NORTH SYDNEY GIRLS HIGH SCHOOL

Cnr David Street & Pacific Highway

Crows Nest NSW 2065

BEST PRACTICE @ NSGHS

Karen Profilio   Elspeth Grew

NORTH SYDNEY GIRLS HIGH SCHOOL BACKGROUND

- Selective school = self motivated, high achievers
- Visual Arts has a high profile due to HSC results, constant PR, promotion and staff commitment
- Relatively strong elective numbers for this type of school, with a high NESB clientele

NORTH SYDNEY GIRLS HIGH SCHOOL BACKGROUND

• Good facilities with 3 out of 5 Year 7, 8 & 9 classes with their own personal laptops, 5 large computer rooms, multi media room, 3 full VA rooms, resource room (with colour photocopier), wet darkroom, VA computer kiosk – 10 Mac computers and large Epson printer

PARAMETERS OF THE AECP AT NSGHS

- Head Teacher and Student Teacher interests should align - both working towards common goal

- Consider the expertise of the student a major factor – usually worked out before placement

- Thorough documentation – previous examples to use as a guide

- Should be able to be used again so "product" is good quality

- Generally done with a Year 9 Digital Media class

- Expectation of strong success and public presentation

- Must be inline with VA Faculty "values" and aspirations = negotiation on a number of levels

ABOUT THE SMOKE & MIRRORS AECP

Programs that are tailored to the specific clientele are the most successful

- Was to be done with Year 9 Digital Media class
- Was to be designed to introduce new skills
- Essential that it was a sequenced set of related "exercises"
- Essential that there was a high impact finale
- Art historical/art critical sections were to be related
- Had to be compiled in OneNote

CONTACT DETAILS

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Requirements

COFA
- minimum 5 week UOW (10hr face face). 13 week practicum

NSGHS
- yr 9 Photographic & Digital Media (PDM)
- PCs
- OneNote
- uphold academic standard

PDM
- closely aligned to VA syllabus (Conceptual FW, Practice, Frames)
- technology focus
- forms (still, interactive, moving) vs. 2D, 3D, 4D.

Students
- 15 students
- computer literate
- exposure to Photoshop & Film

fun… interactive… thematically different…

Smoke & Mirrors

UNIT OF WORK

- 8 Weeks

- 4 Student Tasks
    - Surrealist Stop Motion
    - Dreamist Diary
    - Dreamscape
    - Surrealist Swap

- Photoshop & Stop Motion Animation

- Surrealist grounding

Surrealist Stop Motion

TASK

- Choose surrealist painting

- Animate using Photoshop & Premiere Elements

- Informal task

- Assessment for learning, 10%

{Smoke & Mirrors}
dreamist diary
DUE: Thursday 1st October, Week 10, Term 3.

Over the next 2 weeks you are to create a 'dreamist diary' ...

*This must have a **minimum of 14 single pgs/ maximum of 28 single pgs**.

* It is to include **visual imagery** based on your **dreams**.

If you can't remember your dreams, use images that are quirky
and have sparked your **imagination** over the course of the day..

* It must be **continual** and **dated**.

* You may create this **physically** or **electronically**, however all pages must be
scanned and uploaded onto our Flickr account for submission.

look on the 'smoke & mirrors' folder in lessons for eg's.
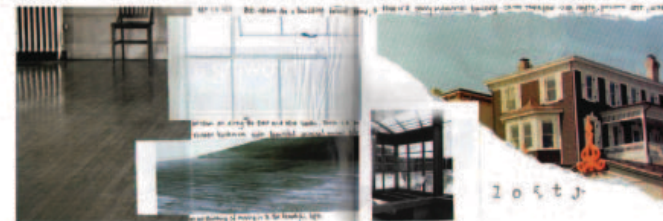

{Smoke & Mirrors}
dreamist diary
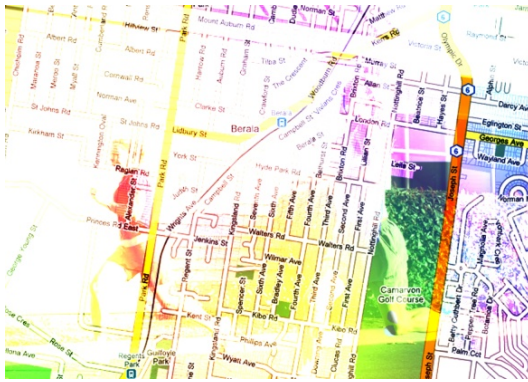**DUE: Thursday 1st October, Week 10, Term 3.**

To help get you *started* here is a **guide** you may like
to follow to help construct your dreamist diary...

1. As soon as you wake from a dream, open your journal to a fresh page.

2. Flip through magazines and any other visual imagery surrounding you that
    you can use and which resonate with your dreams images & feelings.
    > You don't necessarily have to duplicate images you saw in your dream,
    look for images, words & colours that strike the same chord as your
    dream. Go with your **instinct**, **allow the dreaming mind to make the
    connections.**

3. Once you have a pile of images, sort through them and choose 3-6 that
    resonate most deeply with the feelings in your dream.

4. Begin tearing images down to size and arrange them in a composition.
    Don't be scared of leaving white space around your images, it alows the
    mind to move freely and contemplate.

5. Fix your images to the page with glue/ double sided tape.

6. You may like to supplement your images with a line or two of text to enrich
    the compisition.

7. Don't forget to add the day, date and time of your dream!

***You may create this physically or electronically (using Photoshop/Illustrator), regardless
all pages must be uploaded onto our Flickr account for submission.*

happy dreaming!

Marking Criteria: Dreamist Diary 25%	Marks
Outstanding	
- Incorporates a broad range of interesting visual imagery that has sparked student imagination and/ or insightfully reflects their dream sequences - Shows proficiency in using relevant technology and uses techniques to successfully create exciting and interesting visual compositions - Submits the required amount of pages with compositions that are visually cohesive, dynamic, and sequential	20-25
Comments	
/ 25 EG	

{Smoke & Mirrors}

dreamscape

DUE: Wednesday 21st October, Wk 1, Term 4.

40%

Using the visual imagery found in your **dreamist diary** as a basis, you are to create a stop motion animation that projects a part of your subconsious self.
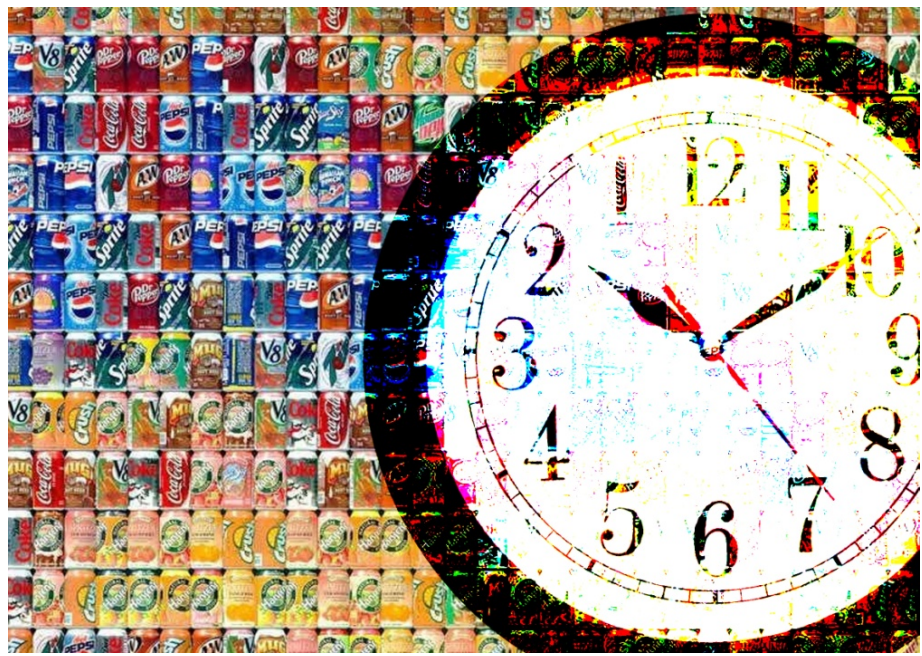
In your animation a **secret** must be revealed...

To do this, your animation must:

* incorporate text & sound
* use a combination of techniques & materials
* be approximately 1 minute in length

Upon completion, your animations will be individually **projected** *onto* **smoke** *and documented on* **film!**

look at PostSecret & selected animations on 'lessons' to get you started...

DREAMIST DIARY

I DREAM OF SYDNEY GOING UNDERGROUND
The Urban Planner Craig Allchin

PRIVATE PROPERTY

I DREAM OF A GROWN-UP URBAN CITY
The Architect Kim Maher

Day 2
10.09.09

I dreamed I was young again...

CLOWNS

FRIDAY 11th
DAY 3

Marking Criteria: Dreamscape	Marks
Outstanding	
• Eff etively incorporates selected visual elements from the Dreamiest Diary as a basis from which to project a part of the subconscious self • Depicts the noti o of revealing a secret within their animation in a unique way, showing great conceptual depth • Shows proficiency in using relevant technology and uses techniques to successfully create an exciting and interesting stop motion animati on • Creates an animati o to the required length of 1 minute, which effectively incorporates text and sound to support the underlying narrati ve	24 - 30
Comments	
/ 30 EG	

{ Smoke & Mirrors }
surrealist swap

DUE: Wednesday 28th Oct, Wk 2, Term 4.
35%

Choose a **'digital'** artist and artwork that you believe has been influenced by the **Surrealist** movement.

You are to present a summary of your research as a **card** in the visible table format, to accompany a **mini- lecture** that you will give answering questions relating to your artist & artwork using the Conceptual Framework.

ARTIST	ARTWORK
What media does the artist use? (photography, video, computer/ digital, film) What is the artists' practice? Do they enlist the help of others to produce their work, if so how? How has the artists' background and experiences influenced their practice? Where does the artist produce & or pubish their works? (internet, studio, gallery, public museum, private homes, airports)	What is the work communicating? What frame would you situate the work in, why? (Structural, Subjective, Cultural, Post-modern) What form does the work take? (physical, virtual, ephemeral, documented) What materials, techniques & processes were utilised in its production? Do you think the work challenges conventional notions of art, if so how?
AUDIENCE	**WORLD**
What do critics, academics, historians and others say about the work? Who is the intended audience of the work? (dealers, collectors, curators general public etc) How does the audience engage & interact with the work? How have digital technologies extended the ways in which an audience can encounter the work.	How have emergent technologies in photographic & digital media influenced the artist and artwork? Do you think the Surrealist movement influenced the artist and artwork, why? Are there any other issues, events or places that have influenced the artist and artwork? (spiritual, physical, social, cultural, psychological etc).

* Please check the appropriateness of your artist/artwork with a teacher first.

see pg 2 for detailed instructions

✱ Using the format provided, your **cards** will function as a **summary** of your presentation and will be **swapped and shared** with your classmates.

Include an image with citations on the back of your card. Font = Arial; Titles 14pt Bold, text 10pt.

✱ You are also to prepare a **"mini-lecture"** using PowerPoint format with more detailed information about your artist & artwork, and its relationship to the Surrealist movement using the Conceptual Framework.

✱ Your presentation should be approx **3 minutes** in length and include **visuals**. The computer & data projector in B13 will be available for this purpose.

✱ Presentations will start on Wednesday **28th Oct**, Wk 2 Term 4 and continue untill finished. Students <u>must</u> hand in a **hard & soft copy** of their surrealist swapping cards.

Students will be selected in a random arrangement so all student presentations and cards must **be ready** by this date.

✱ As part of the task, you will also peer evaluate your classmates presentation on the day.

Please see marking sheet for grading criterion

{Smoke & Mirrors}

surrealist swap

Outcomes: 5.7, 5.8, 5.9, 5.10

Weighting: 35%

Marking Criteria

Students will be marked on their ability to:
- Use the conceptual framework as a basis to investigate a digital artists' work and their relationship to the Surrealist movement
- Present a mini lecture with supporting trading cards in the appropriate format
- Peer evaluate their classmates presentations in written form

Marking Guidelines

A student:

High Range (27-35)

Uses all agencies of the conceptual framework to thoroughly investigate a digital artists' work, making clear connections to the influence of the Surrealist movement

Presents a clear and comprehensive mini-lecture to the required length of 3 minutes, with outstanding visuals & supporting trading cards in the appropriate format

Peer evaluates their classmates presentations, providing the presenter with carefully considered constructive feedback of their strengths and areas that would benefit from further development.

Middle Range (18-26)

Uses the agencies of the conceptual framework to investigate a digital artist's work, making connections to the influence of the Surrealist movement.

Presents a well researched mini-lecture to the required length of 3 minutes, with great visuals and supporting trading cards in the appropriate format

Peer evaluates their classmates presentations, providing the presenter with constructive feedback on their strengths and areas that would benefit from further development.

Satisfactory Range (17-25)

Uses some of the agencies of the conceptual framework to investigate a digital artist's work, making a connection to the influence of the Surrealist movement.

Presents a mini-lecture to the required length of 3 minutes, with visuals and supporting trading cards in the appropriate format

Peer evaluates their classmates presentations, providing the presenter with some feedback on their strengths and areas that would benefit from further development.

Progressing Range (0-16)

Uses limited aspects of the conceptual framework in an attempt to investigate a digital artist's work, making no connection to the influence of the Surrealist movement

Presents an ill prepared mini-lecture under the required length of 3 minutes, with limited visuals and supporting trading cards.

Peer evaluates their classmates presentations, providing the presenter with limited feedback on their strengths and areas that would benefit from further development.

Level of accomplishment

Low	Satisfactory	Middle	High ✓
☹	😐	🙂	😃
0-8	9-17	18-26	27-35

High Range

Uses all agencies of the conceptual framework to thoroughly investigate a digital artists' work, making clear connections to the influence of the Surrealist movement

Presents a clear and comprehensive mini-lecture to the required length of 3 minutes, with outstanding visuals & supporting trading cards in the appropriate format

Peer evaluates their classmates presentations, providing the presenter with carefully considered constructive feedback of their strengths and areas that would benefit from further development

Mark   /35

Comments:

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