



SAMPLE COURSE OUTLINE

VISUAL ARTS
GENERAL 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 – General Year 11

Unit 1 – Experiences

Note: The course outline indicates key content being taught. Refer to the task/s being completed at the time to make connections to the learning and related activities required.

Semester 1

Week	Syllabus content and key teaching points
1	Unit Focus: Experiences—Sculptural bust/portrait <u>Syllabus content</u> Inquiry <ul style="list-style-type: none"> • explore drawing and different ways to represent ideas, objects and subject matter <u>Key teaching points and tasks</u> Production Task 1
2–4	<u>Syllabus content</u> Inquiry <ul style="list-style-type: none"> • explore themes and develop artwork using a variety of stimulus material and approaches Visual language <ul style="list-style-type: none"> • explore visual language in directed tasks and activities Art forms, media and techniques <ul style="list-style-type: none"> • test and explore media when developing artwork <u>Key teaching points and tasks</u> Production Task 1 Inquiry <ul style="list-style-type: none"> • develop artwork through experimentation and media manipulation • annotate steps, procedures and processes used to create artwork
5–7	<u>Syllabus content</u> Inquiry <ul style="list-style-type: none"> • follow steps, procedures and processes to produce artwork Visual influence <ul style="list-style-type: none"> • examine specific artists and artwork with similar techniques, subject matter or approaches Social, cultural and historical contexts <ul style="list-style-type: none"> • identify features of specific artwork or movements • make connections between artwork according to when, where and why they were created

Week	Syllabus content and key teaching points
	<p>Visual analysis</p> <ul style="list-style-type: none"> • use guided questions and critical analysis frameworks to discuss artwork • describe subject, mood, feelings, atmosphere and meaning in artwork • refer to visual language – elements and principles of art • discuss how artwork has been composed <p><u>Key teaching points and tasks</u></p> <p>Production Task 1</p> <p>Investigation Task 3</p> <p>Analysis Task 2 due Week 6</p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation <p>Visual language</p> <ul style="list-style-type: none"> • explore ways to use visual language – elements and principles of art in the development of artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effects <p>Art practice</p> <ul style="list-style-type: none"> • apply skills and processes purposefully in specific art forms <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • discuss factors that have influenced the production of specific artwork
8–12	<p><u>Syllabus content</u></p> <p>Visual language</p> <ul style="list-style-type: none"> • develop artwork using specific visual art language – elements and principles of art <p>Visual influence</p> <ul style="list-style-type: none"> • select sources of information and inspiration to develop own artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • use demonstrated techniques in selected art forms <p>Art practice</p> <ul style="list-style-type: none"> • make sound choices when developing artwork • apply skills and processes sensitively in specific art forms • use safe and appropriate work practices, respecting and acknowledging the work of others <p>Reflection</p> <ul style="list-style-type: none"> • identify and discuss ways to improve artwork <p>Personal response</p> <ul style="list-style-type: none"> • provide and explain personal opinions about artwork • share opinions about artwork and accept the views of others <p>Meaning and purpose</p> <ul style="list-style-type: none"> • discuss the meaning and purpose of art created in different times and places

Week	Syllabus content and key teaching points
	<ul style="list-style-type: none"> interpret artwork from a range of contexts <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> identify features of specific artwork or movements <p><u>Key teaching points and tasks</u></p> <p>Production Task 1 Part A due Week 8</p> <p>Investigation Task 3 due Week 11</p> <p>Visual influence</p> <ul style="list-style-type: none"> explore techniques used by different artists <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> refine the use of media, materials and/or techniques to achieve particular effects <p>Art practice</p> <ul style="list-style-type: none"> apply skills and processes sensitively in specific art forms <p>Personal response</p> <ul style="list-style-type: none"> interpret the subject and explain ways artists have explored ideas in artwork <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> discuss contextual factors that have influenced artists and their artwork.
13	<p><u>Syllabus content</u></p> <p>Art practice</p> <ul style="list-style-type: none"> use safe and appropriate work practices, respecting and acknowledging the work of others <p>Presentation</p> <ul style="list-style-type: none"> organise work in progress and display area <p>Reflection</p> <ul style="list-style-type: none"> ongoing self-evaluation <p><u>Key teaching points and tasks</u></p> <p>Production Task 1</p> <p>Art practice</p> <ul style="list-style-type: none"> apply skills and processes sensitively in specific art forms follow correct processes for producing artwork <p>Presentation</p> <ul style="list-style-type: none"> record processes in developing artwork
14–15	<p><u>Syllabus content</u></p> <p>Presentation</p> <ul style="list-style-type: none"> display finished artwork with an audience in mind <p>Reflection</p> <ul style="list-style-type: none"> evaluate the success of finished artwork <p><u>Key teaching points and tasks</u></p> <p>Production Task 1 Part B due Week 15</p>

Unit 2 – Explorations

Semester 2

Week	Syllabus content and key teaching points
1	<p>Unit Focus: Explorations – Landscape</p> <p><u>Syllabus content</u></p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches <p><u>Key teaching points and tasks</u></p> <p>Production Task 4</p>
2–4	<p><u>Syllabus content</u></p> <p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation • annotate steps, procedures and processes used to create artwork <p>Visual language</p> <ul style="list-style-type: none"> • explore ways to use visual language – elements and principles of art – in the development of artwork <p>Visual analysis</p> <ul style="list-style-type: none"> • use guided questions and critical analysis frameworks to discuss artwork • describe concepts, materials, forms, techniques and processes in artwork • refer to visual language – elements and principles of art • describe artwork using art terminology <p><u>Key teaching points and tasks</u></p> <p>Production Task 4</p> <p>Analysis Task 5 due Week 4</p>
5–7	<p><u>Syllabus content</u></p> <p>Meaning and purpose</p> <ul style="list-style-type: none"> • identify the purpose and interpret meaning communicated in artwork from a variety of times or places <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • identify features of artwork belonging to certain artists, movements, times or places • discuss factors that have influenced the production of specific artwork

Week	Syllabus content and key teaching points
	<p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation • annotate steps, procedures and processes used to create artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effects <p><u>Key teaching points and tasks</u></p> <p>Production Task 4</p> <p>Commence Investigation Task 6</p> <p>Visual language</p> <ul style="list-style-type: none"> • explore visual language in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> • explore techniques used by artists for inspiration
8–12	<p><u>Syllabus content</u></p> <p>Visual language</p> <ul style="list-style-type: none"> • explore ways to use visual language – elements and principles of art – in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> • explore techniques used by different artists <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effect • use demonstrated techniques in selected art forms <p>Art practice</p> <ul style="list-style-type: none"> • apply skills and processes sensitively in specific art forms • follow correct processes to develop and produce artwork • use safe and appropriate work practices, respecting and acknowledging the work of others <p>Reflection</p> <ul style="list-style-type: none"> • ongoing self-evaluation <p>Personal response</p> <ul style="list-style-type: none"> • explain and give reasons for personal opinions about artwork • interpret the subject and explain ways artists have explored ideas in artwork <p>Meaning and purpose</p> <ul style="list-style-type: none"> • identify the purpose and interpret meaning communicated in artwork from a variety of times or places <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • identify features of artwork belonging to certain artists, movements, times or places • discuss factors that have influenced the production of specific artwork <p><u>Key teaching points and tasks</u></p> <p>Production Task 4 Part A due Week 8</p>

Week	Syllabus content and key teaching points
	<p>Work on resolved artwork from Week 11</p> <p>Investigation Task 6 due Week 8</p>
13	<p><u>Syllabus content</u></p> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effect • use demonstrated techniques in selected art forms <p>Art practice</p> <ul style="list-style-type: none"> • apply skills and processes sensitively in specific art forms • follow correct processes for producing artwork • use safe and appropriate work practices, respecting and acknowledging the work of others <p>Presentation</p> <ul style="list-style-type: none"> • record processes in developing artwork <p>Reflection</p> <ul style="list-style-type: none"> • ongoing self-evaluation <p><u>Key teaching points and tasks</u></p> <p>Production Task 4</p>
14–15	<p><u>Syllabus content</u></p> <p>Presentation</p> <ul style="list-style-type: none"> • display finished artwork with an audience in mind <p>Reflection</p> <ul style="list-style-type: none"> • appraise finished artwork and identify ways to improve <p><u>Key teaching points and tasks</u></p> <p>Production Task 4 Part B due Week 15</p>