



SAMPLE COURSE OUTLINE

VISUAL ARTS
ATAR YEAR 12

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 12

Unit 3 and Unit 4

Semester 1, Unit 3 – Commentaries

Week	Key teaching points
1	<p>Unit focus: Commentaries</p> <p>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 self as central to their environment and consider the influences that impact them. Students 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>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> explore drawing involving observation, to conceptualise ideas, explore themes and develop meaning in artwork <p>Visual Influence</p> <ul style="list-style-type: none"> investigate the techniques and approaches used by other artists to inform the development of own artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task: commence Task 1 – ‘Running with scissors’, due Week 8 <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
2–4	<p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> explore a variety of ways to produce, present and document a body of work <p>Visual influence</p> <ul style="list-style-type: none"> examine ways other artists have communicated persuasive ideas, issues or comment in artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> study specific artists and artwork with similar techniques, subject matter or approaches Examinable task: continue Task 1, ‘Running with scissors’ <p>Inquiry</p> <ul style="list-style-type: none"> continue to explore different approaches to drawing in developing self-portraits explore personal experience of contemporary society through documentation of thinking and working practices 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

Week	Key teaching points
	<p>Syllabus content</p> <p>Visual influence</p> <ul style="list-style-type: none"> investigate the techniques and approaches used by other artists to inform the development of own artwork <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> in-depth examination and research of artists, groups, movements or cultures contextualising their practice within particular social, cultural or historical contexts undertake investigations and present case studies making links between art practices from different times and places <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 3 – commence research/investigation (Australian or international context) due Week 10 <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 <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
5–7	<p>Syllabus content</p> <p>Inquiry</p> <ul style="list-style-type: none"> use a range of investigative approaches to explore, manipulate, develop and refine artwork <p>Visual influence</p> <ul style="list-style-type: none"> select stylistic influences and use specific artworks relating influences to 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 follow correct health and safety practices, respecting and acknowledging the work and rights of others <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task – continue Task 1, ‘Running with scissors’ <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 experiment, develop and refine the use of media and techniques to produce innovative inquiry outcomes <p>Art practice</p> <ul style="list-style-type: none"> select, discern, manipulate and apply materials, skills and processes to produce artwork in selected art form <p>Syllabus content</p> <p>Visual analysis</p> <ul style="list-style-type: none"> analyse and respond to unfamiliar artwork representative of a range of art forms and styles

Week	Key teaching points
	<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 artwork • analyse social, religious, political and cultural commentary of artwork from different times and places • identify alternative perspectives and meaning communicated in artwork <p>Personal response</p> <ul style="list-style-type: none"> • support and justify opinions by offering a range of interpretations of artwork • provide alternative points of view when responding to artwork <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>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Analysis Task 2 – unseen image analysis due Week 6 • Investigation Task 3 – research/investigation (Australian or international context) due Week 10 <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
8–12	<p>Syllabus content</p> <p>Visual language</p> <ul style="list-style-type: none"> • use visual language (elements and principles of art) to transform artwork and communicate concepts in a considered and insightful way <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"> • 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 practices <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 <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 influence/s <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> • Examinable task – Task 1 Part 1: ‘Running with scissors’ body of work feedback due Week 8 • Art practice: Resolved artwork commencing Week 9

Week	Key teaching points
	<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>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 <p>Reflection</p> <ul style="list-style-type: none"> consider and describe ideas, meanings, influences and personal direction in the documentation draft of an artist statement <p>Syllabus content</p> <p>Visual analysis</p> <ul style="list-style-type: none"> use critical analysis frameworks and investigations to make comment on artwork 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 (composition), meaning and artistic style <p>Personal response</p> <ul style="list-style-type: none"> support and justify opinions by offering a range of interpretations of artwork <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 3 – research/investigation: Australian or international context, due Week 10 <p>Visual analysis</p> <ul style="list-style-type: none"> contextualise the style and artistic approach of selected artist/s and discuss the meanings generated in artworks
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>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task – Task 1, ‘Running with scissors’, reviewed weekly <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"> revise artist statement to clarify personal ideas, meaning, influences and process taken in art making
14	<p>Syllabus content</p> <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

Week	Key teaching points
	<p>Presentation</p> <ul style="list-style-type: none">discerningly select and exhibit a body of work <p>Key teaching points and tasks</p> <ul style="list-style-type: none">Examinable task – Task 1 Part 2: ‘Running with scissors’ resolved artwork, artist statement and visual evidence of work, due Week 14 <p>Reflection</p> <ul style="list-style-type: none">prepare visual evidence of working practice to support resolved artwork and artist statement
15	<p>Key teaching points and tasks</p> <ul style="list-style-type: none">Semester 1 written examination Task 4 <p>Prepare for and complete the ATAR Year 12 written examination based on the syllabus content from Unit 3 (modelled on the examination design brief).</p>

Semester 2, Unit 4 – Points of view

Week	Key teaching points
1	<p>Unit focus: Points of view 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>Syllabus content 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 analysis</p> <ul style="list-style-type: none"> use critical analysis frameworks and historical research to undertake in-depth contextual or cross-cultural investigations <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task – Task 5 Part 1: commence ‘AnOther’ body of work, due Week 8 Investigation Task 7 – research/investigation: commence research of selected artist/s and art movement/s <p>Inquiry</p> <ul style="list-style-type: none"> use innovative and expressive approaches to drawing, involving observation, to conceptualise ideas and explore themes
2–4	<p>Syllabus content Inquiry</p> <ul style="list-style-type: none"> use innovative and expressive approaches to drawing and investigate a range of ways to develop and produce 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 and production of a body of work <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>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
	<p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task – Task 5 Part 1: continue ‘AnOther’ body of work, due Week 8 Investigation Task 7 – continue research/investigation of selected artist/s and art movement/s, due Week 10 <p>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
5–7	<p>Syllabus content</p> <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 and production 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 <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task – Task 5 Part 1: continue ‘AnOther’ body of work, due Week 8 <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
8–12	<p>Syllabus content</p> <p>Visual analysis</p> <ul style="list-style-type: none"> analyse and compare unfamiliar artworks representative of a range of art forms, styles, times and places 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"> 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 artwork

Week	Key teaching points
	<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 undertake investigations and present case studies firmly locating the production and reception of selected artists, movements or groups in their social, cultural and historical contexts <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Investigation Task 7 – research/investigation of selected artist/s and art movement/s, due Week 10 Analysis Task 6 – in-class compare and contrast extended response due Week 8. 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 Examinable task – Task 5 Part 1: continue ‘AnOther’ body of work feedback, due Week 8 <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 <p>Visual analysis</p> <ul style="list-style-type: none"> consider visual language – elements and principles of art, signs, symbols and conventions which determine production and response <p>Syllabus content</p> <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 <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 <p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task – Task 5 Part 2: ‘AnOther’ commence resolved artwork in Week 9, due Week 14
13	<p>Key teaching points and tasks</p> <ul style="list-style-type: none"> Examinable task – Task 5 Part 2: ‘AnOther’ continue resolved artwork, due Week 14 <p>Presentation</p> <ul style="list-style-type: none"> discerningly select a body of work to present with the resolved artwork for the practical assessment <p>Reflection</p> <ul style="list-style-type: none"> refine artist statement to be displayed with resolved artwork prepare visual evidence of working practices to support resolved artwork and artist statement
14	<p>Syllabus content</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 influence/s

Week	Key teaching points
	Key teaching points and tasks <ul style="list-style-type: none"><li data-bbox="338 324 1372 392">• Examinable task – Task 5 Part 2: ‘AnOther’ continue resolved artwork, artist statement and visual evidence of work, due Week 14<li data-bbox="338 398 1332 432">• Submit resolved artwork, artist statement and visual evidence for practical assessment
15	Key teaching points and tasks <ul style="list-style-type: none"><li data-bbox="338 495 810 528">• Semester 2 written examination Task 8 Prepare for and complete the ATAR Year 12 written examination based on the syllabus content from Unit 3 and Unit 4 (modelled on the examination design brief)