



Year 7

Teaching and Learning plans

Assessment calendar

Term 2, 2023

Yr 7 Assessment Calendar Term 2, 2023

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 17-21 April	Digital Technologies task distributed				
Week 2 Or 24-28 April	Social Science task due				
		ANZAC day			
Week 3 or 1-5 May	Labour Day				
			CAMP	CAMP	CAMP
Week 4 Or 8-12 May	Japanese Task 1 distributed				
	Digital Technologies task due		Design and Technology (food) task distributed		
Week 5 Or 15-19 May	Maths exam				
	English task distributed				
Week 6 Or 22-26 May	Health & Physical Education task distributed				
	French task distributed				
	Religious Education task distributed				
			Athletics field events	Japanese Task 1 due	
Week 7 Or 29 May – 2 June	Maths task distributed				
	Deadly Maths exam				
			Digital Technologies task distributed		Japanese Task 2 distributed
			Science exam		English due
Week 8 Or 5-9 June	Religious Education task due				
	English task due				
	Health & Physical Education task due				
	Design and Technology (food) practical task due	Design and Technology (food) written task due	Visual Art task due		French task due
	Drama task due				Japanese task 2 due
Week 9 Or 12-16 June	Maths task due				
	Digital Technologies task due			Athletics carnival	Show holiday

7 Deadly Mathematics Term 2 2023
Mr. Wallis

Week	Wednesday/2 Wednesday/4 Thursday/4 Friday/6
1	Use of mathematical starters to recall number bonds. Consider proper fractions. Use a fraction wall.
2	Use of mathematical starters to recall number bonds. Consider improper fractions. Consider equivalent fractions.
3 No lessons Y7 camp	
4	Consider equivalent fractions. Compare fractions. Determine fractions of quantities.
5	Consider addition of fractions. Consider subtraction of fractions. Review fractions content.
6	Consider the mean value as a measure of centre. Consider the median value as a measure of centre. Consider the mode and interpret the value in the context of the data. Consider the range and interpret the value in the context of the data.
7	Review content in preparation for mini exam. Deadly Maths mini exam Friday June 2.
8	Review Deadly Maths content and support Core Maths assignment.
9 Athletics C Thu. SFD Fri.	Create display work based on this term's content.

YEAR 7 Design and Technologies – Term 2, 2023

Mrs Pacey

Week	Monday (L4/5)	Wednesday (L1)	Thursday (L5)
1	17 April Identify good and bad bacteria. Beat the Bacteria worksheet. Define the terms: Hygiene, Cleaning, Sanitising, Contamination and Cross-contamination Identify kitchen equipment and utensils. Tool Up worksheet	19 April Weights and Measures (Rotational activity) Measure liquids and rice into common weights and measurements used in a kitchen.	20 April Identify serving amounts. What is a serve? Worksheet.
2	24 April Cookery – Pizza Focus on knife safety/use, cutting techniques, kitchen routines,	26 April Identify measuring equipment within the kitchen - Measuring Up worksheet.	27 April Investigate food models – AGHE – Traffic Light system
3	1 May Labour day	3 May Year 7 Camp	4 May Year 7 Camp
4	8 May Cookery – Tacos Focus on knife safety/use, cutting techniques, food hygiene, kitchen routines, lighting of stove top.	10 May Give out Design Task Assessment Booklet Investigate and define the design brief. Steps 1a and b. List factors that will influence your design. Evaluate a good smoothie and muffin.	11 May Step 2a, b, c, d. Investigate 2 x blenders and describe their features. Explain your choice for best suited blender for STU.
5	15 May Step 3b: Milk and Yogurt tasting. Sensory profiling. Cookery – Step 3c Class Smoothie Evaluate – Sensory profile, amount and packaging used.	17 May Step 3a, d and e a. Investigate food models. d. Survey 4 x people to determine needs and opportunities e. Evaluate survey results	Step 4 and 5a 4. Develop success criteria that will be used to evaluate the smoothie and savoury muffin. 5a. Consider a range of ingredients
6	22 May Step 3c - Cookery of Class muffins Use different wholegrains to determine most successful to use in final assessment muffin.	24 May Step 5b and c. b. Generate design smoothie and muffin ideas. Consider all suitable ingredients. c. Draw diagrams with annotations to show your design solution.	25 May Step 7 – Design your practical assessment work plan to hand in TODAY for shopping – to make Monday's smoothie and muffin. Checkpoint Marking
7	29 May Cookery – Sausage Rolls Focus on rolling of pastry, knife skills, piping skills.	31 May Step 6. Evaluate your design ideas against the success criteria developed in Step 4.	1 June Amend any theory work from checkpoint marking.
8	5 June Cookery – Practical Assessment cooking your smoothie and savoury muffins using your chosen ingredients. <u>PRACTICAL ASSESSMENT DUE</u>	7 June Step 8a: Evaluate the success of your practical assessment for smoothie and savoury muffin safely. Step 8b: Consider and describe processes used. <u>WRITTEN ASSESSMENT DUE</u>	8 June Cookery – Loaded potato
9	12 June Cookery – Chocolate Brownie	14 June Fun interactive learning game.	15 June Athletics Carnival

07 Digital Technology – Term 2

Mrs O'Neill

Week	Monday Period 4 &5/Wednesday Period 1/Thursday Period 5
1	Unit 2: Design for great games – create Investigate how games are created using game engines. Plan a video game outline by communicating using game template. Manage project by creating a planned timeline. Assessment: Video Game creation project handout Assessment: Game planning draft due
2	Unit 2: Design for great games – create Create game using MakeCode Arcade – load assets, create layouts, program events and actions. Manage project using planned timeline.
3	Labour Day Year 7 Camp
4	Unit 2: Design for great games – Assessment Generate game using MakeCode Arcade – load assets, layouts, events. Evaluate game designs. Communicate using gaming-specific language. Assessment: Game creation draft due Assessment: Video Game creation project due
5	Unit 3: Robotics Investigate the development of robots and their use. Analyse how programming instructions affect the action of a robot – sequences. Implement and modify robot programs to complete a path.
6	Unit 3: Robotics Analyse how choices are made in programming – variables. Analyse how programming instructions affect the action of a robot – conditional statements and loops. Implement and modify robot programs to complete basic tasks, using sensors and outputs.
7	Unit 3: Robotics Analyse and visualise solutions to robotic problems. Model programmed solutions using flowcharts and pseudocode. Implement and modify robot programs to complete advanced tasks, using sensors, outputs, conditional statements and loops. Assessment: Robot folio handout
8	Unit 3: Robot Design for movement Assessment Breakdown real-world problems to identify requirements. Design robot algorithms, represent using flow chart and pseudocode and identify errors. Implement algorithms using robot program.
9	Unit 3: Robot Design for movement Assessment Design robot algorithms, represent using flow chart and pseudocode and identify errors. Implement algorithms using robot program. Evaluate how existing robots meet needs, are innovative, and consider future risks and sustainability. Assessment: Robot folio due

Year 7 Drama - Term 2, 2023
Miss Thomas

Week	Lessons
1	<ul style="list-style-type: none"> • Understand term objectives – Children’s Play Performance – Skills of Performance • Recall Elements of Drama through practical activity • Explore and recall conventions of Children’s Theatre (exaggeration, large expression, colourful visual setting, rhyming/song/dance, audience participation)
2	<ul style="list-style-type: none"> • Analyse examples of Children’s Theatre performance • Distribute task sheets and performance booklets and identify Children’s Theatre conventions • Organise assessment groups and select children’s book that will be turned into a performance • Develop script sequence and allocate scene to each student
3	<ul style="list-style-type: none"> • Explore character – movement, gesture, voice, relationships to convey intention of script • Recall script writing conventions (setting, italics, spacing between character names etc.) • Apply children’s theatre conventions to scenes • Explore the element of dramatic tension in children’s theatre. • Draft Script Due
4	<ul style="list-style-type: none"> • Apply draft feedback • Explore use of puppet for character • Plan, structure and rehearse the script as a cohesive performance • Demonstrate how to annotate a script • Develop and make decisions about the group performance to convey status, relationships and intentions
5	<ul style="list-style-type: none"> • Use craft materials to design and create puppets/masks/costume. • Apply performance skills to the play • Extension: Incorporate song/dance/movement into performance. • Analyse rehearsal process in booklet
6	<ul style="list-style-type: none"> • Perform for another group. Provide and action peer feedback • Rehearse the performance - consider production: lighting, sets, music, costume for theatrical effect • Consider Children’s Theatre conventions in script. • Stage rehearsal with props and set.
7	<ul style="list-style-type: none"> • Dress rehearsal with full costume, props and setting. (Filmed by teacher for feedback and reflection) • Reflect on dress rehearsal performance in groups and write feedback in booklets • Recall all lines – no scripts on stage. Costume and props being used • Evaluate use of voice and movement to show status, relationship and intentions through reflection
8	<ul style="list-style-type: none"> • Assessment Due: MAKING: PRESENTING – Group Performance • Complete all booklet activities and submit to teacher
9	<ul style="list-style-type: none"> • Explore elements of drama through improvisation • Experiment with Theatre Sports and improvisation techniques
10	<ul style="list-style-type: none"> • STAFF WEEK

Year 7 English:

Let Me Persuade You

Term 2 2023

Week	Concepts covered, student tasks
<u>Week 1</u>	Introduce topic <i>Let Me Persuade You</i> ; Write a letter of persuasion to your teacher. Vocabulary – Persuasive techniques; Word wall; Grammar - parts of speech: verbs and adverbs
<u>Week 2</u>	Understand and identify elements of a persuasive speech. Grammar - parts of speech: verb and adverbs
<u>Week 3</u>	Brainstorm topics about school or local issues Investigate and decide on one topic for a thirty second speech. Construct and present a thirty second speech. Grammar - parts of speech: verb modality
<u>Week 4</u>	<i>The Power of persuasion-</i> Understand modes of persuasion- ethos, pathos, logos. Understand a variety of persuasive techniques. Identify and evaluate persuasive techniques used in examples. Explain why this is an effective persuasive speech.
<u>Week 5</u>	View examples of Persuasive speeches for global environmental issues. Identify and evaluate persuasive techniques used in examples. Construct a one-minute speech about a global environmental issue. Sentence structure: complex sentences Formative task: Match persuasive modes/techniques and their definitions/purpose
<u>Week 6</u>	Assessment Task distributed (2 weeks) Select a topic from list on task sheet. Research your chosen topic. Identify for and against arguments. Create a statement outlining your point of view – do you agree or disagree? Plan your arguments, select best evidence to support and plan elaborations. Construct your persuasive speech (2-3 mins in length). Grammar – Review- sentence structure: complex sentences - punctuation
<u>Week 7</u>	Draft speech: receive feedback (peer edit and conference) Grammar - connectives/ cohesive text structures ASSESSMENT TASK DUE
<u>Week 8</u>	PRESENTATION OF PERSUASIVE SPEECHES.
<u>Week 9</u>	In groups- create a multimodal presentation about your favourite school/local issue. The aim is to convince your class why this issue should be presented at the upcoming school/local forum.

Year 7 FRENCH Term 2 2023
Madame Levacher, Madame Withnall
Who Do You Think You Are?

Week	Wednesday P. 2 + 4	Thursday P. 4	Friday P. 6
1	Physical descriptions (Continued from Term 1) Understanding, recalling and using vocabulary used in physical descriptions (hair/eye/size) - Resources shared in OneNote Book (PPT, booklet to complete as the work progresses) - Education Perfect Task – Unit 6 Describing people		
2	Consolidating: recall, comprehend and create texts (speaking, writing) to describe self and peers. Compose a description of a famous person in Power Point (written, spoken descriptions) and share in OneNote. Update OneNote with personal information (script for multimedia PPT assessment)		
3	Understanding, recalling and using vocabulary used in describing sports and leisure activities / describing degrees of likes and dislikes/ justifying preferences - Describe your hobbies/sports activities, justify preferences		
4	Understanding, recalling and using vocabulary used to describe personality traits Create texts using more sophisticated syntax - adjectives, adverbs, time phrases and connectives: - Describe a school mate (physical and personal attributes) – participate in a game of “Guess Who?”		
5	Understanding, recalling and using vocabulary used in describing sports and leisure activities / describing degrees of likes and dislikes/ justifying preferences - Resources shared in OneNote book (PPT, Google docs worksheets) - Education Perfect Unit 9 – leisure activities – spelling list and activities		
6	ER Task handed out and unpacked - Composing and comprehension activities – resources shared in OneNote Book - Finalise multimedia script - submit script draft to Madame for editing Speaking practice to prepare for assessment using Immersive Reader in TEAMS		
7	Work commences on Extended Response Task – Multimedia PPT Apply knowledge of French sound system when speaking – practise and rehearse speaking segments prior to recording, submit script draft to Madame for editing Complete a Reading Tutorial in TEAMS		
8	Finalise Extended Response Task voice recordings, finalise presentation (photos, transitions) ER Summative Task due on 9/06/23 – Submit in TEAMS		
9	Cultural activities: cooking, French movie		

7 HPE Term 2 - 2023 Moving Matters

SCK/RAD/CRM

Week	Theory	Practical
1	Introduction to Unit <ul style="list-style-type: none"> ➤ Recap over standards and expectations ➤ Outline of topic and assessment tasks ➤ 7 Pillars of Inclusion in Sport 	Intro to European Handball <ul style="list-style-type: none"> ➤ Overarm Throw and Catch
2	Barriers and Enablers – River of Life <ul style="list-style-type: none"> ➤ Introduction to PERMA + ➤ Definition of disability 	Introduction to Rules and Gameplay <ul style="list-style-type: none"> ➤ European Handball ➤ Modification based on class size and field size ➤ Small-sided games
3	Disability Rights and Inclusion in Sport <ul style="list-style-type: none"> ➤ 'Don't Dis My Disability' language ➤ Physical, Emotional and Mental benefits of 'mainstream' and 'disability specific sport' 	Game Play and Strategy – European Handball <ul style="list-style-type: none"> ➤ Modified for those without leg use
4	Identifying different types of Sport <ul style="list-style-type: none"> ➤ Modified sports ➤ Adapted Sports ➤ Disability Sports Case Study <ul style="list-style-type: none"> ➤ Rockwheelers 	Game Play and Strategy – European Handball <ul style="list-style-type: none"> ➤ Modified for those without arm use
5	Consolidation Jigsaw Activity <ul style="list-style-type: none"> ➤ Issues raised in Rockwheelers 	Game Play and Strategy – European Handball <ul style="list-style-type: none"> ➤ Modified for visual impairment
6	Opinion Editorial <ul style="list-style-type: none"> ➤ Challenging Stereotypes in Sport ➤ Writing an Opinion editorial to introduce different perspectives to readers and persuade them that Adapted and Disabled Sports are just as challenging as Mainstream Sports. ➤ Benefits of inclusive sports to the community. 	Game Play and Strategy – European Handball <ul style="list-style-type: none"> ➤ Modified for hearing impairment.
7	Assessment Task handed out: First Lesson of week 7 <ul style="list-style-type: none"> ➤ Overview of assessment requirement ➤ Question and answer time 	
8	Assessment Task Due: Last Lesson of week 7 <ul style="list-style-type: none"> ➤ Teacher conferencing 	
9	European Handball Tournament – Class Competitions	

Year 7 Japanese - Term 2

Mrs Balanay & Ms Sloper

Week	Lessons
1 17 April	Review hiragana learned in Term 1 あ、い、う、え、お、か、き、く、け、こ、さ、し、す、せ、そ、た、ち、つ、て、と、な、に、ぬ、ね、の、は、ひ、ふ、へ、ほ Read and comprehend class story 1 Investigate and understand Japan's location, geography, and key cities. Know how to introduce self and others. Review numbers
2 24 April	Review hiragana learned in Term 1 あ、い、う、え、お、か、き、く、け、こ、さ、し、す、せ、そ、た、ち、つ、て、と、な、に、ぬ、ね、の、は、ひ、ふ、へ、ほ Read and comprehend class story 2 Investigate and understand Japanese cultural activities and hobbies Know how to express likes and dislikes Create and illustrate a Japanese folk tale
3 1 May	NO LESSON Due to Year 7 Camp
4 8 May	Hiragana ま、み、む、め、も、や、ゆ、よ Read and comprehend class story 3 Investigate and understand Japanese cultural activities and hobbies Describe Japanese cultural activities using multiple adjectives Know how to join adjectives in a description Wednesday Assessment Task Handed Out: Interview Role Play
5 15 May	Hiragana ら、り、る、れ、ろ、わ、を、ん Read and comprehend class story 4 Investigate and understand Japanese cultural activities and hobbies Create and participate in Japanese art and craft activities Continue Practicing Role Play
6 22 May	Review Hiragana Review Sentences Practice Role Play Assessment Task Due Thursday - present Thursday and Friday: Interview Role Play
7 29 May	Review all learned hiragana and kanji Review sentence structures Explore profile examples
8 5 June	Create exchange student profiles Assessment Task Friday: Exchange Student Profile
9 12 June	Participate in Japanese Cultural Activities

7 Mathematics – Term 2

Mrs King, Mrs Walker, Mrs Lacey, Ms Langley

Week	Lessons - Monday P2, Tuesday P7, Thursday P6, Friday P1
1	<p>TOPIC: Fractions Locate and represent proper and improper fractions and mixed numbers on a number line. (Ex 4A) Simplifying fractions and equivalence. Convert fractions to simplest form using equivalence. (Ex 4B)</p>
2 No lesson on Tuesday	<p>Convert mixed numbers to improper fractions and vice versa. (Ex 4C) Compare fractions using equivalence (Ex 4D)</p>
3 No lessons Wed - Fri (Camp)	<p>Solve problems involving addition of fractions, including those with unrelated denominators. (Ex 4E)</p>
4	<p>Solve problems involving subtraction of fractions, including those with unrelated denominators. (Ex 4F) Solve problems involving multiplication of fractions using efficient written strategies and digital technologies (Ex 4G) <i>*Calculator use to be explicitly taught and practiced for all operations, calculators will be allowed for problem solving and reasoning (only) in the exam.</i></p>
5	<p>Identify the processes for division as the inverse of multiplication. Solve problems involving division of fractions using efficient written strategies and digital technologies. (Ex 4H)</p> <p>Exam on Friday, Per 1 – Chapter 4, Fractions</p>
6	<p>TOPIC: Statistics Calculate mean, mode, median and range for sets of data and interpret these statistics in the context of data.(Ex 8A) Describe and interpret data displays using median, mean and range. Analyse and construct dot plots and column graphs (Ex 8B) Recognise line graphs (include travel graphs), stem and leaf plots, pie charts and divided bar graphs (Ex 8C)</p>
7	<p>Construct and interpret a range of data displays. (Ex 8D) Investigate, interpret and analyse graphs from authentic data (e.g., travel graphs, evaporation rates) (Ex 8E)</p> <p>Statistics Assignment distributed Monday As a class identify questions that could be solved by collecting numerical data (e.g., How much pocket money do Year 7s get each week? How far can Year 7s throw a basketball? Is Yeppoon getting hotter every year?) In groups of 3, students investigate their own approved question to collect data. Checkpoint #1 – developed research question</p>
8	<p>Students prepare individual report analysing and representing data. Students respond to FCA's given in whole class feedback. Checkpoint #2 – evidence of data collection Checkpoint #3 – data displays and statistical calculations completed</p>
9 No lesson Thurs Athletics Carnival	<p>Assignment due Tuesday at end of lesson 7</p>

7 Religious Education - Term 2 2023
Conversing with our God
Mrs Slade Ms Pascoe Mrs Greinke

Week	Lessons
1	<p>Understand the nature and purpose of ritual and prayer in our lives. Understand where prayer comes from. Identify Psalms. Identify times Jesus prayed in Scripture.</p>
2	<p>Recognise different ways Catholics pray. Identify 5 different forms of prayer. Recall the 'Our Father'. Identify different type of Christian and secular rituals. Compare rituals from other faiths. Identify rituals from different cultures.</p>
3	<p>Year 7 CAMP – Wed – Friday* Tuesday lesson only; continue with Week 2 Activities.</p>
4	<p>Recognise Catholic rituals (Sacraments) Identify ritual steps and symbols of Baptism</p>
5	<p>Understand the purpose, elements and symbols of the Sacrament of Confirmation Identify ritual elements of a different religion: Jewish Bat Mitzvah (Formative task)</p>
6	<p>Research Assignment distributed Understand task requirements Develop research questions Explain elements of ritual and identify in stimulus Checkpoint #1 – Developed research questions + answered research questions to be submitted</p>
7	<p>Checkpoint #2 – Appendix A ritual analysis complete Checkpoint #3 – Evidence of slides and script in progress Draft due as directed by teacher; draft feedback using FCAs</p>
8	<p>Respond to feedback and edit accordingly. Assignment due last lesson of the week.</p>
9	<p>Reflection activities and feedback on Unit</p>

7 Science – Term 2 2023
Mrs Yore, Ms Wright, Miss Reynolds & Mrs Hernandez

Week	
1	<p><u>Scientific reports and communication Ch1.4</u> Understand the purpose of scientific language and compare everyday language with scientific terms Apply third person, past tense to describe scientific findings Understand the purpose of tables and graphs in scientific reporting Analyse and construct tables and graphs. <i>Practical – Walking distance Vs time graph</i></p>
2 Anzac day	<p>Describe the structure of a scientific report Define the purpose of the aim, hypothesis, materials, method, results, analysis and conclusion</p>
3 (Labour Day & Yr. 7 Camp)	<p><u>First Nations' Astronomy</u> Research astronomical knowledge held by First Nations Australians</p>
4	<p><u>Earth and space Ch 9</u> Define gravity and understand how gravity affects celestial bodies at different distances Explain how Earth's tilt, rotation and revolution of the sun causes day/night, solstices/equinoxes and the seasons. Diagnostic test</p>
5	<p><u>Eclipses and lunar phases</u> Define solar and lunar eclipses Explain the cyclic patterns of lunar phases</p>
6	<p><u>Tides</u> Recall the position of the sun, Earth and the moon during high and low tides, and spring and neap tides</p>
7	<p><u>Data analysis and revision strategies</u> Interpret scientific data in tables and graphs to respond to questions Apply revision strategies including collaborative work, ICT and dual coding</p>
8	<p>Examination – Wednesday</p>
9 (Athletics carnival)	<p>STEM activity</p>

Year 7 Social Science: Term 2 - Water in the World / Ancient China

Week	Concepts covered, student tasks
Week 1	Continue field study workbook assessment
Week 2	Respond to geographical challenge Conference with your teacher. FIELD REPORT ASSESSMENT DUE (LAST LESSON OF WEEK 2)
Week 3	Understand elements of water in the air Understand and interpret a Weather Map Explore BOM weather charts
Week 4	Interpretation of weather maps to draw conclusions Rainfall data collection activity
Week 5	Begin New Unit: Ancient China Create learning goals for history units. Understand China's historical timeline. Define key terms. Identify key events and achievements from Ancient China's dynasty periods. Sequence Ancient Chinese dynasty periods.
Week 6	Understand the physical geography of China. Describe and explain how the geography of China may have affected the development and occupation of Ancient China over time.
Week 7	Describe how the geography of China may have affected the development and occupation of Ancient China over time. Consider why borders change in history. Identify the location of the Zhou, Qin, and Han Dynasties, the Terracotta Warriors, and The Great Wall of China
Week 8	Use SQ4R to comprehend text about Confucius. Type 3 and Type 4 Writing responses. Watch Mulan and consider the values of Ancient China's society e.g. filial piety, rituals, and compassion.
Week 9	Watch Mulan and consider the values of Ancient China's Compare the film version of Mulan with other sources - The Ballad of Mulan (poem)

7 Visual Art- Term 2, 2023
Ms Blackwood

Week	Day /Lesson sequence
1	<p>Explore the Visual Element of Texture using drawn and real-world examples.</p> <p>Understand and describe REAL and VISUAL textures and how different textures can communicate meaning.</p> <p>Making Activity – collect and display a variety of experimental ‘frottage’ rubbings from REAL textures found in and around the Art House.</p>
2	<p>Explore the Visual Element of Texture using drawn and real-world examples.</p> <p>Understand and describe REAL and VISUAL textures and how different textures can communicate meaning.</p> <p>Making Activity – collect and display a variety of experimental VISUAL textures from magazines.</p>
3	<p>Research a variety of masks from different cultures and used for various functions.</p> <p>Create a photoboard of 10 mask images that interest you.</p> <p>Respond to the communication of meaning through visual elements in selected masks.</p>
4	<p>Research and Respond to Clay and Ceramics techniques including:</p> <ul style="list-style-type: none"> - properties and drying stages of clay - hand-building techniques - clay tools - clay decoration
5	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Use the Designing Mask Worksheet to gather your thoughts and ideas that will help you create a mask that communicates your ideas.</p> <p>Draw a front and side profile of your initial mask design.</p>
6	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Construct Mask by rolling the slab and creating the mound base.</p> <p>Add facial features using sculpting, voiding and incising techniques.</p> <p>Drying and firing of masks.</p>
7	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Resolve Mask by adding oxides, underglazes and additional decoration.</p>
8	<p>Making Task – Resolved Mask: Use the Visual Elements of Line, Shape and Colour and Texture to create a mask that communicates meaning for a particular function.</p> <p>Reflect on communication of meaning in Mask and how your artwork could be displayed to enhance intended meaning.</p> <p>Final Resolved Mask, Reflection and Journal due – Wednesday 7 June.</p>
9	<p>Use the Visual Elements of Line, Shape, Colour and Texture to create an artwork of choice.</p>