



Western Cape
Government

Education

Directorate: Curriculum GET

Quality
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GET Term 2 Take Home Package

**Visual Arts
Grade 9**



GRADE 9

VISUAL ART

RESOURCE PACK

Aim / Purpose / Topic / Content / Concepts / Skills (WHAT did I see / hear / think / do / learn...)	Resources / LTSM (WHAT I am going to use to see / hear / think / do / learn...)
<p>By this stage of the creative process you have concluded working on your final product and it has been assessed according to the rubric. You will be guided by your teacher / parent to work on the self-reflection worksheet & consolidation / application worksheet that focuses on your own creative processes in the creation of your unique artworks.</p> <p>A. Instructions: Self-Reflection: You should complete the self-reflection worksheet as individuals (or in groups where possible) following discussion around the topics of the worksheet.</p> <p>B. Instructions: Consolidation / Application: You should complete the worksheet as individuals (or in groups where possible) following discussion around the consolidation / application of skills & concepts covered this term.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Self-reflection & consolidation • Application Worksheets • Pen / Pencil • Colour Media • Art Journal • Sketchbook • Workbook
<p>Informal / Formal Assessments</p>	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer, or teacher / parent. Workbook: work on the self-reflection worksheet and the consolidation / application worksheet.</p>
<p>Values Taught</p>	<p>Accountability; Conscientiousness; Creativity; Dedication; Independence; Integrity; Responsibility; Uniqueness; Vision</p>

A. Self-Reflection

SEEN IT ... HEARD IT ... THOUGHT IT ... DID IT... LEARNED IT...

Recall what you saw, heard, did & learned in the spaces below. Then write summary statements to explain your understanding of what you learned from the activities.

 I SAW...

WHAT I THINK ABOUT IT...

 I HEARD...

WHAT I THINK ABOUT IT...

 I THOUGHT...

WHAT I THINK ABOUT IT...

 I DID...

WHAT I THINK ABOUT IT...

 I LEARNED...

WHAT I THINK ABOUT IT...

SUMMARY STATEMENT

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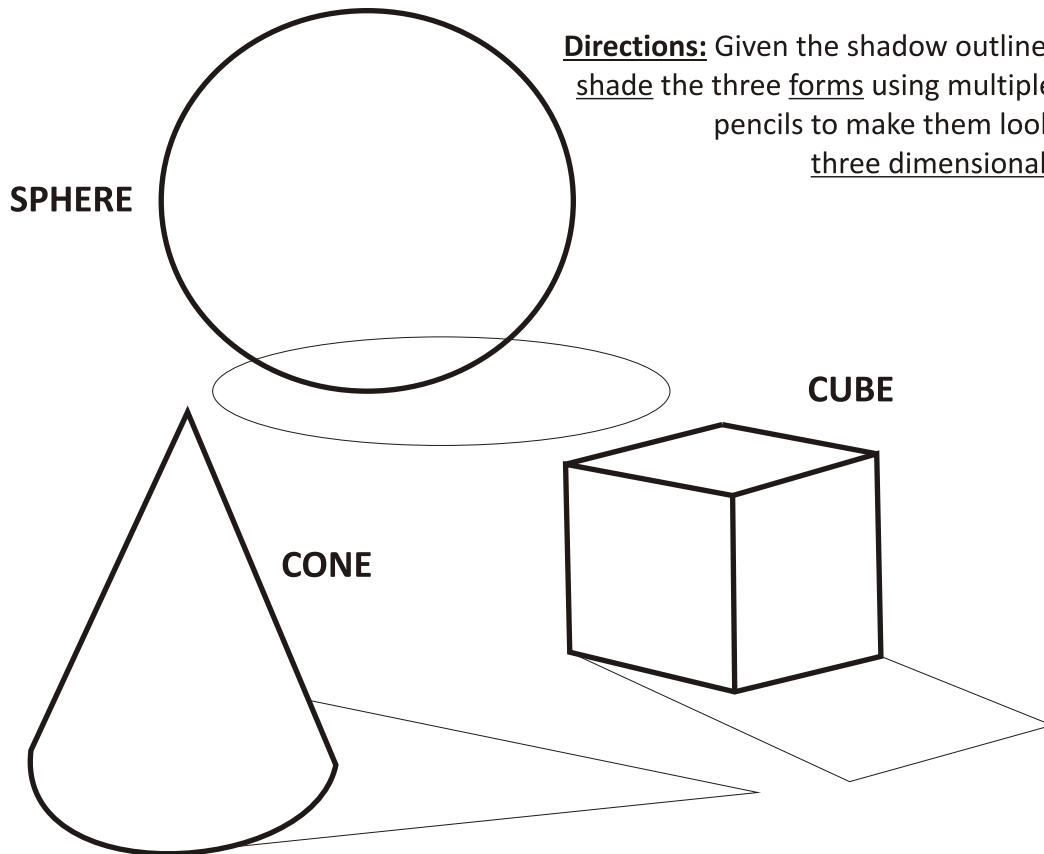
B. CONSOLIDATION/APPLICATION

Directions: Complete the value scale below using different drawing pencils. Show a transition from dark to light building up value.

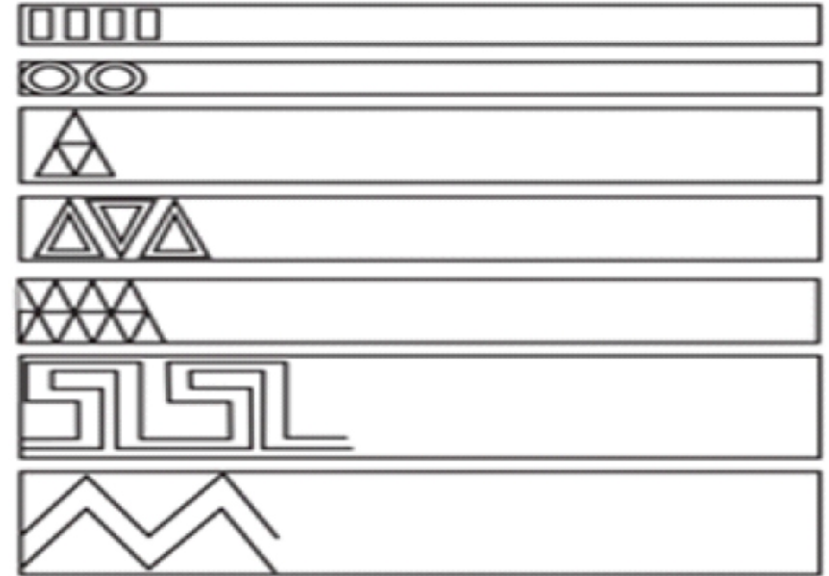


DARK LIGHT

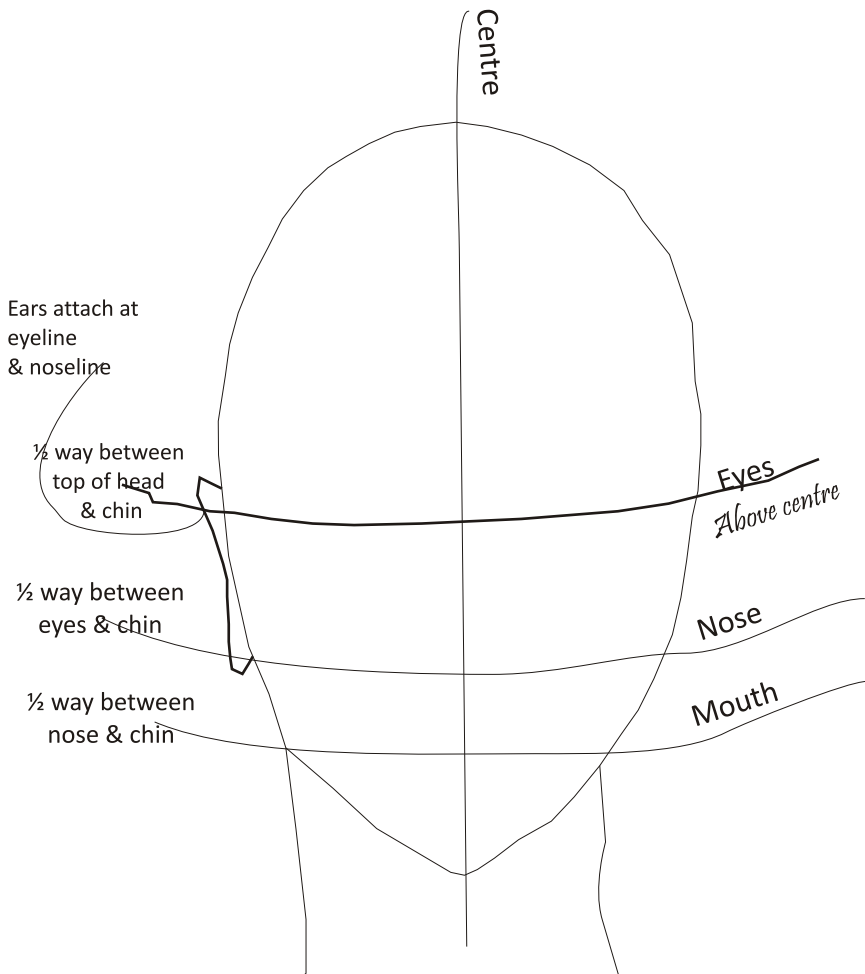
Directions: Given the shadow outline, shade the three forms using multiple pencils to make them look three dimensional.



Use these templates to create your own aztec pattern. You can colour and complete these templates. You can also draw your own pattern and use these examples for ideas.



Drawing a head...



1. Draw the shape of the head and add shoulders
2. Draw guidelines for centre, eyes, nose and mouth
3. Draw in the features using these general guidelines
4. Erase guidelines as you no longer need them.

Colour...

Colour is...

Primary Colours:

Secondary Colours:

+
 =

+
 =

+
 =

Tertiary Colours:

How do you obtain tertiary colours?

COLOUR SCHEMES

...An arrangement of colours that is pleasing to the eye.

Complementary colours are...

Examples:

Monochromatic is made up of one colour and its shades and tints.

Provide an example here...

Hue:

(Hue is a colour's name)

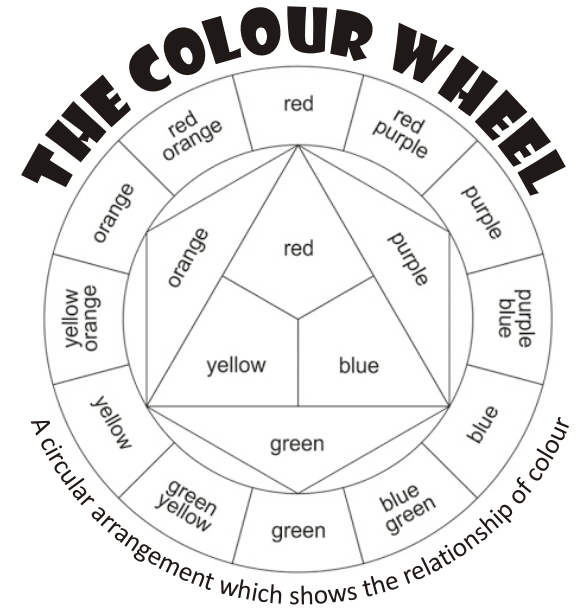
Split-Complementary is made up of three hues.

First, you choose your main colour and then select the two colours on either side of its complement.

What are some examples?

Triadic colours are evenly spaced apart on the colour wheel creating an equilateral triangle.

What is one example?



Cool colours:



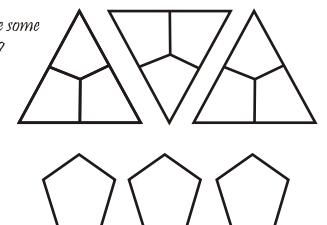
Warm colours:



VALUE: the lightness or darkness of a colour
SHADE: _____ is added to create a dark colour
TINT: _____ is added to create a light colour

Analogous: colours are next to each other on the colour wheel.

What are some examples?



What are some examples of neutral colours?