

ST. FRANCIS XAVIER'S COLLEGE

Visual Arts

Scheme of Work 2018-2019

Form 1

No. of periods per cycle: 2

Cycle (Date)	Topic	Teaching Points	Activities	Appreciation & Criticism	Teaching Aids	Assignments
1st Term						
1 (4/9-14/9)	Class Briefing	Introduction: a) Regulations in the Art Room b) The materials should be bought in the lesson c) Teaching schedule in the following year d) Brief introduction about the preparation of Unit One: Logo design	Lesson One Simple outline drawing of portrait (Understanding the drawing level of the students)			1) Preparing 1 printout of his own portrait in A4 size
2-5 (18/9-1/11)	Painting: Your Own Picture	a) Understanding the sources of ideas for artworks created in the Pop art style	Lesson One Motivation: -Introducing the life of Andy Warhol -Show the artworks of Andy Warhol		Samples of Logos, cartridge paper,	1) Continuous finishing the sketches

		<p>b) Enriching some techniques and design qualities associated with Pop art</p> <p>c) Creating an artwork based on a commonplace image or object, using concepts associated with Pop art</p>	<p>and Jasper Johns for discussion on the artworks of Pop art</p> <p>- Comparison with the artworks by local artist: Wun Ying</p> <p>Activities:</p> <p>a) Discussing on the works of Pop art: (i) Artists change the image or product so parts of it stand out or look very different from the more familiar version (For example, an ice cream cone's colors might be unlike any available in a store). (ii) Artists choose an image or product that is seen repeatedly in popular culture. The image in the Pop artwork is repeated over and over. Shapes, colors or outlines are arranged into a pattern so one seems to merge with another.</p> <p>b) Based on his portrait, they try to develop variations that transform the image creatively.</p>	<p>a) Appreciation and criticism of the works</p>	<p>poster colours, felt-pens, drawing pens</p>	
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<p>6-8 (2/11-5/12)</p>	<p>Graphic Design: Manual Design</p>	<p>a) Understanding the importance of visuals images (illustrating various ideas and information)</p> <p>b) Preceding most of lettering used for conventional graphics should simple in style and easy to read</p> <p>c) Introducing different types of lettering</p> <p>d) Realizing the relationship between the layout and the images</p>	<p>Lesson One</p> <p>Motivation: Asking about the function of the manual (simple instruction with direct language)</p> <p>Activities: 1) Group discussion on the collected manual (wordings and diagrams) 2) Finding out the common parts of the manual (electrical appliances, small models or working pieces) 3) Presentation of their works (group discussion)</p> <p>Lesson Two</p> <p>Motivation: Showing the sketches for discussion</p> <p>Activities: 1) Discussion on the sketches 2) Introducing attractive and simple images can arouse the interest and</p>	<p>a) Appreciation of the sketch</p>	<p>Manuals, reference books, Cartridge paper, felt pens, colored pencils</p>	<p>1) Continuous finishing the sketches</p> <p>1) Continuous amendment the sketches</p>
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			<p>convey the clear message</p> <p>3) Simply the images to highlight the specific places</p> <p>4) Amendment of the sketches</p> <p>Lesson Three</p> <p>Motivation: Introducing the use of some graphic tools (felt pens, drawing pens and colored pencils)</p> <p>Activities: 1) Experiencing of the graphic tools to draw the lines and coloring the images 2) Introducing the special decoration of the design (collage) 2) Create the brochure in the lesson</p>			<p>a) Appreciation and criticism of the works</p> <p>1) Collecting of 4 pictures of the selected animal with different angles (preparation of next lesson)</p>
9-10, 11-13 (6/12-22/1) (23/1-6/3)	Ceramic: Mobile Animal	<p>a) Understanding the basic slabbing and glazing techniques</p> <p>b) Realizing the balance theory of the mobile</p> <p>c) Create an unique</p>	<p>Lesson One</p> <p>Motivation: a) Understanding the structure of the selected animals b) Show ceramic works of mobile to</p>		Clay, modeling tools, mobiles	

		<p>figure of the animal (exaggerate the interesting part)</p> <p>d) Understanding the glazing techniques</p>	<p>understand more about balance theory</p> <p>Activities:</p> <p>c) Simplify the shape of the selected animal and divide it into different parts</p> <p>d) Use the paper as the model of the mobile</p> <p>Lesson Two</p> <p>Motivation:</p> <p>a) Discussion on the basic slabbing techniques</p> <p>b) Demonstrate how to prepare the slab and combine different parts together</p> <p>c) Show the bisque firework for discussion</p> <p>Activities</p> <p>a) Introduction of glazing techniques</p> <p>b) Discussion on the paper model</p> <p>c) Students create the artworks with</p>	<p>a) Appreciation and criticism of the works</p> <p>a) Appreciation and criticism of the works</p>	<p>1) Continuous finishing the sketches</p> <p>1) Continuous amendment the sketches</p>
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			<p>the slab</p> <p>Lesson Three, Four and Five</p> <p>Motivation:</p> <p>a) Display of bisque mobile b) Showing of different glazes</p> <p>Activities:</p> <p>a) Teacher demonstrates the glazing techniques with brushes b) Encourage the students to use the underglaze to create more patterns on the top</p>	<p>a) Appreciation and criticism of the works</p>		<p>1) Bring four pictures of different kinds of birds (preparation of next lesson)</p>
<i>24/12-2/1</i>	<i>Christmas & New Year Holidays</i>					
<i>4/1-17/1</i>	<i>First Term Examination</i>					
2nd Term						
<i>1/2-13/2</i>	<i>Lunar New Year Holidays</i>					

			<p>Lesson Three, Four and Five</p> <p>-Motivation: Discussion on the printing techniques</p> <p>Activities: 1) Teacher demonstrates how to use the rollers and baren on printmaking 2) Reminding the students how to print the artwork step by step 3) Starting of printmaking</p>	a) Appreciation and criticism of 2 nd sketch		1) Further amendment of the sketch
15/4-24/4	<i>Easter Holidays</i>					
19-20 (14/5-4/6)	Perspective Drawing: Corridor	<p>a) Creating an illusionary 3-dimensional space on a flat surface</p> <p>b) Understanding the principles of two-point perspective</p>	<p>Lesson One</p> <p>Motivation: a) Comparison on one-point perspective and two-points perspective</p> <p>Activities: 1) Discussion on the principle of two-points perspective 2) Analyzing how to use three ways</p>	a) Appreciation and criticism of first exercise	Cartridge papers, reference books	1) Finishing of the sketch

