



# Student booklet

## All at sea

<b>Year 9</b>	<b>The Arts — Visual Art</b>
<b>Name</b>	

**Using the sea as a focus, design, construct and display a sculpture for a school or community space.**

**You will:**

- Design a sculpture and create a visual journal that documents your creative processes.
- Construct and display a sculpture based on this design.
- Respond and reflect on visual art elements and future learnings.

## Section 1. Design a sculpture

### Your design

Using the sea as a focus, make designs and develop ideas for a sculpture that reveals your personal interpretation for a school or community space.

### In your visual journal

Document your personal research of this focus by creating a sculpture that responds to visual, auditory, tactile and olfactory stimuli.

### Consider

<b>Elements</b> <ul style="list-style-type: none"> <li>• colour</li> <li>• line</li> <li>• shape</li> <li>• texture</li> </ul>	<b>Subject matter</b> <p>animals, city, fashion, human, imaginary, issue, land, objects, ocean, people, place, portrait, scape, still life</p>	<b>Media</b> <p>charcoal, clay, fabric, feathers, found objects, glue, ink, magazines, paint, paper, pastel, pencil, photos</p>	<b>Concepts</b> <p>abstraction, balance, composition, contrast, depth, movement, pattern, proportion, repetition, representation, sequence, space, symbolism, tone, variation</p>
<b>Processes</b> <p>arrange, assemble, communicate, compare, deconstruct, describe, design, experiment, identify, interpret, modify, plan, reconstruct, select</p>	<b>Tools</b> <p>brayer, bush nuts, eraser, fork, knife, leaves, masking tape, paintbrush, print press, rolling pin, scissors, shells, spoon</p>	<b>Techniques</b> <p>collage, contour, cross-hatching, cutting, frottage (rubbing), gesture, scoring, scumbling, shading, stippling, wax resist</p>	

### Include

- drawings and sketches
- written notes
- photos or reproduced images
- research information
- annotations
- ideas
- experiments
- evaluations
- objects or found materials
- examples of other artists' works

### Think about

- Record ideas and aspects that are *important*, *genuine* and *unique* to you.
- Work out ways to best communicate your thoughts and express your ideas *visually*.
- Research your focus, including art works by other artists inspired by the ocean. The greater knowledge you have about your concept, the more sophisticated the sculpture can become.
- Make the sculpture an extension of you and symbolic of you. It should make a visual statement to reflect *your originality* and come from the "heart, guts and head". Avoid the fashionable, the clichéd and the stereotypical.
- Will you pursue a single idea or concept, or do you have parallel interests? Either way, it should show that you have been involved in *refining* or *redefining* your ideas.

## Design requirements

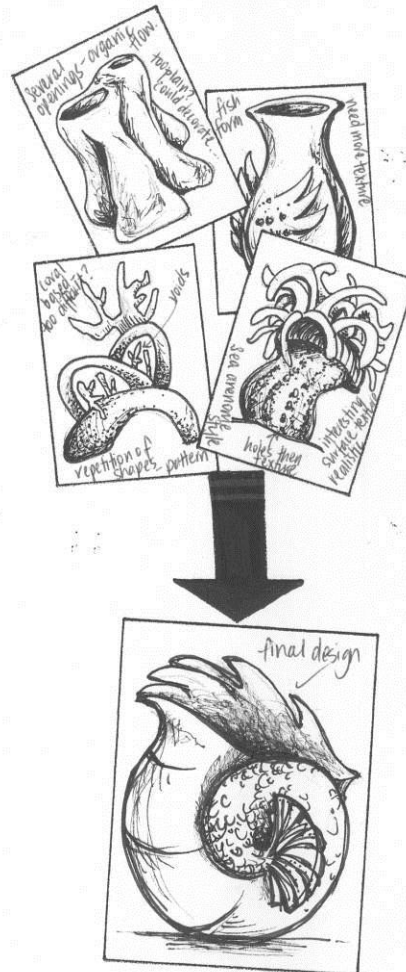
Think about the sensory experience that your sculpture will provide:

- Will it look wet or dry? Pleasant or unpleasant? Living or dead? Attractive or repulsive? Calm or agitated? Soothing or irritating? Slow or static?
- How will your design show the qualities of the sea?

Your design should emphasise the direction your research and experimentation has taken you by completing the following:

Check off as you complete.

- ☐ Create four A5-size original designs that explore four different possibilities for your final design and include an integration of different media or materials.
- ☐ Briefly annotate the designs to comment on how successfully visual arts elements (shape, texture and line) and concepts (space, pattern, contrast and movement) were explored.
- ☐ For example, identify which design had the best *texture* and explain why this is.
- ☐ Produce one A4-size final design (from the front) that incorporates the best elements and concepts from your other designs.
- ☐ Complete your sculpture designs from other viewpoints (top, bottom, left side or right side) to make it easier to visualise.
- ☐ Consider the place for final display and the audience as discussed by your teacher.



## Peer reflection (informal)

After looking through another student's visual journal, discuss with them:

- What concepts, meanings and expressions were they trying to convey through their sculptural design? How were these conveyed?
- Do you think that the student has been successful in conveying their interpretation of the sea? Why, or why not?

## Section 2. Construct a sculpture

Construct your sculpture to include a variety of materials, using any or a combination of the following sculptural techniques:

- *modelling*: manipulating malleable material such as clay or wax into sculpture (e.g. coil, pinch pot or slab techniques)
- *constructing*: building structures with raw materials
- *carving*: cutting stone or wood away with tools until the object “inside” the block is realised.

**Install your sculpture in a school or community space.**

### Display

Discuss:

- How would you display your own and others’ sculptures? Why?
- What would you have done differently? Why?
- Why do you feel that the arrangement and placement was successful or unsuccessful as a public display?

## Section 3. Respond and reflect

Prepare a 300-word written reflection responding to your completed sculpture using the focus questions below. Please write answers in complete sentences and paragraphs.

1. What is the title of your sculpture?
2. What does your sculpture look like? Identify and describe the sculpture in detail. Include information about the appearance and the subject matter of the sculpture.
3. Describe the processes and media used in your sculpture, including any influences or ideas developed from research of other artists.

Consider the following:

- Design process: sketches, notes, stimulus
  - Media application: tools, techniques, processes
  - Unexpected problems: how did you solve your problems and fix mistakes?
4. Identify and describe at least one element and one concept of your sculpture that makes a visual impact.
  5. List at least two areas of your sculpture that you consider to be successful. Explain why you consider these areas to be successful.
  6. List at least two areas of your sculpture that you consider to be less successful. Explain how you could improve on these areas for future art making.
  7. Evaluate the creation and display of your sculpture in at least three sentences.
    - What did you enjoy most?
    - What did you find difficult?
    - What did you learn? How will you use these skills again?