



SAMPLE COURSE OUTLINE

VISUAL ARTS
ATAR YEAR 11

Acknowledgement of Country

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Visual Arts – ATAR Year 11

Unit 1 and Unit 2

Semester 1, Unit 1 – Differences

Week	Key teaching points
1	<p>Unit focus: Differences</p> <p>In this unit, the focus is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.</p> <p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore approaches to drawing, including representational, expressive, decorative and symbolic methods to develop artwork <p>Key teaching points and tasks</p> <p>Production Task 1: Part A – commence ‘Of the Animal’ body of work</p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore a range of media and techniques through observational drawings of people and animals <p>Syllabus content</p> <p>Visual analysis</p> <ul style="list-style-type: none"> • use critical analysis frameworks to analyse each artwork from different points of view • refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition) <p>Personal response</p> <ul style="list-style-type: none"> • provide subjective and objective responses to artwork giving reasons for opinion • support arguments and interpretations when responding to artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Analysis Task 2 – in-class seen image analysis short answer timed assessment, due Week 4. To prepare for Task 2, students should be familiar with four to six images from which two artworks will be selected for the assessment. Task 2 is modelled on Section One of the written examination. • Investigation Task 3 – commence case study essay: Australian or international context due Week 9. Weeks 1–3 in class time, followed by six weeks independent work in own time.
2–4	<p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> • consider a variety of ways to develop and refine artwork <p>Visual language</p> <ul style="list-style-type: none"> • manipulate visual language (elements and principles of art) in the development and production of artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • manipulate materials and explore techniques to develop and refine artwork <p>Art practice</p> <ul style="list-style-type: none"> • follow correct health and safety practices, respecting and acknowledging the work and rights of others

Week	Key teaching points
	<p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Production Task 1: Part A – continue ‘Of the Animal’ body of work • Analysis Task 2 – in-class seen image analysis short answer timed assessment, due Week 4 <p>Inquiry</p> <ul style="list-style-type: none"> • continue to explore approaches to drawing, including representational, expressive, decorative and symbolic methods to originate artwork/s • organise and document the process of inquiry, including thinking and working practices • demonstrate independent planning and time management <p>Syllabus content</p> <p>Visual influence</p> <ul style="list-style-type: none"> • investigate others’ visual arts practice to make connections and inform the development and production of own artwork <p>Meaning and purpose</p> <ul style="list-style-type: none"> • identify formal, stylistic and technical elements which contribute to the function or messages in artwork <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Investigation Task 3 – continue working on case study essay: Australian or international context, due Week 9 <p>Visual analysis</p> <ul style="list-style-type: none"> • document notes using a given analysis framework to analyse selected artwork/s • use visual language and art terminology to comment on the formal organisation (composition) of artwork <p>Personal response</p> <ul style="list-style-type: none"> • refer to artwork/s to support viewpoints or personal opinions <p>Syllabus content</p> <p>Personal response</p> <ul style="list-style-type: none"> • provide subjective and objective response to artwork giving reasons for opinion • support arguments and interpretations when responding to artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Analysis Task 2 – in-class seen image analysis short answer assessment, due Week 4
5–7	<p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> • organise work demonstrating independent planning and time management • document the process of inquiry and thinking and working practices <p>Visual influence</p> <ul style="list-style-type: none"> • investigate others’ visual arts practice to make connections and inform the development and production of own artwork <p>Art practice</p> <ul style="list-style-type: none"> • follow correct health and safety practices, respecting and acknowledging the work and rights of others

Week	Key teaching points
	<p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Production Task 1: Part A – continue ‘Of the Animal’ body of work <p>Art practice</p> <ul style="list-style-type: none"> select and manipulate materials, skills and/or processes to explore personal ideas <p>Syllabus content</p> <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 3 – continue working on case study essay: Australian or international context, due Week 9 Analysis Task 4 – in-class short answer comparative seen image analysis timed assessment, due Week 8. Two seen images will be selected. Task 4 is modelled on Section Two of the written examination
8–12	<p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> consider a variety of ways to develop and refine artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> manipulate materials and explore techniques to develop and refine artwork <p>Art practice</p> <ul style="list-style-type: none"> select, manipulate and discerningly apply materials, skills and processes to produce artwork 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 about different religious, cultural and social practices <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Production Task 1: Part A – ‘Of the Animal’ body of work feedback, due Week 8 Production Task 1: Part B – ‘Of the Animal’ resolved artwork, artist statement and body of work commencing Week 9, due Week 15, review each week <p>Inquiry</p> <ul style="list-style-type: none"> organise work, demonstrating ongoing planning and time management <p>Visual language</p> <ul style="list-style-type: none"> manipulate visual language in the development of design solutions to inform artwork <p>Visual influence</p> <ul style="list-style-type: none"> investigate others’ visual art practice to make connections and inform the development, production and resolution of own artwork/s <p>Syllabus content</p> <p>Meaning and purpose</p> <ul style="list-style-type: none"> identify multiple meaning, values and beliefs communicated in artwork identify formal, stylistic and technical elements which contribute to the function or messages in artwork

Week	Key teaching points
	<p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places <p>Visual analysis</p> <ul style="list-style-type: none"> 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) <p>Personal response</p> <ul style="list-style-type: none"> provide subjective and objective response to artwork giving reasons for opinion support arguments and interpretations when responding to artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 3 – case study essay: Australian or international context, due Week 9 Analysis Task 4 – in-class short answer seen comparative image analysis timed assessment, due Week 8. Two seen images will be selected. Task 4 is modelled on Section Two of the written examination. <p>Presentation</p> <ul style="list-style-type: none"> determine alternative ways to present Production Task 1: Part B – ‘Of the Animal’ resolved artwork, artist statement by Week 15 <p>Reflection</p> <ul style="list-style-type: none"> reflect on the readiness of body of work for critique and exhibition <p>Visual analysis</p> <ul style="list-style-type: none"> use critical analysis frameworks to analyse artwork/s
13	<p>Syllabus content</p> <p>Reflection</p> <ul style="list-style-type: none"> reflect on and maintain documentation of development of thinking and working practices acknowledge primary and/or secondary visual influence/s <p>Presentation</p> <ul style="list-style-type: none"> organise, arrange and document thinking and working practices <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Production Task 1 Part B – continue ‘Of the Animal’ studio production, review each week <p>Art forms, media and technique</p> <ul style="list-style-type: none"> manipulate materials and explore techniques to resolve and refine artwork/s <p>Reflection</p> <ul style="list-style-type: none"> prepare a draft artist’s statement that describes the ideas, meaning, influences and personal direction taken in art making
14–15	<p>Syllabus content</p> <p>Presentation</p> <ul style="list-style-type: none"> display selected artwork <p>Reflection</p> <ul style="list-style-type: none"> 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

Week	Key teaching points
	Key teaching points and tasks <ul style="list-style-type: none"><li data-bbox="368 322 1222 351">• Production Task 1: Part B – presentation of resolved artwork due Week 15
Examination week	Key teaching points and tasks <ul style="list-style-type: none"><li data-bbox="368 414 839 443">• Semester 1 written examination Task 5

Semester 2, Unit 2 – Identities

Week	Key teaching points
1	<p>Unit focus: Identities</p> <p>In this unit, the focus is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.</p> <p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for developing artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • explore, combine and manipulate materials and techniques to develop and produce artwork • apply skills and techniques in the development of an individual style and innovative artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Production Task 6: ‘Alien/Alienation’ • discuss notion of alienation; for example, separation, isolation and fragmentation <p>Syllabus content</p> <p>Visual language</p> <ul style="list-style-type: none"> • manipulate visual language to create innovative and personal visual solutions <p>Meaning and purpose</p> <ul style="list-style-type: none"> • identify formal, stylistic and technical elements which contribute to the function or meaning and message of an artwork <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • examine artwork that has been shaped or influenced by specific social, cultural or historical concerns <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Investigation Task 8 – case study essay: Australian or international context, due Week 13
2–4	<p>Syllabus content</p> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • explore, combine and manipulate materials and techniques to develop and produce artwork <p>Art practice</p> <ul style="list-style-type: none"> • follow correct health and safety practices, respecting and acknowledging the work and rights of others <p>Presentation</p> <ul style="list-style-type: none"> • organise, document and present thinking and working practices <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Production Task 6: ‘Alien/Alienation’

Week	Key teaching points
	<p>Inquiry</p> <ul style="list-style-type: none"> continue to explore a variety of observational, conceptual, imaginative and/or expressive drawing approaches as starting points for originating artwork/s consider a variety of ways to develop ideas demonstrate independent planning and time management <p>Visual language</p> <ul style="list-style-type: none"> manipulate visual language (elements and principles of art) to inform the inquiry process <p>Visual influence</p> <ul style="list-style-type: none"> investigate visual inspirations/influences to make connections and inform inquiry process <p>Syllabus content</p> <p>Visual analysis</p> <ul style="list-style-type: none"> consolidate the use of critical analysis frameworks to analyse artwork from different points of view respond to unfamiliar artwork which challenge expectations and preconceived ideas (unseen image analysis) compare artwork referring to visual language (elements and principles of art) and use art terminology to discuss formal organisation (composition), meaning and artistic style <p>Personal response</p> <ul style="list-style-type: none"> support interpretations, opinions and beliefs about artwork and their meaning consider alternative viewpoints and opinions when responding to artwork <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> examine a range of social, cultural, historical and other contextual factors that have influenced or impacted the development and production of artists, groups or movements over time <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 8 – case study essay: Australian or international context, due Week 13 Analysis Task 7 – in-class unseen image analysis short answer timed assessment, due Week 8
5–7	<p>Syllabus content</p> <p>Meaning and purpose</p> <ul style="list-style-type: none"> identify formal, stylistic and technical elements which contribute to the function or meaning and message of an artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 8 – commence case study Week 7, due Week 13 Analysis Task 7 – in-class unseen image analysis short answer timed assessment due Week 8. Task 7 is modelled on Section One of the written examination <p>Visual analysis</p> <ul style="list-style-type: none"> consolidate the use of critical analysis frameworks to analyse artwork/s <p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> consider a variety of ways to develop and refine artwork document thinking and working practices when developing a body of work

Week	Key teaching points
	<p>Art practice</p> <ul style="list-style-type: none"> 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 <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Production Task 6: 'Alien/Alienation' <p>Inquiry</p> <ul style="list-style-type: none"> explore a variety of drawing approaches to develop artwork
8–12	<p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> investigate other methods of developing and producing artwork <p>Visual language</p> <ul style="list-style-type: none"> explore, select and combine visual language (elements and principles of art) in the development and production of a body of work manipulate visual language to create innovative and personal visual solutions <p>Visual influence</p> <ul style="list-style-type: none"> consider the relationship between form, style and expressive intent when developing and producing a body of work <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> selectively apply and refine media and techniques to communicate intended meaning, purpose or effects <p>Art practice</p> <ul style="list-style-type: none"> investigate and refine skills to produce artwork which shows discernment in the application of materials and processes <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Production Task 6: Part A – 'Alien/Alienation' body of work feedback, due Week 8 Production Task 6: Part B – 'Alien/Alienation' commencing Week 9, review each week <p>Inquiry</p> <ul style="list-style-type: none"> continue media and material experimentation based on unit focus <p>Visual influence</p> <ul style="list-style-type: none"> investigate selected artist/s art practice to inform the development of ideas, production and resolution of own artwork/s <p>Syllabus content</p> <p>Personal response</p> <ul style="list-style-type: none"> support interpretations, opinions and beliefs about artwork and their meaning consider alternative viewpoints and opinions when responding to artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 8 – submit draft case study essay for feedback, due Week 11

Week	Key teaching points
	<p>Syllabus content</p> <p>Visual analysis</p> <ul style="list-style-type: none"> 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) <p>Personal response</p> <ul style="list-style-type: none"> provide subjective and objective response to artwork giving reasons for opinion support arguments and interpretations when responding to artwork <p>Meaning and purpose</p> <ul style="list-style-type: none"> discuss the meaning of artwork from different times and places making links to contextual factors that influence production and reading identify formal, stylistic and technical elements which contribute to the function or meaning and message of an artwork <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> examine a range of social, cultural, historical and other contextual factors that have influenced or impacted the development and production of artists, groups or movements over time <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Analysis Task 9 – in-class comparative analysis of unseen images, due Week 12
13	<p>Syllabus content</p> <p>Presentation</p> <ul style="list-style-type: none"> organise, document and present thinking and working practices <p>Reflection</p> <ul style="list-style-type: none"> reflect on and maintain documentation of the development of thinking and working practices 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 <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Production Task 6: Part B – ‘Alien/Alienation’ draft artist statement reflect on the readiness of body of work for critique and exhibition <p>Syllabus content</p> <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> examine artwork that has been shaped or influenced by specific social, cultural or historical concerns <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 8 – final edited case study essay, due Week 13 <p>Meaning and purpose</p> <ul style="list-style-type: none"> identify formal, stylistic and/or technical elements which contribute to the function or meaning in selected artwork/s
14–15	<p>Syllabus content</p> <p>Presentation</p> <ul style="list-style-type: none"> display a body of work for critique and exhibition

Week	Key teaching points
	<p>Reflection</p> <ul style="list-style-type: none">• 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 <p>Key teaching points and tasks</p> <ul style="list-style-type: none">• Production Task 6: Part A and Part B – ‘Alien/Alienation’ submit body of work and resolved artwork, due Week 15
Examination week	<p>Key teaching points and tasks</p> <ul style="list-style-type: none">• Semester 2 written examination Task 10