



## SAMPLE COURSE OUTLINE

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### VISUAL ARTS PRELIMINARY UNIT 1 AND UNIT 2

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Sample course outline  
 Visual Arts – Preliminary  
 Unit 1 and Unit 2

Unit 1 (notional timeframe only – may take up to a whole year)

Week	Key teaching points	Content
1	<p><b>Discovery</b> – Introduction, expectations</p> <ul style="list-style-type: none"> <li>• School assessment policy, due dates and completing work</li> <li>• Overview of the unit and concept of the discovery theme Australian Flora</li> <li>• Punctuality, classroom rules, participation and attitude</li> <li>• Teacher to demonstrate safe work practices for all art forms, media use and techniques as appropriate</li> <li>• Teacher to discuss respect for own and others’ artworks</li> </ul> <p><b>Inquiry</b>            Show images of Australian Australian flora, discuss the Australian environment, colours, shape and form</p> <p>Use prompts for students; for example:</p> <ul style="list-style-type: none"> <li>• What are your favourite flowers/plants?</li> <li>• What plants do you have at home?</li> <li>• What flora have you noticed when you go walking around the park/bushland?</li> </ul>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• collation of ideas for design; for example, brainstorming or mind mapping</li> </ul> <p><b>Art practice</b></p> <ul style="list-style-type: none"> <li>• students to be introduced to safe work practices and respect for own and others’ work</li> </ul>
2–3	<p>Drawing styles:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• blind contour</li> <li>• gestural</li> <li>• frottage</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• fine liner</li> <li>• coloured pencil</li> <li>• charcoal</li> </ul> <p><b>Task 1:</b> Students create 5–10 drawings to create a small series of artworks based on discovering and exploring the Australian flora they have collected. Students are to experiment with a variety of different media and drawing styles. Students should focus their drawings on capturing the shape and form of the flora.</p> <p><b>Task 1 due end of Week 3</b></p>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• collation of ideas for design by collecting samples of Australian flora</li> <li>• materials; for example, painting with different size brushes or with twigs or bamboo nibs; paint using different amounts of liquid medium, or on different weights and absorbency of paper</li> </ul> <p><b>Art forms, media, techniques and influences</b></p> <ul style="list-style-type: none"> <li>• materials and techniques; for example, drawing with light, using large gestures to suggest an emotion</li> <li>• experience techniques, subject matter or approaches by other artists or teachers when making own artworks</li> </ul>

Week	Key teaching points	Content
4–6	<p><b>Art practice</b></p> <p><b>Task 2:</b> Using prints of the photos taken of the different flora, students are to trace the shape and lines of the flora on to paper. Using windows or light boxes will help this process. Use fine liners to create detailed lines describing the flora.</p> <p>Using watercolour paints and inks, students will work back into their drawings adding colour. Inspired by the natural vibrant colours from the flora, experiment with how these mediums blur the fine liner and how using water and straws, can move the colour across the page in interesting unpredictable ways.</p> <p>Students will need to produce two final watercolour artworks and two final ink artworks focusing on the colour of Australian flora.</p> <p><b>Task 2 due end of Week 6</b></p> <p><b>Art responses</b></p> <p><b>Task 6:</b> Look at Australian artists Leonie Norton and Jude Taylor. They each create artwork featuring Australian flora, showcasing the beauty of nature. Discuss subject matter, use of colour and personal opinions with students.</p> <p>Suggested resources:  <a href="http://www.botanicalart.com.au/">www.botanicalart.com.au/</a>  <a href="http://www.judetaylor.com/">www.judetaylor.com/</a></p> <p>Respond to own, Leonie Norton and Jude Taylor artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone. Use class discussion or individual student reflection.</p> <p><b>Task 6 due Week 6</b></p>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>materials to develop artworks</li> <li>steps and processes to create artworks</li> </ul> <p><b>Art practice</b></p> <ul style="list-style-type: none"> <li>produce artworks</li> <li>respect own and the artworks of others</li> <li>display finished artworks</li> </ul> <p><b>Art responses</b></p> <ul style="list-style-type: none"> <li>reflect on individual and/or group evaluation of artworks</li> <li>respond to artworks with basic visual language</li> <li>meaning and purpose in artworks</li> </ul>
7–9	<p>Demonstration of application of collage. Review the needs of the use of fixatives/glues appropriate to materials collected by students.</p> <p><b>Art practice</b></p> <p><b>Task 3:</b> Students create their own tactile coloured and textured mosaic artwork.</p> <p>Students will need to consider the materials and textures they are using to create their chosen flora image; for example, rough or smooth coloured fabric to represent flower petals.</p> <p><b>Task 3 due end of Week 9</b></p> <p><b>Art responses</b></p> <p><b>Task 7:</b> Reflect on individual and/or group artworks completed thus far. What do their artworks have in common with their peers and with the artists they have studied?</p>	<p><b>Visual language</b></p> <ul style="list-style-type: none"> <li>visual language to create artworks; for example, using contrasting colours</li> <li>visual language (elements and principles of art) to represent experiences and express feelings; for example, using line to capture movement</li> </ul> <p><b>Art forms, media, techniques and influences</b></p> <ul style="list-style-type: none"> <li>variety of media to produce artworks</li> <li>handle media and demonstrated techniques</li> <li>adopt processes associated with specific art forms</li> </ul>

Week	Key teaching points	Content
	<p>Respond to artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone. What has worked effectively, what have students enjoyed?</p> <p>Discuss what students have discovered and learnt so far in their art practice and studying flora.</p> <p><b>Task 7 due end of Week 9 and Week 16</b></p>	
10–11	<p>Demonstrate expressive use of pastels to inform students about Van Gogh’s techniques, with an emphasis on gesture and line.</p> <p><b>Task 4:</b> Using designs articulating their artistic representations of Australian flora, students will create a large scale colour pastel drawing.</p> <p>As a class, research the artist Vincent Van Gogh, his paintings and brush techniques. His paintings are textured and focused on gesture and line.</p> <p>Students are to use Van Gogh’s painting technique as influence and inspiration on how they use the pastels to create their own drawing, emphasising gesture and line.</p> <p><b>Task 4 due end of Week 11</b></p>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• collation of ideas for design</li> <li>• materials to develop artworks</li> <li>• steps and processes to create artworks</li> </ul> <p><b>Art forms, media and techniques</b></p> <ul style="list-style-type: none"> <li>• exposure to artists and their work when producing artworks</li> </ul>
12–16	<p><b>Art practice</b></p> <p><b>Task 5:</b> Prepare artwork for gallery exhibition; for example, frame artwork, arrange set up display, hung on wall, pinned, consider use of light. Have students compliment each peer on something they did well in the semester.</p> <p>Photograph students in front of their displayed artwork.</p> <p><b>Task 5 due end of Week 16</b></p> <p><b>Art responses</b></p> <p><b>Task 7:</b> Reflect on individual and/or group achievements throughout the semester, what they enjoyed, what artwork is their favourite, do they understand the ideas explored, do they have personal stories linked to the artworks they have made?</p> <p>Create notes or recordings of students’ reflections to be used as artist statements to accompany the artwork on display.</p> <p><b>Task 7 due end of Week 9 and Week 16</b></p>	<p><b>Art responses</b></p> <ul style="list-style-type: none"> <li>• reflect on individual and/or group evaluation of artworks</li> <li>• respond to artworks with basic visual language</li> <li>• meaning and purpose in artworks</li> </ul> <p><b>Art forms, media, techniques and influences</b></p> <ul style="list-style-type: none"> <li>• variety of media to produce artworks</li> <li>• handle media and demonstrated techniques</li> <li>• adopt processes associated with specific art forms</li> </ul> <p><b>Art practice</b></p> <ul style="list-style-type: none"> <li>• processes and techniques used to create artworks</li> <li>• produce artworks</li> <li>• safe work practices</li> <li>• respect own and the artworks of others</li> <li>• display finished artworks</li> </ul>

## Unit 2 (notional timeframe only – may take up to a whole year)

Week	Key teaching points	Content
1	<p><b>Expression</b> – Introduction, expectations</p> <ul style="list-style-type: none"> <li>• School assessment policy, due dates and completing work</li> <li>• Overview of the unit and concept of the expression theme Australian Fauna</li> <li>• Punctuality, classroom rules, participation and attitude</li> <li>• Teacher to demonstrate safe work practices for all art forms, media use and techniques as appropriate</li> <li>• Teacher to discuss respect for own and others’ artworks</li> </ul> <p><b>Inquiry</b> Show images of animals, looking at photos and illustrations and artworks; for example, look at artist/illustrator Graeme Base’s depictions of animals.</p> <p>Discuss how the animals look, their expressions and possible personalities they may have.</p> <p>Use prompts for students; for example:</p> <ul style="list-style-type: none"> <li>• What is your favourite animal?</li> <li>• What are your pet animals like? Do you think they have personalities? Explain?</li> <li>• What is your favourite Australian animal?</li> </ul>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• collation of ideas for design related to Australian fauna</li> </ul> <p><b>Art practice</b></p> <ul style="list-style-type: none"> <li>• processes and techniques used to create artworks</li> <li>• safe work practices</li> </ul>
2–3	<p><b>Inquiry</b></p> <p><b>Task 8:</b> Students are to study a variety of different Australian fauna, creating their own drawings of them adding their own interpretation of animal expressions and personality in their drawings. Use different drawing techniques learnt in Unit 1 to build on previous knowledge and experience.</p> <p>Using images of animals, students may bring in their own sourced images, possibly rent taxidermied animals or even go on a school excursion to the zoo or local animal centre.</p> <p>Students may want to use alternative methods of drawing; for example, trace images, create cartoon versions instead of realistic drawings.</p> <p>Suggested resource: <i>Animalia for iPad</i> found on the Australian iTunes store</p> <p><b>Task 8 due Week 3.</b></p> <p><b>Task 13:</b> Respond to Graeme Base’s artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone. Use class discussion or individual student reflection of animals and expression.</p> <p><b>Task 13 due end of Week 3 and Week 9</b></p>	<p><b>Art forms, media, techniques and influences</b></p> <ul style="list-style-type: none"> <li>• exposure to artists and their work when producing artworks: Graeme Base</li> <li>• adopt processes associated with specific art forms</li> </ul> <p><b>Visual language</b></p> <ul style="list-style-type: none"> <li>• visual language to create artworks</li> <li>• visual language (elements and principles of art) to represent experiences and express feelings</li> </ul>
4–5	<p><b>Task 9:</b> Students create two final drawing designs of Australian fauna characters; complete using a selection of appropriate drawing materials.</p> <p>Students will need to create a short bio description of the animal characters they have created. They will also create a short story about the animal character.</p>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• collation of ideas for design based on two Australian Australian fauna</li> </ul> <p><b>Art forms, media, techniques and influences</b></p> <ul style="list-style-type: none"> <li>• adopt processes associated</li> </ul>

Week	Key teaching points	Content
		with specific art forms
	<p>Use prompts for students; for example:</p> <ul style="list-style-type: none"> <li>• What is your character's name? Does the character have a nickname?</li> <li>• What is your character's hair colour? Eye colour?</li> <li>• What kind of distinguishing facial features does your character have?</li> <li>• Who are your character's friends and family? Who does he or she surround himself or herself with? Who are the people your character is closest to? Who does he or she wish they were closest to?</li> <li>• Where was your character born? Where has he or she lived since then? Where does he or she call home?</li> </ul> <p><b>Task 9 due end of Week 5.</b></p>	<ul style="list-style-type: none"> <li>• handle media and demonstrated techniques</li> <li>• variety of media to produce artworks</li> </ul> <p><b>Visual language</b></p> <ul style="list-style-type: none"> <li>• visual language to create artworks based on Australian fauna</li> <li>• visual language (elements and principles of art) to represent experiences and express feelings</li> </ul>
6–8	<p><b>Art practice</b></p> <p><b>Task 10:</b> Selecting one final animal character design to focus on, students will use their 2D drawing to create a small, 3D clay sculpture of the Australian fauna character.</p> <p>Students will need to use different clay sculpting techniques to express their own ideas and feelings of their own animal characters.</p> <p><b>Task 10 due end of Week 8</b></p> <p><b>Art responses</b></p> <p><b>Task 14:</b> Reflect on individual and group artworks, what can you add to relate to the fauna in the portrait to make it more personal. You may need to simplify and refine specific aspects and areas of the painting.</p> <p><b>Task 14 due end of Week 8 and Week 16</b></p>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• materials to develop artworks including basic clay sculpting techniques: scoring, bonding, smoothing, creating texture, pinch pots, coil and slab techniques</li> <li>• steps and processes to create artworks</li> </ul> <p>Suggested resource: <a href="http://www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm">www.lakesidepottery.com/HTML%20Text/Methods%20of%20Handbuilding.htm</a></p> <p><b>Visual language</b></p> <ul style="list-style-type: none"> <li>• visual language through clay sculpting to create artworks based on Australian fauna</li> <li>• visual language (elements and principles of art) to represent experiences and express feelings</li> </ul>
9–12	<p><b>Art responses</b></p> <p><b>Task 13:</b> Research and respond to Sayaka Ganz's sculptural artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone. Class discussion or individual student reflection of animal sculptures and how the sculptures were made from recycled materials.</p> <p>Discuss as a class the harm and effect plastic and waste have on our Australian fauna, that we must look after our environment and Australian animals. Being waste-wise, recycling and sustainability are important parts of looking after our environment.</p> <p>Suggested resources:  <a href="http://www.yatzer.com/Sayaka-Ganz-Animal-Sculptures-Made-of-Salvaged-Plastic">www.yatzer.com/Sayaka-Ganz-Animal-Sculptures-Made-of-Salvaged-Plastic</a></p>	<p><b>Inquiry</b></p> <ul style="list-style-type: none"> <li>• collation of ideas for design</li> <li>• initial drawings to express themselves</li> <li>• materials to develop artworks</li> <li>• steps and processes to create artworks based on the work of Sayaka Ganz</li> </ul> <p>Suggested resource:  <a href="http://www.remidawa.com/">www.remidawa.com/</a></p> <p><b>Art forms, media, techniques and influences</b></p> <ul style="list-style-type: none"> <li>• variety of media to produce artworks</li> </ul>

Week	Key teaching points	Content
	<p><a href="http://www.wasteauthority.wa.gov.au/programs/waste-wise-schools">www.wasteauthority.wa.gov.au/programs/waste-wise-schools</a></p> <p><b>Task 13 due end of Week 3 and Week 9</b></p>	<ul style="list-style-type: none"> <li>handle media and demonstrated techniques</li> </ul>
	<p>The possibility of a class excursion or workshop held at a recycle centre such as an Op shop or ReMida.</p> <p><b>Art practice</b></p> <p><b>Task 11:</b> Students are to create a large scale sculpture of their animal character using recycled materials.</p> <p>Students may change and/or alter their original character designs to suit the 3D media; for example, they may only want to make the head and torso instead of the whole animal.</p> <p>This will be challenging as students consider the differences between 2D and 3D, clay and recycled materials, to create the animal character artwork.</p> <p>Students can consider if they would like to paint their sculpture or leave it to see the original recycled objects. Consider collage or papier mache as a way to sculpt over the top of the recycled objects to create further details and effects in the sculpture.</p> <p><b>Task 11 due end of Week 12</b></p>	<ul style="list-style-type: none"> <li>adopt processes associated with specific art forms</li> <li>exposure to artists and their work when producing artworks</li> </ul>
13–16	<p><b>Art practice</b></p> <p><b>Task 12:</b> Prepare artwork for gallery exhibition; for example, frame artwork, arrange set up display, hung on wall, pinned, consider use of light. Display artwork with bio and story students have created about their animal characters.</p> <p>Students respect own and others' artworks, acknowledging work and skill. Have students say something to each other about what they did well in the semester.</p> <p>As a group, they discuss and arrange gallery display of finished artworks.</p> <p>Photograph students in front of their displayed artwork.</p> <p><b>Task 12 due end of Week 16</b></p> <p><b>Art responses</b></p> <p><b>Task 14:</b> Reflect on individual and/or group achievements throughout the semester, what they enjoyed, what artwork is their favourite, do they understand the ideas explored and the importance of the Australian fauna and our environment, do they have personal stories linked to the artworks and characters they have made?</p> <p>Create notes or recordings of students' reflections to be used as artist statements to accompany the artwork on display.</p> <p><b>Task 14 due end of Week 8 and Week 16</b></p>	<p><b>Art responses</b></p> <ul style="list-style-type: none"> <li>reflect on individual and/or group evaluation of artworks</li> <li>adopt processes associated with specific art forms</li> </ul> <p><b>Art forms, media, techniques and influences</b></p> <ul style="list-style-type: none"> <li>adopt processes associated with specific art forms</li> </ul> <p><b>Art practice</b></p> <ul style="list-style-type: none"> <li>display finished artworks</li> <li>processes and techniques used to create artworks</li> <li>safe work practices</li> </ul>