



SAMPLE COURSE OUTLINE

VISUAL ARTS
ATAR YEAR 12

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Sample course outline

Visual Arts – ATAR Year 12

Unit 3

Semester 1 – Commentaries

Week	Key teaching points
1	<p>Unit focus: <i>Commentaries – Running with scissors</i> In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work and resolved artwork. They reflect on <i>self</i> as central to their environment and consider the influences that impact on them. They investigate social, cultural, religious and personal factors, and look at issues, events and topics that are of significance or importance to their life.</p> <p>Examinable task – commence Task 1 – Due Week 8</p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore drawing involving observation, including representational, observational, gestural and contour, to conceptualise ideas, explore themes and develop meaning in artwork <p>Visual language</p> <ul style="list-style-type: none"> • explore visual language (elements and principles of art) to communicate concepts of individual difference and personal characteristics • consider visual language which influences production and response <p>Visual Influence</p> <ul style="list-style-type: none"> • explore the diverse approaches and techniques employed by other artists to inform own artistic practice
2–4	<p>Examinable task – continue Task 1</p> <p>Inquiry</p> <ul style="list-style-type: none"> • continue to explore different approaches to drawing in developing self-portraits • explore a variety of ways to develop and consolidate ideas, and produce, present and document a body of work • explore personal experience of contemporary society through documentation of thinking and working practices • organise work, demonstrating independent planning and time management • experiment, develop and refine the use of media and techniques to produce solutions to create innovative illustrations and sculptural forms <p>Visual language</p> <ul style="list-style-type: none"> • manipulate visual language (elements and principles of art) in the development and production of own artwork <p>Visual influence</p> <ul style="list-style-type: none"> • examine ways other artists have communicated persuasive ideas, issues or comment in artwork • study specific artists and artwork with similar techniques, subject matter or approaches <p>Investigation – commence Task 3 – Due Week 10</p> <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • examine and discuss artist/s and the artwork/s that have been shaped or influenced by specific social, cultural or historical concerns • undertake investigations and present research about specific artist/s, making links between art practices from different times and places • in-depth examination and research of artists, groups, movements or cultures contextualising their practice within particular social, cultural or historical context <p>Visual influence</p> <ul style="list-style-type: none"> • research Australian and/or International artists whose practice provides commentary on contemporary issues in own and/or other cultural contexts • investigate the techniques and approaches used by other artists to inform the development of own artwork

Week	Key teaching points
5–7	<p>Examinable task – continue Task 1</p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore alternatives, experiment and make informed decisions about the development of designs and solutions • experiment with the versatility and limitations of paper. Purposefully cut, fold, curve and gather to create sculptural objects/installations • use a range of investigative approaches to explore, manipulate, develop and refine artwork • experiment, develop and refine the use of media and techniques to produce innovative inquiry outcomes <p>Visual influence</p> <ul style="list-style-type: none"> • select stylistic influences and use specific artworks which relate to, or influence the production of, own artwork <p>Art practice</p> <ul style="list-style-type: none"> • explore ways to use skills and processes to create new art forms and visual art practices • select, discern, manipulate and apply materials, skills and processes to produce artwork in selected art form • follow correct health and safety practices, respecting and acknowledging the work and rights of others <p>Analysis – Task 2: Unseen image analysis – Due Week 6</p> <p>Visual analysis</p> <ul style="list-style-type: none"> • identify alternative perspectives and meaning conveyed in artwork • consider visual language (elements and principles of art) and use art terminology to comment on the differences and similarities between artworks and discuss formal organisation • use critical analysis frameworks to analyse and respond to unfamiliar artwork representative of a range of art forms and styles <p>Meaning and purpose</p> <ul style="list-style-type: none"> • identify formal, stylistic and technical elements which contribute to the function or meaning in the artworks <p>Personal response</p> <ul style="list-style-type: none"> • support and justify opinions by offering evidence and a range of objective interpretations of artworks • provide and express alternative points of view when responding personally to artworks <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • compare artwork that has been shaped or influenced by specific social, cultural or historical concerns <p>Investigation – Task 3: Research/investigation – Due Week 10</p> <p>Meaning and purpose</p> <ul style="list-style-type: none"> • analyse social, religious, political and cultural commentary of artwork from different times and places • identify formal, stylistic and technical elements which contribute to the function or messages in artwork • identify alternative perspectives and meaning communicated in artwork
8–12	<p>Examinable task – Task 1 Part 1: Body of work feedback – Due Week 8</p> <p>Art practice: Resolved artwork commencing Week 9</p> <p>Inquiry</p> <ul style="list-style-type: none"> • consider a variety of ways to extend and refine artwork • document the process of media exploration, inquiry and working practices • organise work, demonstrating independent planning and time management • make comparisons and connections between artwork and influences, using art terminology to discuss formal organisation (composition), meaning and artistic style <p>Visual language</p> <ul style="list-style-type: none"> • manipulate visual language (elements and principles of art) to communicate concepts in a considered and insightful way in development and production of artwork

Week	Key teaching points
	<p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • adapt and apply materials and techniques to create artwork in selected art forms • experiment and refine the use of media and techniques to create innovative 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 • explore ways to use skills and processes to create new art forms and visual art practices • 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 practice <p>Presentation</p> <ul style="list-style-type: none"> • plan, document and present an account of the thinking and working practices leading to the development of a body of work and resolved artwork <p>Reflection</p> <ul style="list-style-type: none"> • reflect on and maintain documentation of the development of thinking and working practices • acknowledge primary and/or secondary visual influences(s) • consider and describe ideas, meanings, influences and personal direction in the documentation draft of an artist statement <p>Investigation – Task 3: Research/Investigation (Australian or international context) – Due Week 10</p> <p>Visual analysis</p> <ul style="list-style-type: none"> • use critical analysis frameworks and historical research to undertake in-depth contextual or cross-cultural investigation of selected artist/s, and make comment on artwork • contextualise the style and artistic approach of selected artist/s and discuss the meanings generated in artworks • consider visual language (elements and principles of art) which influence production and response • make comparisons and connections between artwork, using art terminology to discuss formal organisation, meaning and artistic style <p>Personal response</p> <ul style="list-style-type: none"> • support and justify opinions by offering evidence and a range of objective interpretations of artworks
13	<p>Examinable task</p> <p>Art practice – reviewed weekly</p> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • refine use of media and techniques to produce innovative artwork <p>Reflection</p> <ul style="list-style-type: none"> • reflect on and maintain documentation of development of thinking and working practices • revise artist statement to clarify personal ideas, meaning, influences and process taken in art making • acknowledge primary and/or secondary visual influence(s)
14	<p>Examinable task – Task 1 Part 2: Resolved artwork, artist statement and visual evidence of work – Due Week 14</p> <p>Reflection</p> <ul style="list-style-type: none"> • refine and submit artist statement to be displayed with resolved artwork • prepare visual evidence of working practice to support resolved artwork and artist statement <p>Presentation</p> <ul style="list-style-type: none"> • discerningly select and exhibit a body of work and resolved artwork for practical assessment
15	<p>Task 4: Semester 1 – Written examination</p> <ul style="list-style-type: none"> • prepare for and complete Year 12 ATAR written examination, based on the syllabus content from Unit 3 (modelled on the examination design brief)

Semester 2 – Points of View

Week	Key teaching points
1	<p>Unit focus: Points of view – <i>AnOther</i> Identify and explore concepts and/or issues of personal significance that provide a broad opportunity to pursue and communicate a personal point of view. Explore factors that influence and shape points of view, such as politics, identity, gender and religion to present an authentic body of work.</p> <p>Examinable task Inquiry</p> <ul style="list-style-type: none"> use innovative and expressive approaches to drawing involving observation to conceptualise ideas, explore themes and develop meaning in artwork <p>Visual language</p> <ul style="list-style-type: none"> explore, apply and refine visual language (elements and principles of art) to create innovative and personal visual solutions in the development of ideas <p>Investigation – commence Task 7 Commence research of selected artist/s and art movement/s</p> <p>Visual analysis</p> <ul style="list-style-type: none"> use critical analysis frameworks and historical research to undertake in-depth contextual or cross-cultural investigations
2–4	<p>Examinable task – Task 5 Part 1: Body of work – Due Week 8 Inquiry</p> <ul style="list-style-type: none"> further explore drawing to investigate ways of developing and communicating ideas and personal viewpoints explore personal experience of contemporary society through documentation of thinking and working practices investigate a range of ways to develop and produce unique artwork organise work, demonstrating independent planning and time management <p>Visual language</p> <ul style="list-style-type: none"> explore, apply and refine visual language (elements and principles of art) to create innovative and personal visual solutions in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> personal selection and in-depth research of artists and art forms to inform own practice <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> combine and use materials and techniques in selected art forms to purposefully construct and communicate personal meaning <p>Art practice</p> <ul style="list-style-type: none"> apply a range of skills and processes to produce artwork, demonstrating expressive and technical competence follow correct health and safety practices, respecting and acknowledging the work and rights of others <p>Reflection</p> <ul style="list-style-type: none"> reflect on and maintain documentation of the development of thinking and working practices, explaining ideas and justifying a point of view <p>Investigation – continue Task 7: Research/investigation Meaning and purpose</p> <ul style="list-style-type: none"> examine artwork that challenges attitudes, beliefs, values and ideologies examine the relationship between audience, artwork and meaning, using visual analysis, art history and research

Week	Key teaching points
5–7	<p>Examinable task – continue Task 5</p> <p>Inquiry</p> <ul style="list-style-type: none"> select, combine, manipulate and refine artwork, developing a personal style and individual approach to visual art practice <p>Visual language</p> <ul style="list-style-type: none"> explore, apply and refine visual language (elements and principles of art) to create innovative and personal visual solutions in the development and production of a body of work <p>Visual influence</p> <ul style="list-style-type: none"> investigate artists and artwork that represent individual, collective, innovative or challenging responses to themes, issues or points of view in the visual arts <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> investigate, extend and refine materials and techniques in the development of artwork <p>Art practice</p> <ul style="list-style-type: none"> make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices
8–12	<p>Examinable task – Task 5 Part 1: Body of work – Due Week 8</p> <p>Analysis – Task 6: Compare and contrast extended response (in-class) – Week 8</p> <p>Analyse two images and respond to factors affecting points of view, such as time, place, culture, religion and/or politics, synthesising this knowledge to express a personal viewpoint or position.</p> <p>Visual analysis</p> <ul style="list-style-type: none"> use critical analysis frameworks to analyse artwork which identify and communicate alternative perspectives and meaning study, analyse and compare unfamiliar artworks from a variety of art forms, styles, times and places consider visual language (elements and principles of art) which influence production and response using art terminology, make comparisons and connections between artworks to discuss formal organisation, meaning and artistic style <p>Investigation – Task 7: Research/Investigation – Due Week 10</p> <p>Visual analysis</p> <ul style="list-style-type: none"> use critical analysis frameworks to analyse artworks which identify and communicate alternative points of view consider visual language – elements and principles of art, signs, symbols and conventions which determine production and response <p>Personal response</p> <ul style="list-style-type: none"> explore issues that shape critical response and discuss contextual factors that affect meaning and interpretation use visual analysis and research to support personal responses and different points of view <p>Meaning and purpose</p> <ul style="list-style-type: none"> examine artwork that challenges attitudes, beliefs, values and ideologies identify formal, stylistic and technical elements which contribute to the function or meaning in artworks <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> research social, cultural, historical and other contextual factors influencing art practice, using criticism and specific examples present research, firmly locating the production and reception of selected artists, movements or groups in their social, cultural and historical contexts <p>Examinable task – continue Task 5</p> <p>Inquiry</p> <ul style="list-style-type: none"> plan, document and produce a cohesive body of work that demonstrates sustained inquiry and exploration of concepts

Week	Key teaching points
	<p>Art practice</p> <p>Resolved artwork commencing Week 9</p> <ul style="list-style-type: none"> • apply a range of skills and processes to produce artwork, demonstrating expressive and technical competence <p>Presentation</p> <ul style="list-style-type: none"> • present an account of the thinking and working practices leading to the development of a body of work <p>Reflection</p> <ul style="list-style-type: none"> • reflect on and maintain documentation of the development of thinking and working practices, explaining ideas and justifying a point of view
13	<p>Examinable task – continue Task 5</p> <p>Reflection</p> <ul style="list-style-type: none"> • refine and submit artist statement to be displayed with resolved artwork • prepare visual evidence of working practice to support resolved artwork and artist statement <p>Presentation</p> <ul style="list-style-type: none"> • discerningly select and exhibit a body of work and resolved artwork for practical assessment
14	<p>Examinable task – Task 5 Part 2: Resolved artwork, artist statement and visual evidence of work – Due Week 14</p> <p>Presentation</p> <ul style="list-style-type: none"> • select and display artwork for exhibition, considering space and audience <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 influences(s) <p>Submit resolved artwork, artist statement and visual evidence for practical assessment</p>
15	<p>Task 8: Semester 2 – Written examination</p> <ul style="list-style-type: none"> • prepare for and complete Year 12 ATAR written examination, based on the syllabus content from Unit 3 and Unit 4 (modelled on the examination design brief)