



SAMPLE COURSE OUTLINE

VISUAL ARTS PRELIMINARY UNIT 3 AND UNIT 4

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Sample course outline
 Visual Arts – Preliminary
 Unit 3 and Unit 4

Unit 3 (notional timeframe only – may take up to a whole year)

Week	Key teaching points	Content
1	<p>Observation – Introduction, expectations</p> <ul style="list-style-type: none"> • School assessment policy, due dates and completing work • Overview of the unit and concept of the Observation theme: Sense of place • Punctuality, safety, classroom rules, participation and attitude <p>Inquiry Use prompts for students; for example:</p> <ul style="list-style-type: none"> • Where do you live: near the beach or bushland? • What makes you feel at home: family, belongings? 	<p>Inquiry</p> <ul style="list-style-type: none"> • collation of ideas for design • initial drawings as a means of inquiry and observation
2–3	<p>Art practice</p> <p>Task 1: Create a mono print, using drawings of home as a reference point. Using an inked up sheet of plastic (polyethylene), have students draw into the ink using rags or cotton buds. Focus on the lines and movements they create in the ink to portray their image. Print the mono print onto the colour experiments previously made to create a small series of work.</p> <p>Task 1 due end of Week 3.</p> <p>Art responses</p> <p>Task 6: Respond to own and Margaret Preston’s artworks through class discussion or individual student reflection referring to basic visual language; for example, line, colour, shape, form, texture and/or tone.</p> <p>Task 6 due Week 3 and Week 7.</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • collation of ideas for design • initial drawings as a means of inquiry and observation <p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> • use a variety of media to produce artworks • media and demonstrated techniques • techniques and processes associated with specific art forms • respond to Margaret Preston’s artworks when producing artworks by considering subject matter, use of colour and personal opinions with students <p>Suggested resource: www.nga.gov.au/preston/</p>
4–6	<p>Inquiry</p> <p>Students bring in personal objects from home to create a still life using all students’ objects or use individual objects.</p> <p>Art practice</p> <p>Task 2: Students create an observational drawing of their personal objects. Use intaglio as a method of drawing. Students can use intaglio tools to scratch their designs into plastic board. Create a small series of prints.</p> <p>Task 2 due end of Week 6.</p>	<p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> • media and demonstrated techniques • techniques and processes associated with specific art forms <p>Visual language</p> <ul style="list-style-type: none"> • experiment with visual language based on Margaret Preston to create artworks • visual language (elements of visual art and principles of design) to represent experiences and intention

Week	Key teaching points	Content
7–9	<p>Task 6: Look at Indigenous Australian artists and their representations of their home, the Australian landscape. Discuss subject matter, use of colour and personal opinions with students. Suggested resource: www.nga.gov.au/collections/ATSI/</p> <p>Task 6 due end of Week 3 and Week 7.</p> <p>Art practice</p> <p>Task 3: Students select an Indigenous Australian artwork to influence their own collagraph print.</p> <p>Students will need to consider the materials and textures they are using to create their image; for example, using sandpaper to represent the sand at the beach.</p> <p>Print collagraph, experiment by using different coloured ink and layering prints over each other.</p> <p>Task 3 due end of Week 9.</p> <p>Art responses</p> <p>Task 7: Reflect on individual and/or group artworks completed thus far. What do their prints have in common with their peers' and with the artists they have studied.</p> <p>Respond to artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone. Consider what has worked effectively, what students have enjoyed.</p> <p>Discuss meaning and purpose in artworks; for example, do they portray a sense of place or home? What are some ways to improve?</p> <p>Task 7 due end of Week 9 and Week 16.</p>	<p>Visual language</p> <ul style="list-style-type: none"> experiment with visual language based on Margaret Preston to create artworks visual language (elements of visual art and principles of design) to represent experiences and intention <p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> colour mixing techniques to produce an outcome use a variety of media to produce artworks media and demonstrated techniques techniques and processes associated with specific art forms
10–11	<p>Art forms, media, techniques and influences</p> <p>Task 4: Turn the drawing or photograph into a simplified stencil, use Riso or cut stencil to screen print design.</p> <p>Try screen-printing over the top of previous prints, adding to the layering of ink and subject matter.</p> <p>Task 4 due end of Week 11.</p>	<p>Inquiry</p> <ul style="list-style-type: none"> collation of ideas for design initial drawings as a means of inquiry and observation <p>Visual language</p> <ul style="list-style-type: none"> experiment with visual language to create artworks
12	<p>Art practice</p> <p>Task 5: Prepare artwork for gallery exhibition; for example, frame artwork, arrange set up display, hung on wall, pinned, consider use of light and sound.</p> <p>Students respect own and others' artworks, acknowledging work and skill. Have students say something about other students and how they did well in the semester.</p>	<p>Art responses</p> <ul style="list-style-type: none"> reflect on individual and/or group evaluation of artworks respond to artworks referring to basic visual language, meaning and purpose in artworks

Week	Key teaching points	Content
	<p>As a group discuss and arrange gallery display of finished artworks.</p> <p>Photograph students in front of their displayed artwork.</p> <p>Task 5 due end of Week 16.</p> <p>Art responses</p>	<p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> • media and demonstrated techniques; for example, blending and colour mixing • techniques and processes associated with specific art forms
13–16	<p>Task 7: 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>Task 7 due end of Week 9 and Week 16.</p>	<p>Art responses</p> <ul style="list-style-type: none"> • reflect on individual and/or group evaluation of artworks <p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> • media and demonstrated techniques • techniques and processes associated with specific art forms <p>Art practice</p> <ul style="list-style-type: none"> • demonstration to produce artworks • safe work practices • respect own and others' artworks • display finished artworks

Unit 4 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1	<p>Manipulation – Introduction, expectations</p> <ul style="list-style-type: none"> • School assessment policy, due dates and completing work • Overview of the unit and concept of the Manipulation theme of Abstract Portraits • Punctuality, safety, classroom rules, participation and attitude <p>Inquiry</p> <ul style="list-style-type: none"> • Show images of portraits, discuss how artists portray themselves and others, how they choose to manipulate and use their media. Show a variety of portraits, realistic to completely abstract. • Use prompts for students; for example: <ul style="list-style-type: none"> ▪ How would you describe yourself? ▪ What do you like doing in your free time? ▪ What makes you happy? ▪ How do others describe you? 	<p>Inquiry</p> <ul style="list-style-type: none"> • collation of ideas for design • drawing as a means of inquiry
2–4	<p>Art practice</p> <p>Task 8: Use portrait artwork created so far to create one large abstract artwork. Photocopy your artworks several times, use these copies taped together to create one large image. Consider composition, layering. It doesn't have to be a traditional rectangle in shape; experiment with creating alternative shapes.</p> <p>Students select a photo of their chosen person to work with, or take photos of students in class: consider expressions; if they are looking at the viewer or not; composition of the photo.</p> <p>Draw copies of the photograph in different drawing styles and techniques to create a small series of works; for example, contour, shading, upside down.</p> <p>Experiment by drawing back into the photograph and drawings created, emphasising certain features. Use a variety of media: charcoal, coloured pastels, markers.</p> <p>Take a photocopy of artwork/s, cut up into pieces and collage back together, paying attention to the drawn lines. Create a new artwork using pieces from all the different drawings and photographs manipulated.</p> <p>Reflect on large artwork, what you can add to relate to the person in the portrait; for example, redraw the portrait on a large scale, add favourite colours, symbols, and text if the person is a musician, using words from a song.</p> <p>Task 8 due end of Week 4.</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • collation of ideas for design • drawing as a means of inquiry • ways of using materials to develop artworks • experience techniques and processes to create artworks <p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> • experience a variety of media • media and demonstrated techniques • processes associated with specific art forms <p>Visual language</p> <ul style="list-style-type: none"> • visual language to create artworks • visual language (elements and principles of art) to represent experiences and intention <p>Art responses</p> <ul style="list-style-type: none"> • reflect on individual and/or group evaluation of artworks

Week	Key teaching points	Content
5–8	<p>Art practice</p> <p>Task 9: Select one design to create into a large scale portrait. Use painting techniques learnt to make Picasso-inspired portrait. Use taped pieces of paper and previous art experiments as a base for the large portrait. Use selected colour pallet and brushstrokes to create desired effects.</p> <p>Introduction to acrylic paint and the colour wheel. Investigate primary and secondary, cool and warm colours.</p> <p>Using only red, blue and yellow, students complete a simple colour wheel to create the orange, purple and green.</p> <p>Experiment by adding black and white to colours to create tints and tones.</p> <p>Paint back into selected previous artworks' selecting and limiting colour pallet.</p> <p>Look at artist Jackson Pollock and his paintings. Discuss his painting technique, how he stands over his paintings and throws paint strategically at the canvas. Take note of the colour choices. Suggested resource: www.nga.gov.au/Pollock/</p> <p>Experiment with watered down acrylic paint, using the same painting technique as Pollock. Create new artworks using this technique, try painting over original photographs and collage artworks for different effects.</p> <p>Look at artist Pablo Picasso and his artworks inspired by cubism and surrealism; for example, <i>Portrait de Dora Maar</i>. Suggested resource: www.artgallery.nsw.gov.au/exhibitions/picasso/room-by-room/anxieties-love-war/</p> <p>Discuss Picasso's use of colour, shape, brushstrokes, how he portrays his subjects, possible meanings and purpose of the artwork.</p> <p>Task 9 due end of Week 8.</p> <p>Art responses</p> <p>Task 12: Respond to Jackson Pollock and Pablo Picasso artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone. Class discussion or individual student reflection.</p> <p>Task 12 due end of Week 7.</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • collation of ideas for design • drawing as a means of inquiry • ways of using materials to develop artworks • experience techniques and processes to create artworks <p>Visual language</p> <ul style="list-style-type: none"> • visual language to create artworks • visual language (elements and principles of art) to represent experiences and intention <p>Art responses</p> <ul style="list-style-type: none"> • reflect on individual and/or group evaluation of artworks • respond to artworks referring to basic visual language • meaning and purpose in artworks

Week	Key teaching points	Content
9–12	<p>Art practice</p> <p>Task 10: Create 3D elements added on to your large Picasso inspired portrait. Use a variety of media and techniques learnt over the year.</p> <p>Consider reworking into the image to refine the artwork, add lines, colour or even subtract or cover over previous areas of the painting.</p> <p>Experiment creating small sculptural forms, use previous artworks, paying attention to shape and form, research simple origami and paper folding for small, simple, three dimensional sculptures.</p> <p>Cut out different shapes in previous line drawings and tape them back together to create an abstract form.</p> <p>Task 10 due end of Week 12.</p> <p>Art responses</p> <p>Task 12: Reflect on individual and group artworks, what can you add to relate to the person in the portrait to make it more personal. You may need to simplify and refine specific aspects and areas of the painting.</p> <p>Task 13 due end of Week 12 and Week 16.</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • collation of ideas for design • drawing as a means of inquiry • ways of using materials to develop artworks • experience techniques and processes to create artworks <p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> • media and demonstrated techniques; for example, pinch pot or slab building • processes associated with specific art forms <p>Visual language</p> <ul style="list-style-type: none"> • visual language to create artworks • visual language (elements and principles of art) to represent experiences and intention
13–16	<p>Art practice</p> <p>Task 11: Prepare artwork for gallery exhibition; for example, frame artwork, arrange set up display, hang on wall, pinned, and consider use of light and sound.</p> <p>Students respect own and others' artworks, acknowledging work and skill. Have students tell one another one thing they did well during the semester.</p> <p>As a group, discuss and arrange gallery display of finished artworks.</p> <p>Photograph students in front of their displayed artwork.</p> <p>Task 11 due end of Week 16</p> <p>Art responses</p> <p>Task 13: 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>Task 13 due end of Week 12 and Week 16.</p>	<p>Art responses</p> <ul style="list-style-type: none"> • reflect on individual and/or group evaluation of artworks • respond to artworks referring to basic visual language • meaning and purpose in artworks <p>Art forms, media, techniques and influences</p> <ul style="list-style-type: none"> • media and demonstrated techniques; for example, pinch pot or slab building • processes associated with specific art forms <p>Art practice</p> <ul style="list-style-type: none"> • produce an artwork • safe work practices • respect own and the artworks of others • display finished artworks