**Sample Course Outline**

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 | **Unit focus: Differences – Of the Animal** **Production Task 1**Inquiry:* explore approaches to drawing, including representational, expressive, decorative and symbolic methods to originate artwork/s

**Investigation Task 3**Meaning and purpose:* identify formal, stylistic and technical elements which contribute to the function of messages in artwork/s

**Analysis Task 2 – Seen image analysis, in-class short answer assessment due Week 4**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. Visual analysis:* use critical analysis frameworks to analyse each artwork
* refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)

Personal response:* provide subjective and objective responses to artwork/s, giving reasons for opinion
* support arguments and interpretations when responding to artwork/s
 |
| 2–4 | **Production Task 1**Inquiry:* continue to explore approaches to drawing, including representational, expressive, decorative and symbolic methods to originate artwork/s
* consider a variety of ways to develop artwork/s
* organise and document the process of inquiry, including thinking and working practices
* demonstrate independent planning and time management

Visual language:* manipulate visual language (elements and principles of art) to inform the inquiry process

Visual influence:* investigate others’ visual arts practice to make connections and inform this inquiry process

Art forms, media and techniques:* manipulate materials and explore techniques to develop artwork/s

Art practice:* follow correct health and safety practices, respecting and acknowledging the work and rights of others

**Investigation Task 3 – Case study essay, Australian or International context due Week 9**Visual influence: * investigate others’ visual arts practice to make connections and inform the development and production of own artwork

Social, cultural and historical contexts:* 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
 |
|  | **Analysis Task 2 – Seen image analysis, in-class short answer assessment Week 4**Visual analysis:* consolidate the use of critical analysis frameworks to analyse artwork/s, to enable informed responses
* refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)

Personal response:* provide subjective and objective response to artwork/s, giving reasons for opinion

support arguments and interpretations when responding to artwork/s |
| 5–7 | **Production Task 1**Inquiry:* organise work demonstrating independent planning and time management
* document the process of inquiry and thinking and working practices

Visual influence:* investigate others’ visual arts practice to make connections and inform the development of own artwork/s

Art practice:* select, manipulate and discerningly apply materials, skills and processes to inform artwork/s in selected art forms
* follow correct health and safety practices, respecting and acknowledging the work and rights of others

**Investigation Task 3**Social, cultural and historical contexts:* 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

**Analysis Task 4 – Seen comparative image analysis, in-class short answer, timed assessment due Week 8.** Two seen images will be selected. Task 4 is modelled on Section Two of the WACE written examination.  |
| 8–12 | **Production Task 1(a) – Inquiry due Week 8****Production Task 1(b) commencing Week 9 (review each week**)Inquiry:* consider a variety of ways to develop and refine artwork/s
* organise work, demonstrating independent planning and time management

Visual language:* manipulate visual language in development and production of artwork/s

Visual influence:* consider the relationship between form, style and expressive intent when developing and producing a body of work
* investigate others’ visual art practice to make connections and inform the development, production and resolution of own artwork/s

Art forms, media and techniques:* manipulate materials and explore techniques to develop and refine artwork/s

Art practice:* select, manipulate and discerningly apply materials, skills and processes to produce artwork/s in selected art forms
* follow correct health and safety practices, respecting and acknowledging the work and rights of others
* make informed and sensitive choices when developing and presenting artwork/s about different religious, cultural and social practices
 |
|  | Presentation:* determine alternative ways to present Production Task 1(b) resolved artwork by Week 15

Reflection:* reflect on the readiness of your body of work for critique and exhibition

**Investigation Task 3 – Case study essay due Week 9**Meaning and purpose:* identify multiple meaning, values and beliefs communicated in artwork/s
* identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s

Social, cultural and historical contexts:* 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

**Analysis Task 4 – Seen comparative image analysis, in-class short answer, timed assessment due Week 8**Visual analysis:* use critical analysis frameworks to analyse artwork/s
* compare and contrast subject matter, meaning and approaches between artwork/s
* refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)

Personal response:* provide subjective and objective response to artwork/s, giving reasons for opinions
* support arguments and interpretations when responding to artwork/s

Meaning and purpose:* identify multiple meaning, values and beliefs communicated in artwork/s

identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s**Note:** 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. |
| 13 | **Production Task 1(b)****Continue studio production (review each week)**Art forms, media and technique:* manipulate materials and explore techniques to resolve and refine artwork/s

Reflection * reflect on and maintain documentation of development of thinking and working practices
* prepare a draft artist’s statement that describes the ideas, meaning, influences and personal direction taken in art making
* acknowledge primary and/or secondary visual influence/s drawing on references collected throughout the unit

Presentation:* organise, arrange and document thinking and working practices
* draft artist’s statement
 |
| 14–15 | **Production Task 1(b)****Presentation of resolved artwork due by Week 15*** display a selection of your resolved artwork/s

Reflection:* provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making
* acknowledge primary and/or secondary visual influence/s
 |
| Examination week | **Task 5 – Semester 1 examination** |

Semester 2, Unit 2 – Identities

| **Week** | **Key teaching points** |
| --- | --- |
| 1 | **Unit focus: Identities – Alien/Alienation****Production Task 6**Discuss notion of alienation, for example, separation, isolation, fragmentationInquiry:* explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for originating artwork/s

Visual language:* manipulate visual language to create innovative and personal visual solutions

Art forms, media and techniques:* explore, combine and manipulate materials and techniques to develop and produce artwork/s
* apply skills and techniques in the development of an individual style and innovative artwork

**Investigation Task 8 – Case study essay, Australian or International context due Week 13**Meaning and purpose:* identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s

Social, cultural and historical contexts:* examine artwork/s that has been shaped or influenced by specific social, cultural or historical concerns
 |
| 2–4 | **Production Task 6**Inquiry:* continue to explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for originating artwork/s
* consider a variety of ways to develop artwork/s
* document and organise the process of inquiry, and thinking and working practices
* demonstrate independent planning and time management

Visual language:* manipulate visual language (elements and principles of art) to inform the inquiry process

Visual influence:* investigate others’ visual arts practice to make connections and inform this inquiry process
* Art forms, media and techniques:
* manipulate materials and explore techniques to develop artwork/s

Art practice:* follow correct health and safety practices, respecting and acknowledging the work and rights of others

Presentation:* organise, document and present thinking and working practices

**Investigation Task 8**Visual influence:* investigate others’ visual arts practice to make connections and inform the development and production of own artwork

Social, cultural and historical contexts:* 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

Personal response:* support interpretations, opinions and beliefs about artworks and their meaning
* consider alternative viewpoints and opinions when responding to artwork

**Analysis Task 7 – Unseen image analysis, in-class short answer assessment Week 8**Visual analysis:* consolidate the use of critical analysis frameworks to analyse artwork/s
* respond to unfamiliar artwork/s which challenge expectations and preconceived ideas
* 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
 |
| 5–7 | **Investigation Task 8 – Case study to commence by Week 7, for review Week 11**Visual analysis:* consolidate the use of critical analysis frameworks to analyse artwork/s
* respond to unfamiliar artwork which challenges expectations and preconceived ideas
* 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

Meaning and purpose:* identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s

**Analysis Task 7 – Unseen image analysis in-class short answer timed assessment, Week 8**Task 7 is modelled on Section One of the WACE written examination. **Production Task 6**Inquiry:* explore a variety of observational, conceptual, imaginative and expressive drawing approaches to develop artwork/s
* consider a variety of ways to develop and refine artwork
* document thinking and working practices when developing a body of work
* organise work, demonstrating independent planning and time management
* continue material experimentation based on unit focus

Art practice:* investigate and refine skills to produce artwork which shows discernment in the application of materials and processes
* follow correct health and safety practices, respecting and acknowledging the work and rights of others
* make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices
 |
| 8–12 | **Production Task 6(a) – Inquiry due Week 8****Production Task 6(b) commencing Week 9 (review each week)**Inquiry:* consider a variety of ways to develop and refine artwork/s

Visual language:* explore, select and combine visual language (elements and principles of art) in the development, and production of a resolved body of work
* manipulate visual language to create innovative and personal visual solutions

Visual influence:* consider the relationship between form, style and expressive intent when developing and producing a body of work
* investigate others’ visual arts practice to make connections and inform the development, production and resolution of own artwork/s

Art forms, media and techniques:* selectively apply and refine media and techniques to communicate intended meaning, purpose or effects

Art practice:* investigate and refine skills to produce artwork which shows discernment in the application of materials and processes

**Investigation Task 8** – **Draft case study essay, submitted for feedback Week 11** Personal response:* support interpretations, opinions and beliefs about artworks and their meaning
* consider alternative viewpoints and opinions when responding to artwork/s
 |
|  | Meaning and purpose:* discuss the meaning of artwork from different times and places, making links to contextual factors that influence production and reading

Social, cultural and historical contexts: * 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

**Analysis Task 9 – Comparative analysis of unseen images, in-class assessment Week 12** Visual analysis:* use critical analysis frameworks to analyse artwork from different points of view
* compare and contrast subject matter, meaning and approaches between artwork
* refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)

Personal response:* provide subjective and objective response to artwork/s, giving reasons for opinions
* support arguments and interpretations when responding to artwork/s

Meaning and purpose:* identify multiple meaning, values and beliefs communicated in artwork/s

identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s |
| 13 | **Production Task 6(b)**Presentation:* organise, arrange and document thinking and working practices
* reflect on the readiness of your body of work for critique and exhibition
* draft artist’s statement

Reflection:* reflect on and maintain documentation of the development of thinking and working practices
* provide an artist statement that describes the idea, meaning, influences and personal direction taken in art making
* acknowledge primary and/or secondary visual influence/s

**Investigation Task 8****Final edited case study essay due Week 13**Meaning and purpose:* identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s

Social, cultural and historical contexts:* examine artwork/s that have been shaped or influenced by specific social, cultural or historical concerns
 |
| 14–15 | **Production Task 6(a) and 6(b)****Submit inquiry materials and resolved production artwork/s Week 15**Presentation:* display resolved body of work for critique, exhibition and assessment

Reflection:* provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making
* acknowledge primary and/or secondary visual influence/s
 |
| Examination week | **Task 10 – Semester 2 examination** |