

UNIT TITLE	Landscape Drawing and Painting	LEVEL	4	YEAR	9	FIELD	Painting	DURATION	12-15 hours
<p>THE BIG PICTURE: The main aim is to improve students' knowledge of and skill at using a variety of drawing and painting media and techniques. Also to improve students' observational drawing skills and gain some memory for NZ landscape painters.</p> <p>OVERVIEW OF UNIT/BRIEF: Learn and apply a variety of drawing and paint techniques and conventions for drawing landscapes.</p>		<p>CURRICULUM INTEGRATION: Links with Social Sciences – the study of the history of Whitianga.</p>							
STRANDS	ACHIEVEMENT OBJECTIVES		LEARNING OUTCOMES						
<p>UC Understanding the Visual Arts in context</p>	<p>Investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were made, viewed and valued.</p>		<p>U.C. Students will investigate the local landscape and relate this to the history of Whitianga. Students will identify early artists' drawings and paintings of Mercury Bay and the contexts in which these art works were made, viewed and valued.</p>						
<p>PK Developing practical knowledge</p>	<p>Explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p>		<p>P.K. Students will explore and use observational drawing of landscape conventions, applying knowledge of landscape drawing and painting elements and selected principles through the use of a range of drawing and painting materials and processes.</p>						
<p>DI Developing ideas</p>	<p>Develop and revisit visual ideas, in response to motivations, observation, and imagination, supported by the study of artists' works.</p>		<p>D.I. Students will develop and revisit visual landscape drawing ideas, in response to viewing NZ landscape paintings and the Mercury Bay landscape supported by the study of e.g. Cook's artists and NZ artists' works e.g. Michael Smither, Stanley Palmer.</p>						
<p>CI Communicating and interpreting</p>	<p>Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work.</p>		<p>C.I. Students will explore and describe ways in which landscapes can convey meaning. Students to aim to have a meaning behind their own landscape art works.</p>						

KEY COMPETENCIES	
✓	Thinking
✓	Using language, symbols and texts
✓	Managing self
✓	Relating to others
✓	Participating and contributing
RESOURCES	
<p>Pencils, paper, coloured wet and dry drawing media Artist models texts and scanned images Materials – cartridge paper, newspaper, acrylic paint, oil sticks/oil pastels/crayons, gesso, drawing materials, painting tools</p>	
KEY VOCABULARY	
<p>Line, tone, form, grid, composition, balance, surface texture, tactile, scumbling, impasto, blending, wash / glaze, dry brush, landscape, seascape.</p>	
VISUAL ART SKILLS	
<p>Observational drawing Layering media Painting using paint techniques</p>	

Teaching/Learning Sequence
<p>Weeks 1 and 2 Learning Intention – To improve observational drawing skills and learn conventions Viewing 3D objects and practice drawing their forms using line, tone, shape and texture – Pre-test in pencil first.</p>
<p>Week 3 Learning Intention – Observational drawing of Mercury Bay historical features. Viewing photographs from walkabout and artist models' drawings e.g. Banks' drawing of Wharekaho pa site. Make observational drawings in black, white, and grey tones and then using coloured wet and dry media</p>
<p>Weeks 4-5 Learning Intention – To learn about colour mixing and paint techniques and ideas behind landscape drawings. Painting landscapes from walkabout and artist models – Stanley Palmer etc. photographs including historical features. Write a brief comment about the meaning behind their landscape painting in their sketchbook.</p>
<p>ACTUAL OUTCOMES - Artist model research sheet / observational drawing of landscape with historical features/ painting of landscape with historical features</p>
<p style="text-align: center;"><u>UNIT EVALUATION</u></p>

YEAR 9 ASSESSMENT SCHEDULE TITLE:	Landscape Drawing and Painting	NAME	DATE
Success Criteria	Method of Assessment <input type="checkbox"/> Self Assessed <input type="checkbox"/> Teacher Assessed		

EVIDENCE The student shows evidence of being able to:	N1. Beginning to develop the skills, knowledge and understanding required at this level	N2. Developing the skills, knowledge and understanding required at this level	A. Shows the skills, knowledge and understanding required at this level	M. Shows a very good level of achievement in the skills, knowledge and understanding required at this level	E. Shows an excellent level of achievement in the skills, knowledge and understanding required at this level
UC Students will investigate the local landscape and relate this to the history of Whitianga. Students will identify early artists drawings and paintings of Mercury Bay and the contexts in which these art works were made, viewed and valued. As shown by worksheet glued into sketchbook.	<i>The student is beginning to develop the skills to be able to:</i> <i>-Make some links between the production of the artwork/s and their social context</i>	<i>The student is developing the skills to be able to:</i> <i>-Make links between the production of the artwork/s and their social context</i>	<i>The student is able to:</i> <i>-Make links between the production of artwork/s and their social context</i>	<i>The student is able to:</i> <i>-Make relevant links between the production of artwork/s and their social context</i>	<i>The student is able to:</i> <i>Demonstrate in-depth understanding of the relevant links between the production of artwork/s and their social context</i>
PK Explore and use observational drawing of landscape conventions, applying knowledge of landscape drawing and painting elements and selected principles through the use of a range of drawing and painting materials and processes. As shown by your drawings and painting.	<i>The student is beginning to develop the skills to be able to:</i> <i>-Apply some knowledge of elements and principles</i> <i>-Use some conventions, processes and procedures</i> <i>-Use some techniques, tools and materials</i>	<i>The student is developing the skills to be able to:</i> <i>-Apply knowledge of elements and principles</i> <i>-Use conventions, processes and procedures</i> <i>-Use techniques, tools and materials with some control</i>	<i>The student is able to:</i> <i>-Apply knowledge of elements and principles</i> <i>-Use conventions, processes and procedures</i> <i>-Use techniques, tools and materials</i>	<i>The student is able to:</i> <i>-Apply and arrange knowledge of elements and principles</i> <i>-Understand and use conventions, processes and procedures</i> <i>-Use techniques, tools and materials with control</i>	<i>The student is able to:</i> <i>-Apply and arrange elements and principles with understanding</i> <i>-Demonstrate an in-depth understanding of conventions, processes and procedures</i> <i>-Fluently use techniques, tools and materials to produce original art work of a high standard</i>
DI Develop and revisit visual landscape drawing ideas, in response to viewing NZ landscape paintings and the Mercury Bay landscape supported by the study of e.g. Cook's artists and NZ artists' works e.g. Stanley Palmer. As shown by your drawings and paintings.	<i>The student is beginning to develop the skills to be able to:</i> <i>-Generate some ideas</i> <i>-Develop some ideas relating to subject matter and artist model/s studied</i>	<i>The student is developing the skills to be able to:</i> <i>-Generate ideas</i> <i>-Develop ideas relating to subject matter and artist model/s studied</i>	<i>The student is able to:</i> <i>-Generate ideas</i> <i>-Develop ideas relating to subject matter and artist model/s studied</i>	<i>The student is able to:</i> <i>-Generate, develop and refine ideas</i> <i>-Show that conventions of artist model/s are understood and integrated into their own art work</i>	<i>The student is able to:</i> <i>-Purposefully generate, develop and refine visual ideas</i> <i>-Show that conventions of selected artists are integrated into their own art work to produce original outcomes</i>
CI Explore and describe ways in which landscapes can convey meaning. Students to aim to have a meaning behind their own landscape painting. Shown by written paragraph showing meaning behind students landscape painting/drawing.	<i>The student is beginning to develop the skills to be able to:</i> <i>-Describe and evaluate how some ideas and processes are used to communicate meaning in selected art works</i>	<i>The student is developing the skills to be able to:</i> <i>-Describe and evaluate how different ideas and processes are used to communicate meaning in selected art works</i>	<i>The student is able to:</i> <i>-Describe and evaluate how different artist model/s ideas and processes are used to communicate meaning in researched art works</i>	<i>The student is able to:</i> <i>-Accurately describe and evaluate how artist model/s ideas and processes communicate meaning in researched art works</i>	<i>The student is able to:</i> <i>-Thoroughly describe and make an in-depth evaluation of how ideas and processes communicate meaning in researched art works</i>

Comment:

