

GRADE 9 ART-UNIT 3: PAINTING

Unit Questions: How do artists represent form, texture & utilise colour with paint?

How do artists represent the natural world?

Unit Objective: Students will use colour theory and brushwork techniques to create a landscape or still life tempera painting.

Level 1-2	Level 3-4	Level 5-6	Level 7-8	Level 9-10
Criteria A: Knowledge & Understanding				
<p>The student shows limited knowledge and understanding of the art form as evident in their research and planning. Planning phase has limited photos for inspiration, or are not documented.</p> <p>The student has a limited level of painting technique experiments and resources, which have limited comments and annotations.</p> <p>With this, the student has communicated a limited level of understanding in the context of his or her own work.</p>	<p>The student is able to demonstrate satisfactory knowledge and understanding of the art form as evident in their research and planning. Planning includes satisfactory artists/ photos for inspiration.</p> <p>The student has a satisfactory level of painting technique experiments and resources, which have been briefly commented upon.</p> <p>With this, the student has communicated a satisfactory level of understanding for applications to his or her own work, although some opportunities are not pursued.</p>	<p>The student is able to demonstrate good knowledge and understanding of the art form as evident in their research and planning, which includes photos used for inspiration.</p> <p>The student has a good level of resources documented and commented. The student has a good level of painting technique experiments.</p> <p>With this, the student has communicated a good level of understanding for applications to his or her own work.</p>	<p>The student is able to demonstrate excellent knowledge and understanding of the art form as evident in their research and planning phase, which includes referenced artists/ photos/videos used for inspiration.</p> <p>The student has well developed resources, which have been documented, commented or annotated upon. The student has well developed painting technique experiments.</p> <p>The student has communicated a well-developed critical understanding for applications to his or her own work.</p>	
Criteria B: Application				
<p>The student has basic brushwork and addressed it at a very limited level.</p> <p>There are inappropriate colours and no attempts at applying colour theory.</p> <p>The painting is inappropriate for the task.</p>	<p>The student has considered brushwork and addressed it at a limited level.</p> <p>There is an emerging proficiency in applying colour theory. The student has mixed their own colours in a limited way.</p> <p>The painting has limited expression for the task. It is too derivative of other artists' work.</p>	<p>The student has considered brushwork and addressed it at a satisfactory level.</p> <p>There are some colour techniques employed with indications of colour theory.</p> <p>The painting is satisfactory for the task.</p>	<p>The student shows good use in using brushwork and techniques.</p> <p>Colour is efficiently employed with value and tone applied at a good level of proficiency.</p> <p>The painting is good for the task and shows good use of expression and creativity.</p>	<p>The student shows an excellent proficiency in using brushwork and painting techniques.</p> <p>There is an effective ability to employ colour. This includes value, tone, hue, harmony etc. The student has effectively mixed their own colours.</p> <p>The painting addresses the purpose and shows a high level of expression and creativity.</p>

Level 1-2	Level 3-4	Level 5-6	Level 7-8	Level 9-10
Criteria C: Reflection & Evaluation				
<p>The student records his or her artistic development and processes with little reflection and carries out a limited evaluation of his or her work.</p>	<p>The student reflects on his or her artistic development and processes and carries out a satisfactory evaluation though some aspects may be unrealistic or incomplete.</p> <p>The student attempts to use feedback in their development and processes, with guidance.</p>	<p>The student reflects critically on his or her artistic development and processes at different stages of their work and carries out a good evaluation.</p> <p>The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement.</p> <p>The student uses feedback in their development and processes, with little guidance, which informs his or her artistic development and processes.</p>	<p>The student reflects critically and in-depth on his or her artistic development and processes at different stages of their work and carries out an excellent evaluation.</p> <p>This shows a considered and documented appraisal of quality of work and improvements that could be made throughout the process.</p> <p>The student intentionally uses feedback in their development and processes, with appropriate consideration of his or her artistic processes.</p>	
Criteria D: Personal Engagement				
<p>The student shows limited commitment in using his or her own artistic processes.</p> <p>The student demonstrates limited curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student works with his or her peers in a positive way, with encouragement.</p> <p>The student rarely participates in discussions.</p>	<p>The student shows satisfactory commitment in using his or her own artistic processes.</p> <p>The student demonstrates satisfactory curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student supports, encourages and works with his or her peers in a positive way, with encouragement.</p> <p>The student occasionally participates in discussions.</p>	<p>The student shows good commitment in using his or her own artistic processes.</p> <p>The student generally demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student supports, encourages and works with his or her peers in a positive way, with little encouragement.</p> <p>The student often participates in discussions.</p>	<p>The student shows excellent commitment in using his or her own artistic processes and skills.</p> <p>The student actively demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks.</p> <p>The student actively supports, encourages and works with his or her peers in a positive way.</p> <p>The student usually participates in discussions.</p>	

Parent Signature & Date: