### WRITTEN

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Task weightings</th>
<th>Task</th>
<th>Due Date</th>
<th>Art Making</th>
<th>Art Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Analysis 10%</td>
<td>5%</td>
<td>Task 3: Frog Research Research Tim Cotterill’s frog sculptures. Compile an A4 fact sheet with images.</td>
<td>Week 8</td>
<td></td>
<td>✓</td>
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<tr>
<td></td>
<td>5%</td>
<td>Task 4: Frog Sculpture Analysis Use the guided questions of the STICI framework to analyse ‘Frog’, a sculptural installation by artist John Olsen.</td>
<td>Week 9</td>
<td></td>
<td>✓</td>
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</tbody>
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### PRACTICAL

<table>
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<tr>
<th>Assessment type</th>
<th>Task weightings</th>
<th>Task</th>
<th>Due Date</th>
<th>Art Making</th>
<th>Art Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production 90%</td>
<td>30%</td>
<td>Task 2: Visual Inquiry Complete a mixed media (watercolour, pencil and artliner) study of a frog.</td>
<td>Week 6</td>
<td>✓</td>
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<tr>
<td></td>
<td>60%</td>
<td>Task 6: Studio work Produce a ceramic frog on a rock sculpture.</td>
<td>Week 20</td>
<td></td>
<td>✓</td>
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### Year 7 Visual Art Weightings for 2016

<table>
<thead>
<tr>
<th>Types of Assessment</th>
<th>IMCC Weightings</th>
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<tbody>
<tr>
<td>Visual Inquiry</td>
<td>30%</td>
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<tr>
<td>Research &amp; Analysis</td>
<td>10%</td>
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<tr>
<td>Studio Work</td>
<td>60%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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<tr>
<td>Week</td>
<td>Teaching Focus</td>
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<tr>
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<td>----------------</td>
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</tbody>
</table>
| Wk 1-2 | **Introduction to Course**  
- Overview of Year 7 Visual Arts – unit content, responsibilities and independent work.  
- Overview of Assessment tasks – expectations and requirements – due dates.  
- Required materials – pencil case, stationery, apron and brushes.  
- Distribute project brief and discuss.  
**TASK 1: FROG DRAWINGS**  
- Referring to the frog image sheets provided, complete 2 drawings.  
- **Drawing 1:** Focus on structural and organic lines. **Drawing 2:** Focus on adding tone with stippling.  
- Teacher to direct students step by step. | | Art Making  
- Inquiry  
- Art Practice |
| Wk 3-6 | **TASK 2: WATERCOLOUR FROGS (DRAWING) x2 lessons**  
- Refer to second frog resource sheet.  
- Teacher demonstrates whole frog body drawing. Focus on scale and line.  
- Students create frog sketch.  
- Discuss how tone is created, share techniques for building the tone in the frog.  
**TASK 2: WATERCOLOUR FROGS (WATERCOLOUR) x3 lessons**  
- Teacher demonstrates watercolour technique using correct environmental colours. Water first, followed by colour – to create a free flowing background.  
- Students practice technique on a small piece of paper, show to teacher to pass technique before beginning watercolour background on frog drawing.  
**TASK 2: WATERCOLOUR FROGS (ARTLINER) x2 lessons**  
- Students use artliner to add emphasis. Artliner is used to enhance textures, shapes and lines already created in the drawing stage.  
- Students submit this work for assessment. | | Art Making  
- Inquiry  
- Art Practice  
- Presentation |
| Wk 7-8 | **TASK 3: FROG RESEARCH**  
- Students participate in a class discussion about contemporary artist Tim Cotterill and his practice of creating bronze frog sculptures. Raise discussion points about: his inspiration, methods, use of elements and principles | | Art Interpretation  
- Social, cultural and historical contexts. |

Task 2: WATERCOLOUR FROGS  
Upon completion in Wk 6, students submit work for assessment. Students are marked on their drawing and watercolour skills. DUE WK 6
- Using their new knowledge about Cotterill, students are to compile an A4 research page that records facts and examples of Cotterill’s frog works. Refer to task handout sheet for guided questions.
- In addition, include some images of different frogs as for their own inspiration in the frog project. Label features of the frogs.
- Students submit this work for assessment.

### Wk 9
**TASK 4: FROG SCULPTURE ANALYSIS** (x1 lesson)
- Distribute handout of John Olsen’s sculpture ‘Frog’ to students. Using the guided questions on the STICI framework, students are to analyse the work as best as they can while drawing comparisons between Olsen’s sculpture and the one they themselves must create. Questions will be teacher-guided and then independently answered.
- Students submit this work for assessment.

### Wk 10
**TASK 5: DESIGNS**
- Using their knowledge of frogs, artist inspiration and drawing skills, students are to design a frog on a rock that they can construct out of clay. This design is to be pencil ONLY, as colour will be explored after sculpture has been made.

### Wk 11-16
**TASK 6: CLAY**
- Each clay lesson will begin with a teacher demonstration and review of previous steps.
- Each lesson will have a set aim of what students should achieve constructing in that time.
- Initial lesson will see students briefed on rules, procedures and clay tools.
- Lesson 1 = Rock construction (pinch pot technique)
- Lesson 2 = Frog body
- Lesson 3 = Frog head
- Lesson 4 = Frog legs
- Lesson 5 = Details (eyes, patterns and textures)

After students have completed their work, sculptures are to be fired in the kiln.

While work is drying out/being fired, students are to compile the colours they wish to use when glazing their sculpture. This will require them to go back to their design page and add colour-using pencils.

### Wk 17-20
**TASK 7: GLAZE**
- Once fired, the sculptures will be glazed according to student designs.
- Students will present their work for assessment.