

Year 9 Visual Arts Term 1 2025

Unit 1: Heroes come in all Shapes and Sizes (Drawing, Printmaking, Digital Media)



Established Goals: (Syllabus outcomes)

Estimated Time: 10 weeks – 30 lessons


| TICK | SYLLABUS OUTCOMES | |
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| ✓ | MA 5.1 | develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks |
| ✓ | MA 5.2 | makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience |
| ✓ | MA 5.3 | makes artworks informed by an understanding of how the frames affect meaning |
| ✓ | MA 5.4 | investigates the world as a source of ideas, concepts and subject matter in the visual arts |
| ✓ | MA 5.5 | makes informed choices to develop and extend concepts and different meanings in their artworks |
| ✓ | MA 5.6 | demonstrates developing technical accomplishment and refinement in making artworks |
| | HC 5.7 | applies their understanding of aspects of practice to critical and historical interpretations of art |
| | HC 5.8 | uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art |
| | HC 5.9 | demonstrates how the frames provide different interpretations of art |
| | HC 5.10 | demonstrates how art criticism and art history construct meanings |



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| <p>Understandings or Big Ideas: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Heroes have been presented in various ways throughout art history. • Cultural perspective influence the kinds of heroes we choose • The role of the media and technology on celebrities and heroes is relatable to their own lives. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do heroes make a difference? • What qualities do heroes have? • How can I communicate to my audience through my artwork? |
| <p>Students will know: (Knowledge - Learn About)</p> <p>Enduring Knowledge</p> <ol style="list-style-type: none"> 1. The field of visual arts and design as comprising conventions, activities, traditions and customs shaped by values and beliefs about the individual, social structures, the artworld and power 2. The pleasure and enjoyment in making artworks 3. Concepts of art as a system of symbolic communication through which particular forms of aesthetic information are transmitted <p>Important to know</p> <ol style="list-style-type: none"> 4. Artworks using an extended range of materials and techniques and various investigations of the world 5. The world as the source of ideas and concepts to make art 6. How artists invent, adapt and develop strategies and procedures to investigate the world to make artworks 7. How artists develop their intentions <p>Worth being familiar with</p> <ol style="list-style-type: none"> 8. The audience function as ongoing yet changeable as artworks inhabit subjective, structural, cultural and postmodern viewing contexts 9. The ways in which particular artworks relate to their own background and experience 10. Belief, value and meaning in artmaking in the cultural frame. | <p>Students will be able to: (Skills - Learn To)</p> <p>Enduring Skills</p> <ol style="list-style-type: none"> 1. Invent, adapt and develop strategies and procedures to investigate the world to make artworks 2. Utilise their diary to plan and conceptualise artworks 3. Develop their artistic intentions in the making of art and how practice becomes more informed as they continue to make art 4. Modify, interpret or appropriate images from a variety of sources and seek to question concepts about art such as precious, unique and singular <p>Important to do</p> <ol style="list-style-type: none"> 5. Build their research, approaches to experimentation, procedures, skills and strategies and develop judgement in the practical action of using diaries and making of artworks 6. Make informed personal choices to shape meaning 7. Make artworks that build a body of work using an extended range of materials and techniques and various investigations of the world <p>Worth being able to</p> <ol style="list-style-type: none"> 8. Investigate and apply selected conventions, activities, traditions and customs of the field of visual arts and design to make art where meaning is shaped by values and beliefs about the individual, social structures, the artworld and power 9. Develop subjective, structural, cultural and postmodern approaches to making artworks. 10. Make artworks that connect with audiences through exhibition and display. |



| ASSESSMENT | |
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| Performance Tasks: (Linked to Essential Questions) Artmaking: 20% Artmaking and historical/critical: | Other Evidence: <ol style="list-style-type: none">1. Students' participation in class discussion and completion of activities focusing on heroes.2. Group discussion and independent demonstration of comprehension skills - Reading and applying information.3. Students develop sketches, preliminary annotations whilst developing a logo design.4. A written summary of the agencies of the artworld and evidence of students' understanding of how the conceptual framework can reveal aspects of an artist's practice.5. Student participation in class discussion and demonstration of the workings of different expressive forms. |

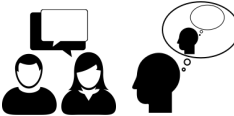
| LEARNING PLAN | | | |
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| Essential Questions Learning Intentions The goal of the lesson is to... | Learning Experiences To achieve this goal we will... | Success Criteria I will know I have achieved this goal when... | Resources |
| <ul style="list-style-type: none"> To identify how artists and artworks develop their intentions Utilise their diary to plan and conceptualise artworks Develop subjective, structural, cultural and postmodern approaches to making artworks. Belief, value and meaning in artmaking in the cultural frame. | <ul style="list-style-type: none"> Create a title page in their Visual Arts Diary and DVAD that contains the words Visual Arts: Heroes come in all shapes and sizes. Draw at least one of your favourite superhero characters on your title page in the VAD. The Banksy link could inspire your work. You will also need to create a creative digital title page exploring heroes to add to your DVAD. Students are to read examples of heroes from Australian history and create a recount of a recent heroic event Students explore the artwork Watson and the shark, discussing what makes a hero. They are to re-enact the stances and feelings of Brook Watson's rescuers. Students are to complete the worksheet Watson and the Shark Students will be guided through the assessment notification to gain an understanding of the significance of the unit and consolidate content. Collaborative Brainstorm: Who are they or what types of heroes are there? Students document and build upon the findings. | <div>  </div> <ul style="list-style-type: none"> I have located at least five inspirational images and documented them in my VAD/DVAD my DVAD will have a post to introduce this unit of work and will be maintained with key milestones throughout this unit, showing my progression and resolution of ideas I have used the two examples within the document as a guide to writing a recount on Senior Constable Kelly Foster. <div>  </div> <ul style="list-style-type: none"> I have contributed to the Collaborative Brainstorm and recorded the findings in my VAD I have understood the essential questions provided my thoughts in my VAD | <p>My Hero Banksy</p> <p>Heroes - Literacy Task</p> <p>Watson and the Shark - NGA</p> <p>Critical Practice - Watson and the Shark Worksheet</p> <p>Coggleit App Or Lucid Chart (easier to add images and annotate with this online tool)</p> |

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| <ul style="list-style-type: none"> • Show and check my understanding of the main concepts within the unit • How artists invent, adapt and develop strategies and procedures to investigate the world to make artworks • Develop their artistic intentions in the making of art and how practice | <ul style="list-style-type: none"> • Focusing on the essential questions: How do heroes make a difference? What qualities do heroes have? How can I communicate to my audience through my artwork? • Complete a Glossary, exploring the key terms which will be the focus for this unit of work. • Define your own interpretation of what a HERO means to you: Write a paragraph explaining who/what a hero is to you. • Explore how heroes have been shown in art throughout art history. Explore 5 different artworks from throughout history which show various representations of heroes. • Discuss the features which are added to the artwork which celebrate the figure shown as a hero. Use the frames to annotate the artworks provided. • Drawing Exercise: Issue students with a handout for this exercise. • Visual Arts Diary and pencils required. Draw one or more views of this character. Explore various drawing techniques, particularly focusing on shading and tonal variations. <p>Printmaking methods and samples</p> | <ul style="list-style-type: none"> • I have annotated the image we were issued and I have glued it into my VAD • I have included examples of Anne Starling's work in my VAD and annotated it, referencing the techniques the artist has used. • I have demonstrated in my VAD that I can spell and apply specific art words/terms for this unit. • Using my first, (middle if I have one) and my surname I have drawn a character in my VAD that reflects the superhero I am and my superpowers. I have included the title at the top of the page. | <p>Student copy: Glossary Template</p> <p>YouTube video: 10 Greatest Superhero Movies Ever Made</p> <p>Heroes throughout History</p> <p>Shading exercise document</p> <p>Lino Health and Safety</p> <p>Anne Starling</p> |
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| <p>becomes more informed as they continue to make art</p> | <ul style="list-style-type: none"> Experiment with various printmaking techniques, for example, screen printing, lino and/or woodblock, drypoint etching WHS: safe use of tools, materials and equipment - Lino Health and Safety information sheet Introduction to Anne Starling, a Sydney printmaker who works with lino and overlays her images woodblock, drypoint or collagraph. Handout of visual examples, showing some of the effects that could be developed in this unit. Students undertake some research to find the effect that they like and hope to achieve. Glue and annotate examples in the VAD. | <ul style="list-style-type: none"> I have read and understood the datasheet on Lino Health and safety I have glued the sheet into my VAD for future reference and have found some of my own examples of the effect I am after. These are glued into my VAD and have been annotated stating what appeals to me, the technique etc. | <p>https://sydneyprintmakers.com.au/portfolio/anne-starling/</p> <p>Examples Prints</p> |
| <ul style="list-style-type: none"> How artists invent, adapt and develop strategies and procedures to investigate the world to make artworks Develop subjective, structural, cultural and postmodern approaches to making artworks. | <p>Johnny Romeo - artist study</p> <ul style="list-style-type: none"> Explore the artistic practice of Johnny Romeo: Australian Pop Artist who explores superheroes in his artistic practice. Discuss his artistic practice. Complete an analysis of an artwork depicting Johnny Romeo's exploration of superheroes, using the Structural and Postmodern Frames. A higher-order question will be completed, developing an extended response that builds on the analysis completed. |  <ul style="list-style-type: none"> I have written a five-point summary of this artist and posted an image to my VAD. I have learnt more about the Artist Johnny Romeo and discussed and analysed his artmaking which explores superheroes. | <p>Johnny Romeo Presentation - questions and activities throughout</p> <p>Johnny Romeo Literacy Task</p> |
| <ul style="list-style-type: none"> Develop subjective, structural, cultural and postmodern approaches to making artworks. | <p>The Silver Age in Superheroes Presentation:</p> <ul style="list-style-type: none"> A brief history of the DC Comics Universe. Think about the artist's response to their world. What was going on around the world that may have influenced their ideas? Use the sample provided or find your own comic book cover as an example. Copy it | <ul style="list-style-type: none"> I have created a timeline of Superheroes and posted it to my DVAD/VAD. It includes some visual examples to support the text | <p>The Silver Age in Superheroes Presentation Or The History of Comic Superheroes presentation</p> |

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| | <p>for the students, and together unpack it in terms of its Structural components; colours, composition, layers etc. Teacher to guide the discussion. Students glue the sheet into their VAD.</p> <ul style="list-style-type: none"> Investigate the ages of Comic Book Heroes. Document the changes and types of heroes that have evolved since 1938. Create a basic timeline. | | <p>History of Comics videos</p> <p>Comic Book Cover The Flash #135 Turning Yellow and/or The Flash #303</p> |
| <ul style="list-style-type: none"> Develop an understanding of visual analysis techniques | <ul style="list-style-type: none"> Comic Book/Magazine covers - how to make a hero stand out. Analyse some examples. | <ul style="list-style-type: none"> I have made a copy of the document and annotated each example within, showing my understanding of what it takes to make a hero stand out on the cover of a magazine/comic book. | <p>Comic Book Magazine covers - Annotation exercise</p> |
| <ul style="list-style-type: none"> Demonstrate understanding of who a hero is, what traits they possess and the impact they have on others | <ul style="list-style-type: none"> Group Slide Presentation - My Hero. Your hero can be anybody so long as you can justify them. What have they done to be the hero in your eyes or our world? Research and present evidence of your chosen hero - Who, What, Where, When, and Why plus a heading and visual evidence. Write in size 18-24 Font. |  <ul style="list-style-type: none"> In 1-2 slides I have added my hero to the class presentation addressing why this person is a hero in my view. I have included facts and visuals to support my point of view | <p>Student Slide Presentation Heroes Come in All Shapes and Sizes</p> |
| | <ul style="list-style-type: none"> Students will write a Statement of Intent (approximately 100-150 words) about what they aim to achieve in their artwork and what artists have influenced them. The characteristics of a hero must be evident in the work. Statement of Intent, exploring conceptual focus and influencing artists. A peer check and constructive feedback should be completed. Submit to the teacher for verbal and/or written feedback. Glue a hard copy into your VAD, a soft copy is posted to the DVAD. |  <ul style="list-style-type: none"> I have written my Statement of Intent, a peer has checked it and given me feedback. My teacher has seen it and provided verbal feedback. A copy is glued into my VAD and I have also added it to my DVAD, along with any relevant pictures of my influencing artist and their work. | <p>How do I write an artist statement - scaffold</p> <p>Scaffold for writing a Statement of Intent</p> |

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| <ul style="list-style-type: none"> • Develop their artistic intentions in the making of art and how practice becomes more informed as they continue to make art • The pleasure and enjoyment in making artworks • Make informed personal choices to shape meaning | <p>Artmaking lessons:</p> <ul style="list-style-type: none"> • Drawing/sketching exercise, my teacher will direct me here - detail, expression, proportion. • Allow students time to develop a series of preliminary drawings which explore the theme of a hero, some students may choose to explore the comic book superhero, and others may delve into another person/figure they see as a Hero. These drawings may be refined for use in the final submission. |  <ul style="list-style-type: none"> • I have created a series of preliminary drawings and have received feedback from both my teacher and peers. • Drawings/sketches are evident in my VAD/DVAD, each page has been dated. | |
| <ul style="list-style-type: none"> • Make artworks that build a body of work using an extended range of materials and techniques and various investigations of the world | <ul style="list-style-type: none"> • Various printmaking techniques will be demonstrated and students will experiment with each of the techniques. One technique will be chosen to explore in more depth for the final print submission. • Over the next few lessons, students will experiment with a range of printing methods and choose one to use for their final assessment. <p>Possible Printmaking Techniques to explore:</p> <ul style="list-style-type: none"> • Drypoint etching • Lino Print • Digital Print using Photoshop/illustrator • Chinecolle. (optional, extension task) You will need to consider what materials (e.g. foil, rice paper, tissue paper, etc.) may be appropriate for this chinecolle technique. |  <ul style="list-style-type: none"> • I have experimented with a range of printing techniques as demonstrated by my teacher. These have been documented in my VAD/DVAD. I have also explained which technique I will use for my final print. • I have learnt how to complete a Drypoint etching. Etching onto an acetate sheet, using various mark-making techniques. I have also created 3 sample prints using the drypoint printing method. This has been documented in my VAD/DVAD. • I have learnt how to complete a lino print and created a small experimental print. This | <p>Relief printing lino-cut by Hassan Manasrah</p> <p>A Guide to Chine Colle</p> |

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| | | <p>experiment is documented in the VAD/DVAD.</p> <ul style="list-style-type: none"> • I have uploaded my image and manipulated it using Photoshop or Illustrator. I have printed my image onto printmaking paper • I have an annotated sample of chine collé in my in VAD/DVAD | Chpt. 7 Chine Colle Part 1 (explanation of Chincole in the first minute) How to Chine Colle' a Mono-print on to Etching (Printmaking) |
| <ul style="list-style-type: none"> • The pleasure and enjoyment in making artworks | <p>Extension activity:</p> <ul style="list-style-type: none"> • Students draw over any one of their (practice) prints with posca markers to create a layer. The image is to be one of their chosen heroes. If successful, it may be used as part of the final submission. | <ul style="list-style-type: none"> • I have experimented with posca markers building up layers on one of my prints. This has been recorded and documented in my VAD/DVAD. | |
| <ul style="list-style-type: none"> • Make artworks that connect with audiences through exhibition and display | <ul style="list-style-type: none"> • Students ensure Visual Arts Diaries and DVADs are up to date. Students ask for feedback to ensure all requirements have been met. • Final artworks are prepared for and put up on display. • Self-Evaluation must be completed and submitted to the teacher along with the Visual Arts Diary. |  <ul style="list-style-type: none"> • My Visual Arts Diary and DVAD demonstrate clear progression throughout this unit and all my pages have the date, headings and annotations/captions to show my thoughts and understanding. • I have prepared my work for display as per my teacher's instructions • I have been thorough when completing my self-evaluation. I have glued a hard copy into my VAD. | Self-Evaluation |

Our Goal This term is to: Develop skills in artmaking and understand the role of a painter whilst creating a series of related artworks. Create a series of preliminary drawings, whilst incorporating Drawing, Printmaking, and Photoshop/Illustrator skills, and also applying the design elements and principles into a series of artworks.

We will achieve this by:

- Developing skills and understanding of how to create aesthetically pleasing images using various drawing, printmaking and digital techniques
- Developing technical accomplishment and refinement in making a series of artworks that explore the concept of Heroes, as a uniting theme.
- Making informed choices whilst developing and extending the concept and meaning in the artwork
- Making artworks informed by an understanding of the function of and relationships between artist – artwork – world – audience.