Course Description:

In Year 9, students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artworks which communicate artistic intention. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

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>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction, Rules, Passwords etc</strong>&lt;br&gt;Class Rules&lt;br&gt;Discuss school policy on using information systems (school computer use policy), mobile phones at school and accessing social media websites at school.&lt;br&gt;Logging on/Passwords and use of Macs&lt;br&gt;Create folders for work.&lt;br&gt;Students create a cover page for their physical folders.&lt;br&gt;View e safety website and complete worksheet</td>
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<tr>
<td>2</td>
<td><strong>Cybersafety</strong>&lt;br&gt;Topics include Sexting, Digital Reputation, Cyber bullying, Stalking etc&lt;br&gt;Complete Lesson 1 worksheet&lt;br&gt;Megan's Story – View and discuss issues&lt;br&gt;View 60 minutes video clip&lt;br&gt;Download and complete Sexting and Digital Reputation PowerPoint</td>
</tr>
<tr>
<td>3</td>
<td><strong>Task 1 – Codes and Conventions and 3 Act Plays</strong>&lt;br&gt;Conflict video&lt;br&gt;Powerpoint Narrative – 3 Act Play&lt;br&gt;Discuss the structure of the 3 Act plays&lt;br&gt;Codes and Conventions&lt;br&gt;Camera Angles PowerPoint&lt;br&gt;Complete worksheet test</td>
</tr>
</tbody>
</table>
View Videos of students previous work
Plan – Devise an individual story about cyber safety

4-5

**Task 2 – Pre –Production**
- Establish groups
- Brainstorm
- Scriptwriting
- Storyboarding

6-8

**Task 3 – Production/Post Production**
- Filming and Editing
- Software Tutorials

9

**Task 4 – Evaluation and Review**
- View student work and provide feedback

10-12

**Movie Review Poster**
- Review a movie and analyse the codes and conventions and structure of the film
- Use template for design and headings

13-14

**Photoshop Tutorials**
- Poster Design Theory

15

**Task 5 – Poster Design Task (Advertising)**
- Good Logo Design – PowerPoint
- Logo worksheet – research band logos and elements and principles of design
- Logo Tutorials in Illustrator
- Logo Production – Create a logo for your band

16-19

**Logo Products**
- Use newly created logo to create different presentation documents e.g. Business Card and Flyer advertising upcoming tour. Create in Publisher.

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: Codes and Conventions</td>
<td>Week 3</td>
<td>Arts Responses</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Task 2: Pre-Production</td>
<td>Week 5</td>
<td>Arts Ideas</td>
<td>15</td>
<td>15%</td>
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<tr>
<td>Task 3: Production</td>
<td>Week 8</td>
<td>Arts Skills and Processes</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Task 4: Post-Production</td>
<td>Week 9</td>
<td>Arts Skills and Processes</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Task 5: Evaluation and Review</td>
<td>Week 11</td>
<td>Arts Responses</td>
<td>20</td>
<td>10%</td>
</tr>
</tbody>
</table>
| Task 5: Advertising      | Week 15  | Arts Ideas
Arts Skills and Processes | 15        | 20%       |
| Total                    |          |                       |           | 100%      |

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.