Course Description:

In Year 8, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display.

Arts Ideas
Students generate arts works that communicate ideas.

Arts Skills and Processes
Students use the skills techniques, processes, conventions and technologies of the arts

Arts Responses
Students use their aesthetic understanding to respond to, reflect on and evaluate the arts

Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1    | Introduction, Rules, Passwords etc  
      |   - Class Rules  
      |   - Discuss school policy on using information systems (school computer use policy), mobile phones at school and accessing social media websites at school.  
      |   - Logging on/Passwords and use of Macs  
      |   - Create folders for work.  
      |   - Students create a cover page for their physical folders.  
      |   - All About You worksheet |
| 2    | Cybersafety  
      |   - Let’s Fight It Together  
      |   - Video Stacey's Story  
      |   - On-line names  
      |   - Cyberbullying video analysis  
      |   - Cyberbullying homework sheet |
| 3    | Task 1 - Investigating E-books  
      |   - Complete worksheet |
| 4-5  | Task 2 - Planning the Story  
      |   - Cybersafety storyboards  
      |   - Homework – complete planning/storyboards |
| 6-7  | Task 3 - Producing the Ebook |
| 8    | Task 4 - Evaluating the Ebook  
      |   Introducing Publisher – Exercises for the presentation of work |
| 9-10 | Publisher Exercises  
      |   Placemat design and construction |
11 | **Animation Analysis**  
- Students review an animated form of media.  
- Plot and structure  
- Character development  
- PMI  
- Present as Poster/Powerpoint

12-13 | **Animation Planning**  
- Brainstorm  
- Outline of Story  
- Character Development  
- Storyboards

14-15 | **Production**  
Creating the animation  
**Task 5 – Poster Design**  
Advertising your animation

16 | **Production**  
Creating the animation

17 | **Review and Evaluation**  
Introduction to Photoshop – Photoshop Tutorials  
Designing a Poster – Theory and worksheets

18-19 | **Word Documents**  
- Tables  
- Letter Writing  
- Bullets and Numbering  
- Course Feedback and Review (Handout)

20 | **Sony Acid Music Studio**  
Use of Audio to enhance presentations

This course outline may be subject to change, any changes will be communicated to students

### Assessment Outline

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>Due Date</th>
<th>Outcomes</th>
<th>Max Score</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1: Investigation</td>
<td>Week 3</td>
<td>Arts Responses</td>
<td>17</td>
<td>10%</td>
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<tr>
<td>Task 2: Pre-Production</td>
<td>Week 5</td>
<td>Arts Ideas</td>
<td>15</td>
<td>20%</td>
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<tr>
<td>Task 3: Production</td>
<td>Week 7</td>
<td>Arts Skills and Processes</td>
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<tr>
<td>Task 4: Post-Production</td>
<td>Week 8</td>
<td>Arts Responses</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Task 5: Advertising/Production</td>
<td>Week 15</td>
<td>Arts Skills and Processes</td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The above weightings are intended to show the importance of each task. The allocation of a grade at the end of a semester is determined based on grade related descriptors issued by School Curriculum and Standards Authority.