

LAW TING PONG SECONDARY SCHOOL
S1 Visual Arts
Course Outline (2020-2021)

General Description

This year, I will learn to use visual language, different visual arts forms and a variety of materials and techniques for visual arts making. Also, I can use visual arts to express themes and topics related to myself, my surroundings and the works of other artists.

All through the course of learning, I will be engaged in the following activities: create draft and develop the work; participating in research; participating in interactive dialogue; developing personal views and concepts; experimenting with ideas, media and techniques; and reflecting on and adjusting my own learning.

Learning Objectives

By the end of S1, I will be able to:

- explore ideas with visual elements and principles of organization
- describe visual elements applied in the visual arts work
- recognize the diverse cultures, customs and living patterns reflected in the visual arts, artifacts and festivals
- experience connections between the visual arts and other learning areas.

Topics and teaching schedule of Year 2020-2021

1st Term Teaching Week	2nd Term Teaching Week	Module
1	/	<p>Induction Programme</p> <p>Opening Ceremony</p>
2	26	<p>Introduction to the course and course requirements <i>In this week, I will:</i></p> <ul style="list-style-type: none"> ● study the course requirements (e.g. syllabus, continuous assessment tasks, and assessment criteria) <p>Cover Design <i>In this week, I will:</i></p> <ul style="list-style-type: none"> ● understand some of the design principles ● design a cover for my V.A. folder that representing myself

<p>3-6 (4 teaching weeks)</p> <p>Term Break 9th - 13th Nov</p>	<p>27-32 (4 teaching weeks)</p> <p>Experiential Learning Week 23rd - 26th Mar</p>	<p>Point, Line, Plane</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> • understand the definition of Conceptual element: Point, Line, and Plane • create pattern by combining different points and lines • be familiar with the usage of color wheel and color theory • apply design principles and color theory in my drawing <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> • Observe and present the object in visual arts room using the concept of Point, Line, and Plane • Create plane by combining different points and lines • Practice color theory by use of worksheet • Peer appreciation and criticism on online learning platform <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Create a pair of postcard with Point, Line, and Plane
<p>7-10 (4 teaching weeks)</p>	<p>33-36 (4 teaching weeks)</p>	<p>Printmaking greeting cards</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> • be familiar with some of the design principles • express my initial impressions of visual phenomena and artwork/art phenomena with suitable design principles • identify different types of printing • understand the development of Printmaking • identify different category of greeting cards • understand the process of relief printing <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> • Group research and presentation about one festival / day to be celebrated • Draw mind map about the card design • Create character and text for my card design <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Create a greeting card with printmaking techniques
<p>12-15 (4 teaching weeks)</p>	<p>37-40 (4 teaching weeks)</p> <p>S1-5 Final Examination 10th - 24th June</p>	<p>Mask Making</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> • design a mask which representing MYSELF • make a 3D paper mask by cutting, folding and pasting • identify and apply some symbols/images to express concepts • manipulate different materials/mediums to deliver ideas and feelings • apply various visual elements to enhance the visual impact <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> • Research images of different animals • Draw mind map related to myself • Draft the mask by using visual elements (composition/ unity /repetition / color)

		<ul style="list-style-type: none"> Materials test on various paper Peer appreciation and criticism on online learning platform <p>Summative Assessments</p> <ul style="list-style-type: none"> Create a mask that can present my personality
16-24 (6 teaching weeks) Christmas and New Year Holiday 23rd Dec-1st Jan S1-S3 Summative Assessment 25th - 29th Jan	41-44 (4 teaching weeks)	<p>Cubism Portrait Painting</p> <p>Learning Targets</p> <p>By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> understand the background and history of Cubism research and learn about Cubist artists create a Cubist portrait painting with patterned background master the technique of using oil pastel <p>Formative Practice</p> <ul style="list-style-type: none"> Artist Poster Design- Research and Create a poster in groups to present a cubist artist Peer appreciation and criticism on online learning platform <p>Summative Assessments</p> <ul style="list-style-type: none"> Create a Cubism portrait painting with oil pastel

Homework and Course Requirements

- There will be formative practice and summative assessments throughout the whole academic year. Details will be announced by individual teachers at the beginning of the school year.
- All assignments must be handed in on time. Mark/Grade deduction will be applied to any late submission except for those with convincing reasons (e.g. sickness/special case with a parent's signature).
- All work must be kept neat and organized in the class workbooks, homework books and folder. Missing pieces of work will result in a lowered grade. Details will be informed by individual teachers in class.

Assessment for Learning

Continuous Assessment (100%)

- Creations (80% of the subtotal)
- Worksheet (20% of the subtotal)

Independent Learning Scheme (ILS)

I can access the following websites to further enhance my art knowledge.

Useful websites for ILS:

<http://www.ss.net.tw/>
<http://www.pinterest.com>
<http://www.chinese-artists.net>
<http://www.asianart.com/index.html>
<http://arthistoryresources.net/ARTHLinks.html>
<http://www.insea.org/>
<http://www.nsead.org>
<http://www.wwar.com/>

Grade Boundaries

Performance Level	Visual Arts (%)
A*	85 – 100
A	80 – 84
B	70 – 79
C	50 – 69
D	30 – 49
E	29 or below

LAW TING PONG SECONDARY SCHOOL
S2 Visual Arts
Course Outline (2020-2021)

General Description

Visual Arts is a subject that aims to promote students’ knowledge and skills for making, evaluating, and appreciating works of art. In the lessons, we create an open atmosphere for the exchange of ideas and art appreciation. We offer opportunities for students to develop an open-minded attitude and respect for the arts of different cultures. We also cultivate in students a positive attitude towards the arts and a life-long interest in Visual Arts.

With different visual arts learning activities, including art making, appreciation and criticism, we will explore ways to solve problems and cultivate generic skills in order to lay the foundation for Life-long Learning.

Learning Objectives

By the end of S2, I will be able to:

- Develop observation skills and still life drawing skills
- Learn knowledge of logo design and package design
- Identify and utilize design principles such as (unity, emphasis, scale, radiation, gradient) in our artworks
- Create 3D figurative object with wire and paper-clay
- Understand the history and characteristics of impressionism paintings and create one.

Topics and teaching schedule of Year 2020-2021

1st Term Teaching Week	2nd Term Teaching Week	Module
1	/	Induction Programme Opening Ceremony
2	26	Visual Arts Folder Cover Design <u>Learning Targets</u> <i>In this week, I will:</i> <ul style="list-style-type: none"> ● understand the some of the design principles (unity, emphasis, scale, radiation, gradient) ● design a cover for my V.A. folder that representing myself

<p>3-6 (4 teaching weeks)</p> <p>Term Break 9th - 13th Nov</p>	<p>27-32 (4 teaching weeks)</p> <p>Experiential Learning Week 23rd - 26th Mar</p>	<p>Still Life Drawing</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> ● complete a still life drawing with five objects ● apply different shading techniques to complete Value Scale ● identify light source and shadows of still life drawing ● arrange Triangular composition on still life drawing <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> ● Practise Value Scale with different shading techniques ● Practise shadings with light and Shadows ● Guessing Game of object partial drawing ● Practise different combinations of arrangement of objects <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Draw and arrange 5-object still life drawing
<p>7-10 (4 teaching weeks)</p>	<p>33-36 (4 teaching weeks)</p>	<p>Dancing Sculpture</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> ● learn about artists who made figurative sculptures ● learn the ratio and bone structure of human figure ● create a figurative dancing sculpture with paper clay and wire ● apply color theory and patterns on my sculpture to create different emotions of the dance <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> ● “What’s the time Mr. Fox” drawing game, students draw their groupmate’s bone structure while they have their posture freeze during the game. ● Music Concert: students have to express their feeling through color and pattern according to the music <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Create a figurative dancing sculpture with paper clay and wire to represent a genre of dance
<p>12-15 (4 teaching weeks)</p>	<p>37-40 (4 teaching weeks)</p> <p>S1-5 Final Examination</p>	<p>Logo and Package Design</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> ● use different types of fonts to represents different feelings ● combine text, color and symbol to meet the commercial image of the product

	10th - 24th June	<ul style="list-style-type: none"> ● design a logo which is Easy to recognize, Simple and Meaningful. ● use direct observation and various experiences to explore logo and package design ● combine text, color and image to create multiple package designs in a 3D form <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> ● Practise Font Design, creating symbols ● Little inspector: students are inspectors that they have study cases of a package design that they can purchase from a store <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Create a logo for my own company ● Create a package design in a 3D form for my own company's product.
<p>16-24 (6 teaching weeks)</p> <p>Christmas and New Year Holiday 23rd Dec- 1st Jan</p> <p>S1-S3 Summative Assessment 25th - 29th Jan</p>	41-44 (4 teaching weeks)	<p><u>Impression of my favourite scenery</u></p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> ● define impressionism painting ● learn the art history of impressionism and backgrounds of impressionism artists ● create an impressionism painting which represents my favorite scenery <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> ● Artist Poster Design ● Research and Create a poster in groups to present a impressionist artist ● Peer appreciation and criticism on online learning platform <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Create a piece of artwork painting my favorite scenery with impressionism style

Homework and Course Requirements

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Assessment for Learning

Continuous Assessment (100%)

- Creations (80% of the subtotal)
- Worksheet (20% of the subtotal)

Independent Learning Scheme (ILS)

I can access the following websites to further enhance my art knowledge.

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<http://www.insea.org/>

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Grade Boundaries

Performance Level	Visual Arts (%)
A*	85 – 100
A	80 – 84
B	70 – 79
C	50 – 69
D	30 – 49
E	29 or below

LAW TING PONG SECONDARY SCHOOL
S3 Visual Arts
Course Outline (2020-2021)

General Description

This year, I will use different perspectives to interpret concepts, reality and visual forms; utilize sketching, drawing, information technology or other appropriate tools and resources to stimulate and develop ideas; select appropriate visual arts knowledge, skills and processes to communicate ideas and feelings in understanding and making the visual arts.

All through the course of learning, I will be engaged in the following activities: create draft and artist statements and develop the work; participating in research; participating in interactive dialogue; developing personal views and concepts; experimenting with ideas, media and techniques; and reflecting on and adjusting my own learning.

Learning Objectives

By the end of S3, I will be able to:

- discover the details and the relationship among images in artwork
- analyze the use of visual elements and principles of an organisation in creating aesthetic and psychological effects
- use materials, simple tools, and techniques to present a message
- experiment with and handle traditional and emerging art media for the presentation of a message

Topics and teaching schedule of Year 2020-2021

1st Term Teaching Week	2nd Term Teaching Week	Module
1	/	<p>Induction Programme</p> <p>Opening Ceremony</p>
2	26	<p>Introduction to the course and course requirements <i>In this week, I will:</i></p> <ul style="list-style-type: none"> ● study the course requirements (e.g. syllabus, continuous assessment tasks, and assessment criteria) <p>Cover Design <i>In this week, I will:</i></p> <ul style="list-style-type: none"> ● understand some of the design principles ● design a cover for my V.A. folder that representing myself

<p>3-6 (4 teaching weeks)</p> <p>Term Break 9th - 13th Nov</p>	<p>27-32 (4 teaching weeks)</p> <p>Experiential Learning Week 23rd - 26th Mar</p>	<p>Surrealist Hand-scape Drawing</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> ● draw shading by hatching line on an organic object ● draw a hand with a correct structure ● understand what is Surrealism ● apply Surrealistic drawing techniques (Scale, Dislocation, Transformation, Deformation) in my drawing <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> ● Watch video about hand structure and surrealism ● Practice value scales and hatching technique by worksheet ● Peer appreciation and criticism on online learning platform <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Create a surrealist drawing with a specific hand gesture and imagination
<p>7-10 (4 teaching weeks)</p>	<p>33-36 (4 teaching weeks)</p>	<p>Design principal sculpture</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> ● be familiar with some of the design principles ● express my initial impressions of visual phenomena and artwork/art phenomena with suitable design principles ● explore different concept and function of sculpture/architecture ● experiment various type of paper <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> ● Group research and presentation about one interesting architecture ● Draft the sculpture/architecture by use of different design principles ● Write an artist statement to introduce the artwork <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Create a paper sculpture by use of different design principles
<p>12-15 (4 teaching weeks)</p>	<p>37-40 (4 teaching weeks)</p> <p>S1-5 Final Examination 10th - 24th June</p>	<p>Seal carving</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> ● understand the function and characteristic of Seal carving ● design and arrange the words according to Seal carving principles ● apply the carving style of Zhuwen / Baiwen in my design ● carve on the stone with sharp and clear lines <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> ● Research words in Seal script ● Translate my name / lucky words into Seal script through the website ● Draft the design in both Zhuwen and Baiwen style ● Peer appreciation and criticism on online learning platform <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Create a Seal stamp with my name / lucky words

<p>16-24 (6 teaching weeks)</p> <p>Christmas and New Year Holiday 23rd Dec-1st Jan</p> <p>S1-S3 Summative Assessment 25th - 29th Jan</p>	<p>41-44 (4 teaching weeks)</p>	<p>Pop Art drawing</p> <p><u>Learning Targets</u> By the end of this unit, I will be able to:</p> <ul style="list-style-type: none"> • understand the characteristic of Pop art • transfer photos into pop art style through mobile apps • apply pop art style in my artwork • be familiar with the use of professional markers <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> • Group design project: design a small advertisement for an assigned object in Pop art style • Peer appreciation and criticism on online learning platform <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Print 6-panel advertisement with professional markers for an assigned object in Pop art style
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