SAMPLE COURSE OUTLINE

VISUAL ARTS
ATAR YEAR 11
## Sample course outline

**Visual Arts – ATAR Year 11**

### Unit 1 and Unit 2

**Semester 1, Unit 1 – Differences**

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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</table>
| 1    | **Unit focus: Differences – Of the Animal**  
**Production Task 1**  
Inquiry:  
- explore approaches to drawing, including representational, expressive, decorative and symbolic methods to originate artwork/s  
**Investigation Task 3**  
Meaning and purpose:  
- identify formal, stylistic and technical elements which contribute to the function of messages in artwork/s  
**Analysis Task 2 – Seen image analysis, in-class short answer assessment due Week 4**  
In order to prepare for Task 2, students should be familiar with a range of 8–10 images, from which two images will be selected for the in-class assessment in Week 4. Task 2 is modelled on Section One of the WACE written examination.  
Visual analysis:  
- use critical analysis frameworks to analyse each artwork  
- refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)  
Personal response:  
- provide subjective and objective responses to artwork/s, giving reasons for opinion  
- support arguments and interpretations when responding to artwork/s |
| 2–4  | **Production Task 1**  
Inquiry:  
- continue to explore approaches to drawing, including representational, expressive, decorative and symbolic methods to originate artwork/s  
- consider a variety of ways to develop artwork/s  
- organise and document the process of inquiry, including thinking and working practices  
- demonstrate independent planning and time management  
**Visual language:**  
- manipulate visual language (elements and principles of art) to inform the inquiry process  
**Visual influence:**  
- investigate others’ visual arts practice to make connections and inform this inquiry process  
**Art forms, media and techniques:**  
- manipulate materials and explore techniques to develop artwork/s  
**Art practice:**  
- follow correct health and safety practices, respecting and acknowledging the work and rights of others  
**Investigation Task 3 – Case study essay, Australian or International context due Week 9**  
Visual influence:  
- investigate others’ visual arts practice to make connections and inform the development and production of own artwork  
**Social, cultural and historical contexts:**  
- identify historical, social, political, religious and/or other contextual factors that have shaped the development and production of artwork or movements in different times and places |
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<th>Week</th>
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| 5–7  | **Analysis Task 2 – Seen image analysis, in-class short answer assessment Week 4**  
Visual analysis:  
- consolidate the use of critical analysis frameworks to analyse artwork/s, to enable informed responses  
- refer to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition)  
Personal response:  
- provide subjective and objective response to artwork/s, giving reasons for opinion support arguments and interpretations when responding to artwork/s |
| 8–12 | **Production Task 1**  
Inquiry:  
- organise work demonstrating independent planning and time management  
- document the process of inquiry and thinking and working practices  
Visual influence:  
- investigate others’ visual arts practice to make connections and inform the development of own artwork/s  
Art practice:  
- select, manipulate and discerningly apply materials, skills and processes to inform artwork/s in selected art forms  
- follow correct health and safety practices, respecting and acknowledging the work and rights of others  
**Investigation Task 3**  
Social, cultural and historical contexts:  
- identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork/s or movements in different times and places  
**Analysis Task 4 – Seen comparative image analysis, in-class short answer, timed assessment due Week 8.** Two seen images will be selected. Task 4 is modelled on Section Two of the WACE written examination.  
**Production Task 1(a) – Inquiry due Week 8**  
**Production Task 1(b) commencing Week 9 (review each week)**  
Inquiry:  
- consider a variety of ways to develop and refine artwork/s  
- organise work, demonstrating independent planning and time management  
Visual language:  
- manipulate visual language in development and production of artwork/s  
Visual influence:  
- consider the relationship between form, style and expressive intent when developing and producing a body of work  
- investigate others’ visual art practice to make connections and inform the development, production and resolution of own artwork/s  
Art forms, media and techniques:  
- manipulate materials and explore techniques to develop and refine artwork/s  
Art practice:  
- select, manipulate and discerningly apply materials, skills and processes to produce artwork/s in selected art forms  
- 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/s about different religious, cultural and social practices |
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<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>13</td>
<td>Presentation:</td>
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<tr>
<td></td>
<td>• determine alternative ways to present Production Task 1(b) resolved artwork by Week 15</td>
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<td>Reflection:</td>
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<td>• reflect on the readiness of your body of work for critique and exhibition</td>
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<td>Investigation Task 3 – Case study essay due Week 9</td>
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<td>Meaning and purpose:</td>
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<td></td>
<td>• identify multiple meaning, values and beliefs communicated in artwork/s</td>
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<td>• identify formal, stylistic and technical elements which contribute to the function or messages</td>
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<td>Social, cultural and historical contexts:</td>
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<td></td>
<td>• identify historical, social, political, religious and other contextual factors that have shaped the</td>
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<td></td>
<td>Analysis Task 4 – Seen comparative image analysis, in-class short answer, timed assessment</td>
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<td>due Week 8</td>
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<td>Visual analysis:</td>
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<td>• use critical analysis frameworks to analyse artwork/s</td>
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<td>• compare and contrast subject matter, meaning and approaches between artwork/s</td>
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<td></td>
<td>• refer to visual language (elements and principles of art) and use art terminology to comment</td>
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<td>Personal response:</td>
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<td>• provide subjective and objective response to artwork/s, giving reasons for opinions</td>
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<td>• support arguments and interpretations when responding to artwork/s</td>
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<td>• identify formal, stylistic and technical elements which contribute to the function or messages</td>
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<td>Note: Personal response is not simply a recount of the steps taken in the analysis of artwork/s.</td>
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<td>Provision of personal explanations/interpretations should, where possible, support the student’s</td>
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<td>response.</td>
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<td>14–15</td>
<td>Production Task 1(b)</td>
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<td>Continue studio production (review each week)</td>
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<td>Art forms, media and technique:</td>
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<td>• manipulate materials and explore techniques to resolve and refine artwork/s</td>
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<td>Reflection</td>
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<td></td>
<td>• reflect on and maintain documentation of development of thinking and working practices</td>
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<td>• prepare a draft artist’s statement that describes the ideas, meaning, influences and personal</td>
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<td>• acknowledge primary and/or secondary visual influence/s drawing on references collected</td>
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<td>Presentation:</td>
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<td></td>
<td>• organise, arrange and document thinking and working practices</td>
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<td>• draft artist’s statement</td>
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<td>Examination week</td>
<td>Production Task 1(b)</td>
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<td>Presentation of resolved artwork due by Week 15</td>
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<td>• display a selection of your resolved artwork/s</td>
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<td>Reflection:</td>
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<td>• provide an artist statement that describes the ideas, meaning, influences and personal</td>
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<td>• acknowledge primary and/or secondary visual influence/s</td>
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<td>Task 5 – Semester 1 examination</td>
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<td>Week</td>
<td>Key teaching points</td>
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| 1    | **Unit focus: Identities – Alien/Alienation**  
**Production Task 6**  
Discuss notion of alienation, for example, separation, isolation, fragmentation  
Inquiry:  
- explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for originating artwork/s  
Visual language:  
- manipulate visual language to create innovative and personal visual solutions  
Art forms, media and techniques:  
- explore, combine and manipulate materials and techniques to develop and produce artwork/s  
- apply skills and techniques in the development of an individual style and innovative artwork  
**Investigation Task 8 – Case study essay, Australian or International context due Week 13**  
Meaning and purpose:  
- identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s  
Social, cultural and historical contexts:  
- examine artwork/s that has been shaped or influenced by specific social, cultural or historical concerns |
| 2–4  | **Production Task 6**  
Inquiry:  
- continue to explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for originating artwork/s  
- consider a variety of ways to develop artwork/s  
- document and organise the process of inquiry, and thinking and working practices  
- demonstrate independent planning and time management  
Visual language:  
- manipulate visual language (elements and principles of art) to inform the inquiry process  
Visual influence:  
- investigate others’ visual arts practice to make connections and inform this inquiry process  
- Art forms, media and techniques:  
- manipulate materials and explore techniques to develop artwork/s  
Art practice:  
- follow correct health and safety practices, respecting and acknowledging the work and rights of others  
Presentation:  
- organise, document and present thinking and working practices  
**Investigation Task 8**  
Visual influence:  
- investigate others’ visual arts practice to make connections and inform the development and production of own artwork  
Social, cultural and historical contexts:  
- identify historical, social, political, religious and/or other contextual factors that have shaped the development and production of artwork or movements in different times and places  
Personal response:  
- support interpretations, opinions and beliefs about artworks and their meaning  
- consider alternative viewpoints and opinions when responding to artwork  
**Analysis Task 7 – Unseen image analysis, in-class short answer assessment Week 8**  
Visual analysis:  
- consolidate the use of critical analysis frameworks to analyse artwork/s  
- respond to unfamiliar artwork/s which challenge expectations and preconceived ideas |
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<tr>
<th>Week</th>
<th>Key teaching points</th>
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<tr>
<td>• compare artwork/s referring to visual language (elements and principles of art) and use art terminology to comment on artwork, and discuss formal organisation (composition), meaning and artistic style</td>
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<tr>
<td><strong>Investigation Task 8 – Case study to commence by Week 7, for review Week 11</strong>&lt;br&gt;Visual analysis:&lt;br&gt;• consolidate the use of critical analysis frameworks to analyse artwork/s&lt;br&gt;• respond to unfamiliar artwork which challenges expectations and preconceived ideas&lt;br&gt;• compare artwork/s, referring to visual language (elements and principles of art) and use art terminology to comment on artwork/s and discuss formal organisation (composition), meaning and artistic style&lt;br&gt;Meaning and purpose:&lt;br&gt;• identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s</td>
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<tr>
<td><strong>Analysis Task 7 – Unseen image analysis in-class short answer timed assessment, Week 8</strong>&lt;br&gt;Task 7 is modelled on Section One of the WACE written examination.</td>
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<td><strong>Production Task 6</strong>&lt;br&gt;Inquiry:&lt;br&gt;• explore a variety of observational, conceptual, imaginative and expressive drawing approaches to develop artwork/s&lt;br&gt;• consider a variety of ways to develop and refine artwork&lt;br&gt;• document thinking and working practices when developing a body of work&lt;br&gt;• organise work, demonstrating independent planning and time management&lt;br&gt;• continue material experimentation based on unit focus&lt;br&gt;Art practice:&lt;br&gt;• investigate and refine skills to produce artwork which shows discernment in the application of materials and processes&lt;br&gt;• follow correct health and safety practices, respecting and acknowledging the work and rights of others&lt;br&gt;• make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices</td>
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<td><strong>Production Task 6(a) – Inquiry due Week 8</strong>&lt;br&gt;<strong>Production Task 6(b) commencing Week 9 (review each week)</strong>&lt;br&gt;Inquiry:&lt;br&gt;• consider a variety of ways to develop and refine artwork/s&lt;br&gt;Visual language:&lt;br&gt;• explore, select and combine visual language (elements and principles of art) in the development, and production of a resolved body of work&lt;br&gt;• manipulate visual language to create innovative and personal visual solutions&lt;br&gt;Visual influence:&lt;br&gt;• consider the relationship between form, style and expressive intent when developing and producing a body of work&lt;br&gt;• investigate others’ visual arts practice to make connections and inform the development, production and resolution of own artwork/s&lt;br&gt;Art forms, media and techniques:&lt;br&gt;• selectively apply and refine media and techniques to communicate intended meaning, purpose or effects&lt;br&gt;Art practice:&lt;br&gt;• investigate and refine skills to produce artwork which shows discernment in the application of materials and processes&lt;br&gt;<strong>Investigation Task 8 – Draft case study essay, submitted for feedback Week 11</strong>&lt;br&gt;Personal response:&lt;br&gt;• support interpretations, opinions and beliefs about artworks and their meaning&lt;br&gt;• consider alternative viewpoints and opinions when responding to artwork/s</td>
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<td>Week</td>
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<td>6</td>
<td>Meaning and purpose:</td>
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<td>- discuss the meaning of artwork from different times and places, making links to contextual factors that influence production and reading</td>
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<td>Social, cultural and historical contexts:</td>
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<td>- examine a range of social, cultural, historical and other contextual factors that have influenced or have had an impact on the development and production of artists, groups or movements over time</td>
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<td>Analysis Task 9 – Comparative analysis of unseen images, in-class assessment Week 12</td>
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<td>Visual analysis:</td>
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<td>- use critical analysis frameworks to analyse artwork from different points of view</td>
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<td>- compare and contrast subject matter, meaning and approaches between artwork</td>
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<td>13</td>
<td>Production Task 6(b)</td>
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<td>Presentation:</td>
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<td>- organise, arrange and document thinking and working practices</td>
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<td>- reflect on and maintain documentation of the development of thinking and working practices</td>
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<td>- provide an artist statement that describes the idea, meaning, influences and personal direction taken in art making</td>
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<td>- acknowledge primary and/or secondary visual influence/s</td>
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<td>Investigation Task 8</td>
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<td>Final edited case study essay due Week 13</td>
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<td>14–15</td>
<td>Production Task 6(a) and 6(b)</td>
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<td>Submit inquiry materials and resolved production artwork/s Week 15</td>
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<td>Presentation:</td>
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<td>- display resolved body of work for critique, exhibition and assessment</td>
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<td>- acknowledge primary and/or secondary visual influence/s</td>
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<tr>
<td>Examination week</td>
<td>Task 10 – Semester 2 examination</td>
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