about the placement of shapes in order to make a pleasing composition. Students will discuss the shapes of chicks and textures of nests viewed in short animations and films and discuss how these are different to their own artwork.

Year One

Students will learn how to establish a sense of space in a 2D work by overlapping shapes to create an image of a chicken in a barnyard environment. They will view short films of chickens and use their observations to make decisions on colour and pattern. Students will use mixed media and learn about how to use different types of brushes for painting with ink and paint and make painted textures using different tools. They will learn about background and foreground and make aesthetic decisions about the placement of shapes in order to make a pleasing composition. Students will discuss the shapes and textures used in short animations and compare these with the filmed chickens and their own artwork.

Year Two

Students will learn how to establish a sense of space in a 2D work by overlapping and layering shapes to create a mixed-media collage of a bird resting on a branch. They will view short films of birds and use their observations and imagination to make decisions on colour and pattern. Students will learn to use different types of brushes for painting with ink and acrylic paint and will create textures using printing techniques. They will use colour to show difference between background and foreground and make aesthetic decisions about the placement of shapes in order to create a balanced, asymmetrical composition. Students will discuss the shapes and patterns of birds in short animations and compare these with photographs of birds and their own artwork.

Year Three

Students will investigate Pop art and 1940s & 50s comic book illustrations to create a composition that combines onomatopoeic text with shapes that are made with dynamic lines. They will learn about geometric patterns and develop their own patterns to apply to sections of their work, building up layers that create a sense of space. They will paint with contrasting, flat colours to create dramatic effects and use markers or paint pens to produce graphic outlines. Printing techniques may be used to apply sections of pattern.

Year Four

Students will investigate the work of Pop Artist, Roy Lichtenstein, and comic book cover illustrations of the 1940s & 50s. They will design a comic book cover for their own superhero comic using similar visual devices. Their design will feature a unique superhero logo, text, shapes and graphic dynamic lines in order to communicate action and movement.

Contrasting colours will be selected by students to convey energy and excitement. Students will discuss the visual impact of the colours and shapes of their designs.

Year Five

Students will investigate traditions of drawing imaginary animals to create their own painted dragon. They will view short animations and discuss book and comic book illustrations of dragons to gather ideas for shape, details and colours. Students will make a guided drawing of a traditional dragon using crayons and ink and use this as a starting point to create their own design. Students will add details and vary shapes to create a unique interpretation. They will select contrasting colours to distinguish between the figure and the background and choose appropriate colours to communicate a specific mood.

Year Six

Students will investigate illustrations styles of 1940s & 50s comics and the work of Pop artist Roy Lichtenstein. They will use these techniques to make a portrait of themselves or family member focusing on conveying personality and emotion. They will use contrasting vibrant colours and graphic black outlines to create their image. Students will learn about the visual devices often used in comics of this time such as speech bubbles, action lines, cropping and close ups and will select devices appropriate for their portrait. Printing techniques can be used to create patterns, such as benday dots, for sections of the design.

