



## SAMPLE COURSE OUTLINE

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VISUAL ARTS  
ATAR YEAR 11

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## Sample course outline

### Visual Arts – ATAR Year 11

#### Unit 1 and Unit 2

Semester 1, Unit 1 – Differences

Week	Key teaching points
1	<p><b>Unit focus: Differences – Of the Animal</b></p> <p><b>Production Task 1</b> Inquiry:</p> <ul style="list-style-type: none"> <li>• explore approaches to drawing, including representational, expressive, decorative and symbolic methods to originate artwork/s</li> </ul> <p><b>Investigation Task 3</b> Meaning and purpose:</p> <ul style="list-style-type: none"> <li>• identify formal, stylistic and technical elements which contribute to the function of messages in artwork/s</li> </ul> <p><b>Analysis Task 2 – Seen image analysis, in-class short answer assessment due Week 4</b> In order to prepare for Task 2, students should be familiar with a range of 8–10 images, from which two images will be selected for the in-class assessment in Week 4. Task 2 is modelled on Section One of the WACE written examination.</p> <p>Visual analysis:</p> <ul style="list-style-type: none"> <li>• use critical analysis frameworks to analyse each artwork</li> <li>• refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)</li> </ul> <p>Personal response:</p> <ul style="list-style-type: none"> <li>• provide subjective and objective responses to artwork/s, giving reasons for opinion</li> <li>• support arguments and interpretations when responding to artwork/s</li> </ul>
2–4	<p><b>Production Task 1</b> Inquiry:</p> <ul style="list-style-type: none"> <li>• continue to explore approaches to drawing, including representational, expressive, decorative and symbolic methods to originate artwork/s</li> <li>• consider a variety of ways to develop artwork/s</li> <li>• organise and document the process of inquiry, including thinking and working practices</li> <li>• demonstrate independent planning and time management</li> </ul> <p>Visual language:</p> <ul style="list-style-type: none"> <li>• manipulate visual language (elements and principles of art) to inform the inquiry process</li> </ul> <p>Visual influence:</p> <ul style="list-style-type: none"> <li>• investigate others’ visual arts practice to make connections and inform this inquiry process</li> </ul> <p>Art forms, media and techniques:</p> <ul style="list-style-type: none"> <li>• manipulate materials and explore techniques to develop artwork/s</li> </ul> <p>Art practice:</p> <ul style="list-style-type: none"> <li>• follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> </ul> <p><b>Investigation Task 3 – Case study essay, Australian or International context due Week 9</b> Visual influence:</p> <ul style="list-style-type: none"> <li>• investigate others’ visual arts practice to make connections and inform the development and production of own artwork</li> </ul> <p>Social, cultural and historical contexts:</p> <ul style="list-style-type: none"> <li>• identify historical, social, political, religious and/or other contextual factors that have shaped the development and production of artwork or movements in different times and places</li> </ul>

Week	Key teaching points
	<p><b>Analysis Task 2 – Seen image analysis, in-class short answer assessment Week 4</b></p> <p>Visual analysis:</p> <ul style="list-style-type: none"> <li>consolidate the use of critical analysis frameworks to analyse artwork/s, to enable informed responses</li> <li>refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)</li> </ul> <p>Personal response:</p> <ul style="list-style-type: none"> <li>provide subjective and objective response to artwork/s, giving reasons for opinion</li> </ul> <p>support arguments and interpretations when responding to artwork/s</p>
5–7	<p><b>Production Task 1</b></p> <p>Inquiry:</p> <ul style="list-style-type: none"> <li>organise work demonstrating independent planning and time management</li> <li>document the process of inquiry and thinking and working practices</li> </ul> <p>Visual influence:</p> <ul style="list-style-type: none"> <li>investigate others’ visual arts practice to make connections and inform the development of own artwork/s</li> </ul> <p>Art practice:</p> <ul style="list-style-type: none"> <li>select, manipulate and discerningly apply materials, skills and processes to inform artwork/s in selected art forms</li> <li>follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> </ul> <p><b>Investigation Task 3</b></p> <p>Social, cultural and historical contexts:</p> <ul style="list-style-type: none"> <li>identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork/s or movements in different times and places</li> </ul> <p><b>Analysis Task 4 – Seen comparative image analysis, in-class short answer, timed assessment due Week 8.</b> Two seen images will be selected. Task 4 is modelled on Section Two of the WACE written examination.</p>
8–12	<p><b>Production Task 1(a) – Inquiry due Week 8</b></p> <p><b>Production Task 1(b) commencing Week 9 (review each week)</b></p> <p>Inquiry:</p> <ul style="list-style-type: none"> <li>consider a variety of ways to develop and refine artwork/s</li> <li>organise work, demonstrating independent planning and time management</li> </ul> <p>Visual language:</p> <ul style="list-style-type: none"> <li>manipulate visual language in development and production of artwork/s</li> </ul> <p>Visual influence:</p> <ul style="list-style-type: none"> <li>consider the relationship between form, style and expressive intent when developing and producing a body of work</li> <li>investigate others’ visual art practice to make connections and inform the development, production and resolution of own artwork/s</li> </ul> <p>Art forms, media and techniques:</p> <ul style="list-style-type: none"> <li>manipulate materials and explore techniques to develop and refine artwork/s</li> </ul> <p>Art practice:</p> <ul style="list-style-type: none"> <li>select, manipulate and discerningly apply materials, skills and processes to produce artwork/s in selected art forms</li> <li>follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> <li>make informed and sensitive choices when developing and presenting artwork/s about different religious, cultural and social practices</li> </ul>

Week	Key teaching points
	<p>Presentation:</p> <ul style="list-style-type: none"> <li>determine alternative ways to present Production Task 1(b) resolved artwork by Week 15</li> </ul> <p>Reflection:</p> <ul style="list-style-type: none"> <li>reflect on the readiness of your body of work for critique and exhibition</li> </ul> <p><b>Investigation Task 3 – Case study essay due Week 9</b></p> <p>Meaning and purpose:</p> <ul style="list-style-type: none"> <li>identify multiple meaning, values and beliefs communicated in artwork/s</li> <li>identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s</li> </ul> <p>Social, cultural and historical contexts:</p> <ul style="list-style-type: none"> <li>identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork/s or movements in different times and places</li> </ul> <p><b>Analysis Task 4 – Seen comparative image analysis, in-class short answer, timed assessment due Week 8</b></p> <p>Visual analysis:</p> <ul style="list-style-type: none"> <li>use critical analysis frameworks to analyse artwork/s</li> <li>compare and contrast subject matter, meaning and approaches between artwork/s</li> <li>refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)</li> </ul> <p>Personal response:</p> <ul style="list-style-type: none"> <li>provide subjective and objective response to artwork/s, giving reasons for opinions</li> <li>support arguments and interpretations when responding to artwork/s</li> </ul> <p>Meaning and purpose:</p> <ul style="list-style-type: none"> <li>identify multiple meaning, values and beliefs communicated in artwork/s</li> <li>identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s</li> </ul> <p><b>Note:</b> Personal response is not simply a recount of the steps taken in the analysis of artwork/s. Provision of personal explanations/interpretations should, where possible, support the student's response.</p>
13	<p><b>Production Task 1(b)</b> <b>Continue studio production (review each week)</b></p> <p>Art forms, media and technique:</p> <ul style="list-style-type: none"> <li>manipulate materials and explore techniques to resolve and refine artwork/s</li> </ul> <p>Reflection</p> <ul style="list-style-type: none"> <li>reflect on and maintain documentation of development of thinking and working practices</li> <li>prepare a draft artist's statement that describes the ideas, meaning, influences and personal direction taken in art making</li> <li>acknowledge primary and/or secondary visual influence/s drawing on references collected throughout the unit</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>organise, arrange and document thinking and working practices</li> <li>draft artist's statement</li> </ul>
14–15	<p><b>Production Task 1(b)</b> <b>Presentation of resolved artwork due by Week 15</b></p> <ul style="list-style-type: none"> <li>display a selection of your resolved artwork/s</li> </ul> <p>Reflection:</p> <ul style="list-style-type: none"> <li>provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making</li> <li>acknowledge primary and/or secondary visual influence/s</li> </ul>
Examination week	<b>Task 5 – Semester 1 examination</b>

## Semester 2, Unit 2 – Identities

Week	Key teaching points
1	<p><b>Unit focus: Identities – Alien/Alienation</b></p> <p><b>Production Task 6</b> Discuss notion of alienation, for example, separation, isolation, fragmentation Inquiry:</p> <ul style="list-style-type: none"> <li>• explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for originating artwork/s</li> </ul> <p>Visual language:</p> <ul style="list-style-type: none"> <li>• manipulate visual language to create innovative and personal visual solutions</li> </ul> <p>Art forms, media and techniques:</p> <ul style="list-style-type: none"> <li>• explore, combine and manipulate materials and techniques to develop and produce artwork/s</li> <li>• apply skills and techniques in the development of an individual style and innovative artwork</li> </ul> <p><b>Investigation Task 8 – Case study essay, Australian or International context due Week 13</b> Meaning and purpose:</p> <ul style="list-style-type: none"> <li>• identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s</li> </ul> <p>Social, cultural and historical contexts:</p> <ul style="list-style-type: none"> <li>• examine artwork/s that has been shaped or influenced by specific social, cultural or historical concerns</li> </ul>
2–4	<p><b>Production Task 6</b> Inquiry:</p> <ul style="list-style-type: none"> <li>• continue to explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for originating artwork/s</li> <li>• consider a variety of ways to develop artwork/s</li> <li>• document and organise the process of inquiry, and thinking and working practices</li> <li>• demonstrate independent planning and time management</li> </ul> <p>Visual language:</p> <ul style="list-style-type: none"> <li>• manipulate visual language (elements and principles of art) to inform the inquiry process</li> </ul> <p>Visual influence:</p> <ul style="list-style-type: none"> <li>• investigate others’ visual arts practice to make connections and inform this inquiry process</li> </ul> <p>Art forms, media and techniques:</p> <ul style="list-style-type: none"> <li>• manipulate materials and explore techniques to develop artwork/s</li> </ul> <p>Art practice:</p> <ul style="list-style-type: none"> <li>• follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>• organise, document and present thinking and working practices</li> </ul> <p><b>Investigation Task 8</b> Visual influence:</p> <ul style="list-style-type: none"> <li>• investigate others’ visual arts practice to make connections and inform the development and production of own artwork</li> </ul> <p>Social, cultural and historical contexts:</p> <ul style="list-style-type: none"> <li>• identify historical, social, political, religious and/or other contextual factors that have shaped the development and production of artwork or movements in different times and places</li> </ul> <p>Personal response:</p> <ul style="list-style-type: none"> <li>• support interpretations, opinions and beliefs about artworks and their meaning</li> <li>• consider alternative viewpoints and opinions when responding to artwork</li> </ul> <p><b>Analysis Task 7 – Unseen image analysis, in-class short answer assessment Week 8</b> Visual analysis:</p> <ul style="list-style-type: none"> <li>• consolidate the use of critical analysis frameworks to analyse artwork/s</li> <li>• respond to unfamiliar artwork/s which challenge expectations and preconceived ideas</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>compare artwork/s referring to visual language (elements and principles of art) and use art terminology to comment on artwork, and discuss formal organisation (composition), meaning and artistic style</li> </ul>
5–7	<p><b>Investigation Task 8 – Case study to commence by Week 7, for review Week 11</b></p> <p>Visual analysis:</p> <ul style="list-style-type: none"> <li>consolidate the use of critical analysis frameworks to analyse artwork/s</li> <li>respond to unfamiliar artwork which challenges expectations and preconceived ideas</li> <li>compare artwork/s, referring to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition), meaning and artistic style</li> </ul> <p>Meaning and purpose:</p> <ul style="list-style-type: none"> <li>identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s</li> </ul> <p><b>Analysis Task 7 – Unseen image analysis in-class short answer timed assessment, Week 8</b></p> <p>Task 7 is modelled on Section One of the WACE written examination.</p> <p><b>Production Task 6</b></p> <p>Inquiry:</p> <ul style="list-style-type: none"> <li>explore a variety of observational, conceptual, imaginative and expressive drawing approaches to develop artwork/s</li> <li>consider a variety of ways to develop and refine artwork</li> <li>document thinking and working practices when developing a body of work</li> <li>organise work, demonstrating independent planning and time management</li> <li>continue material experimentation based on unit focus</li> </ul> <p>Art practice:</p> <ul style="list-style-type: none"> <li>investigate and refine skills to produce artwork which shows discernment in the application of materials and processes</li> <li>follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> <li>make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices</li> </ul>
8–12	<p><b>Production Task 6(a) – Inquiry due Week 8</b></p> <p><b>Production Task 6(b) commencing Week 9 (review each week)</b></p> <p>Inquiry:</p> <ul style="list-style-type: none"> <li>consider a variety of ways to develop and refine artwork/s</li> </ul> <p>Visual language:</p> <ul style="list-style-type: none"> <li>explore, select and combine visual language (elements and principles of art) in the development, and production of a resolved body of work</li> <li>manipulate visual language to create innovative and personal visual solutions</li> </ul> <p>Visual influence:</p> <ul style="list-style-type: none"> <li>consider the relationship between form, style and expressive intent when developing and producing a body of work</li> <li>investigate others’ visual arts practice to make connections and inform the development, production and resolution of own artwork/s</li> </ul> <p>Art forms, media and techniques:</p> <ul style="list-style-type: none"> <li>selectively apply and refine media and techniques to communicate intended meaning, purpose or effects</li> </ul> <p>Art practice:</p> <ul style="list-style-type: none"> <li>investigate and refine skills to produce artwork which shows discernment in the application of materials and processes</li> </ul> <p><b>Investigation Task 8 – Draft case study essay, submitted for feedback Week 11</b></p> <p>Personal response:</p> <ul style="list-style-type: none"> <li>support interpretations, opinions and beliefs about artworks and their meaning</li> <li>consider alternative viewpoints and opinions when responding to artwork/s</li> </ul>

Week	Key teaching points
	<p>Meaning and purpose:</p> <ul style="list-style-type: none"> <li>discuss the meaning of artwork from different times and places, making links to contextual factors that influence production and reading</li> </ul> <p>Social, cultural and historical contexts:</p> <ul style="list-style-type: none"> <li>examine a range of social, cultural, historical and other contextual factors that have influenced or have had an impact on the development and production of artists, groups or movements over time</li> </ul> <p><b>Analysis Task 9 – Comparative analysis of unseen images, in-class assessment Week 12</b></p> <p>Visual analysis:</p> <ul style="list-style-type: none"> <li>use critical analysis frameworks to analyse artwork from different points of view</li> <li>compare and contrast subject matter, meaning and approaches between artwork</li> <li>refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)</li> </ul> <p>Personal response:</p> <ul style="list-style-type: none"> <li>provide subjective and objective response to artwork/s, giving reasons for opinions</li> <li>support arguments and interpretations when responding to artwork/s</li> </ul> <p>Meaning and purpose:</p> <ul style="list-style-type: none"> <li>identify multiple meaning, values and beliefs communicated in artwork/s</li> <li>identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s</li> </ul>
13	<p><b>Production Task 6(b)</b></p> <p>Presentation:</p> <ul style="list-style-type: none"> <li>organise, arrange and document thinking and working practices</li> <li>reflect on the readiness of your body of work for critique and exhibition</li> <li>draft artist’s statement</li> </ul> <p>Reflection:</p> <ul style="list-style-type: none"> <li>reflect on and maintain documentation of the development of thinking and working practices</li> <li>provide an artist statement that describes the idea, meaning, influences and personal direction taken in art making</li> <li>acknowledge primary and/or secondary visual influence/s</li> </ul> <p><b>Investigation Task 8</b></p> <p><b>Final edited case study essay due Week 13</b></p> <p>Meaning and purpose:</p> <ul style="list-style-type: none"> <li>identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s</li> </ul> <p>Social, cultural and historical contexts:</p> <ul style="list-style-type: none"> <li>examine artwork/s that have been shaped or influenced by specific social, cultural or historical concerns</li> </ul>
14–15	<p><b>Production Task 6(a) and 6(b)</b></p> <p><b>Submit inquiry materials and resolved production artwork/s Week 15</b></p> <p>Presentation:</p> <ul style="list-style-type: none"> <li>display resolved body of work for critique, exhibition and assessment</li> </ul> <p>Reflection:</p> <ul style="list-style-type: none"> <li>provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making</li> <li>acknowledge primary and/or secondary visual influence/s</li> </ul>
Examination week	<b>Task 10 – Semester 2 examination</b>