**Sample Course Outline**

Visual Arts

ATAR Year 11

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Sample course outline

Visual Arts – ATAR Year 11

Unit 1 and Unit 2

Semester 1, Unit 1 – Differences

| **Week** | **Key teaching points** |
| --- | --- |
| 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 |
|  | **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 |
| 5–7 | **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. |
| 8–12 | **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 |
|  | Presentation:   * determine alternative ways to present Production Task 1(b) resolved artwork by Week 15   Reflection:   * reflect on the readiness of your body of work for critique and exhibition   **Investigation Task 3 – Case study essay due Week 9**  Meaning and purpose:   * identify multiple meaning, values and beliefs communicated in artwork/s * identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s   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**  Visual analysis:   * use critical analysis frameworks to analyse artwork/s * compare and contrast subject matter, meaning and approaches between artwork/s * 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 opinions * support arguments and interpretations when responding to artwork/s   Meaning and purpose:   * identify multiple meaning, values and beliefs communicated in artwork/s   identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s  **Note:** Personal response is not simply a recount of the steps taken in the analysis of artwork/s. Provision of personal explanations/interpretations should, where possible, support the student’s response. |
| 13 | **Production Task 1(b)**  **Continue studio production (review each week)**  Art forms, media and technique:   * manipulate materials and explore techniques to resolve and refine artwork/s   Reflection   * reflect on and maintain documentation of development of thinking and working practices * prepare a draft artist’s statement that describes the ideas, meaning, influences and personal direction taken in art making * acknowledge primary and/or secondary visual influence/s drawing on references collected throughout the unit   Presentation:   * organise, arrange and document thinking and working practices * draft artist’s statement |
| 14–15 | **Production Task 1(b)**  **Presentation of resolved artwork due by Week 15**   * display a selection of your resolved artwork/s   Reflection:   * 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 |
| Examination week | **Task 5 – Semester 1 examination** |

Semester 2, Unit 2 – Identities

| **Week** | **Key teaching points** |
| --- | --- |
| 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 * 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 |
| 5–7 | **Investigation Task 8 – Case study to commence by Week 7, for review Week 11**  Visual analysis:   * consolidate the use of critical analysis frameworks to analyse artwork/s * respond to unfamiliar artwork which challenges expectations and preconceived ideas * 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   Meaning and purpose:   * identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s   **Analysis Task 7 – Unseen image analysis in-class short answer timed assessment, Week 8**  Task 7 is modelled on Section One of the WACE written examination.  **Production Task 6**  Inquiry:   * explore a variety of observational, conceptual, imaginative and expressive drawing approaches to develop artwork/s * consider a variety of ways to develop and refine artwork * document thinking and working practices when developing a body of work * organise work, demonstrating independent planning and time management * continue material experimentation based on unit focus   Art practice:   * investigate and refine skills to produce artwork which shows discernment in the application of materials and processes * 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 |
| 8–12 | **Production Task 6(a) – Inquiry due Week 8**  **Production Task 6(b) commencing Week 9 (review each week)**  Inquiry:   * consider a variety of ways to develop and refine artwork/s   Visual language:   * explore, select and combine visual language (elements and principles of art) in the development, and production of a resolved body of work * manipulate visual language to create innovative and personal visual solutions   Visual influence:   * consider the relationship between form, style and expressive intent when developing and producing a body of work * investigate others’ visual arts practice to make connections and inform the development, production and resolution of own artwork/s   Art forms, media and techniques:   * selectively apply and refine media and techniques to communicate intended meaning, purpose or effects   Art practice:   * investigate and refine skills to produce artwork which shows discernment in the application of materials and processes   **Investigation Task 8** – **Draft case study essay, submitted for feedback Week 11**  Personal response:   * support interpretations, opinions and beliefs about artworks and their meaning * consider alternative viewpoints and opinions when responding to artwork/s |
|  | Meaning and purpose:   * discuss the meaning of artwork from different times and places, making links to contextual factors that influence production and reading   Social, cultural and historical contexts:   * 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   **Analysis Task 9 – Comparative analysis of unseen images, in-class assessment Week 12**  Visual analysis:   * use critical analysis frameworks to analyse artwork from different points of view * compare and contrast subject matter, meaning and approaches between artwork * refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)   Personal response:   * provide subjective and objective response to artwork/s, giving reasons for opinions * support arguments and interpretations when responding to artwork/s   Meaning and purpose:   * identify multiple meaning, values and beliefs communicated in artwork/s   identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s |
| 13 | **Production Task 6(b)**  Presentation:   * organise, arrange and document thinking and working practices * reflect on the readiness of your body of work for critique and exhibition * draft artist’s statement   Reflection:   * reflect on and maintain documentation of the development of thinking and working practices * provide an artist statement that describes the idea, meaning, influences and personal direction taken in art making * acknowledge primary and/or secondary visual influence/s   **Investigation Task 8**  **Final edited case study essay 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 have been shaped or influenced by specific social, cultural or historical concerns |
| 14–15 | **Production Task 6(a) and 6(b)**  **Submit inquiry materials and resolved production artwork/s Week 15**  Presentation:   * display resolved body of work for critique, exhibition and assessment   Reflection:   * 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 |
| Examination week | **Task 10 – Semester 2 examination** |