



St. Paul's International College
Visual Arts Scope & Sequence
Year 7&8 Stage 4
2023

Year 7&8	Term 1				Term 2				Term 3				Term 4			
Unit Title	Back to Basics				Abstract Nature				The Lost Things				Coffee Cup Printing Project			
Duration	10 Weeks				9 Weeks				10 weeks				9 Weeks			
Artmaking Forms	Students are introduced to the basics of mark making by examining the Elements and Principals of Design. They will work primarily in black and white with a focus on graphite. Students will also be introduced to the VAPD** and learn how to use it effectively. Students will also examine portraiture culminating in a photo-realistic self-portrait.				Students will practically explore colour theory and how that affects the overall mood and tone of an artwork. Students will also work through creating artworks inspired by the world and then abstracted. Students will create an abstract painting inspired by botanical elements and painted onto a wood panel.				Students will work through the practice of sculpture by creating an animal hybrid from air drying clay. Students will conceive design and sculpt their own creatures which can also blend elements of mechanics. Students will be finishing their sculptures by building on their painting skills from the previous term. Students will have a chance to experiment with new techniques such as gold leaf and dry brushing.				Students will engage with the community by creating a lino stamp to go onto coffee cups which will be used by cafes/coffee vans in the community. Students will explore printmaking practices particularly exploring contrast and texture. Students will base their artmaking on local history, from indigenous to present day.			
Critical & Historical Studies	Students are introduced to the elements of design and how they can be analysed within an artwork. Students are introduced to the Structural and Cultural Frames . Students will critically examine the work of photorealist artists .				Students complete critical studies on colour theory and abstraction in Visual Art. They are introduced to the Post-Modern and Subjective Frames . Students will also complete a spotlight case study on artist Georgia O'Keefe				Students explore the conceptual framework examining a variety of sculpture artists who use animal and mechanical inspiration and how they are inspired by the world and how they affect their audiences with their art.				Students will explore a variety of artists from the local area . This will include indigenous artists both past and present. Students will also research local history and how that can be portrayed in a black and white design.			
Frames	Subject	Struct	Cultur	Postmo	Subject	Struct	Cultur	Postmo	Subject	Struct	Cultur	Postmo	Subject	Struct	Cultur	Postmo
Conceptual Framework	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
Key Artists	Chuck Close, Audrey Flack, Jason De Graaf, Diego Fazio				Georgia O'Keefe				Ellen Jewett, Igor Verniy, Wang Ruilin, Sean Tan, Robert Klippel				Gundungarra and Wodi Wodi indigenous artists. Variety of Local Artists			
Outcomes	4.1, 4.3, 4.6, 4.7, 4.9				4.1, 4.3, 4.4, 4.6, 4.7, 4.9				4.1, 4.4, 4.5, 4.6, 4.7, 4.8				4.1, 4.2, 4.4, 4.5, 4.8, 4.10			
Artmaking TASKS	Photo-realistic Self-Portrait & VAPD**				Abstract colour painting on wood & VAPD**				Painted Air-Dried Clay Sculpture & VAPD				A Lino Stamp to be printed onto Coffee Cups			
Critical TASKS	Worksheets on Photorealists				Test on Elements and Principals of Design and The Frames				Artist Poster				VAPD** Research			
Cross-Curriculum Content	Information and Communication Technologies, Work Employment and Enterprise, Difference and Diversity, Gender, Key Competencies, Literacy and Numeracy				Information and Communication Technologies, Difference and Diversity, Environment, Gender, Key Competencies and Literacy				Information and Communication Technologies, Civic and Citizenship, Difference and Diversity, Key Competencies, Literacy, Multicultural and Numeracy				Information and Communication Technologies, Work Employment and Enterprise, Aboriginal and Indigenous, Civic and Citizenship, Difference and Diversity, Key Competencies, Literacy and Multicultural			

* All Cross-Curriculum Content: Information and Communication Technologies, Work Employment and Enterprise, Aboriginal and Indigenous, Civic and Citizenship, Difference and Diversity, Environment, Gender, Key Competencies, Literacy, Multicultural and Numeracy **VAPD: Visual Art Process Diary