

YEAR 7	
<p>Unit: Coil Pot and Jigsaw Unit Length: 10 weeks</p> <p>Achievement Standard: By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.</p> <p>Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</p> <p>Unit Outline:</p> <ul style="list-style-type: none"> • In this unit, students identify and analyse how ceramic and mix media artists use visual conventions to communicate ideas and apply this knowledge when making their coil pot and Jigsaw drawing. • Students explain how artworks are displayed to enhance their meaning. • Students evaluate how they and others are influenced by artworks from different cultures, times and places. • Students plan their coil pot and Jigsaw Drawing in response to the exploration of techniques and processes used in others' artworks. • Students demonstrate use of visual conventions, techniques and processes to communicate meaning in their coil pot and jigsaw drawing. 	<p>Content Descriptors:</p> <ul style="list-style-type: none"> • Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118) • Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119) • Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120) • Practise techniques and processes to enhance representation of ideas in their art-making. (ACAVAM121) • Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122) • Analyse how artists use visual conventions in artworks (ACAVAR123) • Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124) <p>Summative Assessment Tasks:</p> <p>Making – Jigsaw Drawing and Coil Pot</p> <p>Responding – Paragraphs</p> <p>Formative Tasks - Visual convention worksheets A range of experimentations (techniques and processes) Personal reflections Peer feedback Artist statement</p>

YEAR 8

Unit: Foundation Visual Studies

Unit Length: 10 weeks

Achievement Standard:

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

Unit Outline:

- Students **explore**, observe and draw design features and conventions in dragons in **interpreting** and creating their own design.
- Students **develop** an observational and developmental drawing folio. Resolved designs will be **explored** in two dimensions and digitally. Students will be informed in how purpose and response of media can transform the artist's intention and how artworks **develop** and emerge in response media and the artist's decisions and execution.

Content Descriptors:

- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
- Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)
- Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)
- Analyse how artists use visual conventions in artworks (ACAVAR123)
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their artmaking, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)

Summative Assessment Tasks:

Making - Folio of experimental media exploring the elements of design through drawing techniques, resolving design images and translating two and three dimensional design intentions.

Responding - 300-400 words. Research and present a descriptive analysis of a chosen artwork that demonstrates both TEEAL paragraph structures and knowledge of visual conventions in analysing artworks.

Formative Task:

Resolving 2D artworks and digital works

Selecting an artwork of interest for investigative descriptive analysis and research.

LG Tracking Sheet

Design and vocabulary worksheets

Writing task template

YEAR 9	
<p>Achievement Standard: Visual Arts – By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>	<p>Content Descriptors:</p> <ul style="list-style-type: none"> • Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126) • Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127) • Plan and design artworks that represent artistic intention (ACAVAM128) • Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129) • Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130) • Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)
<p>Unit 1: Pencil vs Camera Unit Length: 8 weeks</p> <p>Unit 1 Outline:</p> <ul style="list-style-type: none"> • In this unit students evaluate how representations communicate artistic intentions in artworks they make and view in exploring media processes and resolving experimental compositional images. Students explore drawing techniques and experiment with the juxtaposition of images to create a folio of artworks. (Making) • Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks through experimental compositions and resolved works, using both physical processes and digital processes. • Students identify influences of other artists on their own artworks using observational and imaginative drawing strategies to create two-dimensional images that are influenced by surrealism and key artist - Ben Heine to conceptualise their ideas. • Students analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. Students manipulate drawings and digital media to communicate intentions and analyse artists work from the surrealist movement and investigate artist 	<p>Summative Assessment Tasks:</p> <p>Making - Folio of experimental drawings exploring a range of techniques and a resolved artwork exploring the juxtaposition of photographs and images.</p> <p>Responding – Analytical Essay investigating artists from 20th Century and Contemporary surrealists including Aboriginal and Torres Strait Islander Artists – 300 - 400 words.</p>

both Australian and Indigenous Australians that have used this in their contemporary practice. (Making and Responding task)

- Student **analyse** connections between visual conventions, practices and viewpoints that represent others' ideas and **evaluate** an artwork from a different culture, time or place. (Responding task)

Unit 2: Transmorphism

Unit Length: 12 weeks

Unit 2 Outline:

- In this unit students **evaluate** how representations **communicate** artistic intentions in artworks they make and view in exploring media processes in resolving two and three- dimensional artworks. Students design and explore clay and printmaking techniques and problem solve how translate design ideas into two and three-dimensional artworks. (Making)
- Students **identify** influences of other artists on their own artworks using observational and imaginative drawing strategies to create two-dimensional images that are influenced by Shaun Tan and Tom Moore.
- Students **manipulate** materials, techniques and processes to **develop** and **refine** techniques and processes to **represent** ideas and subject matter in their artworks through experimental compositions and resolved works, using physical processes. Students use observational and imaginative collage design strategies to create hybrid images that are influenced by key artists Shaun Tan and Tom Moore to conceptualise their ideas
- Students **analyse** connections between visual conventions, practices and viewpoints and analyse both Australian and Indigenous contemporary artists work. (Making and Responding task)
- Student **identify** and **analyse** connections between visual conventions, practices and viewpoints that represent others' ideas and **evaluate** an artwork from a different culture, time or place. (Responding task)

Summative Assessment Tasks:

Making - Folio of drawing and design ideas exploring a range of techniques and a resolved ceramic and print artwork exploring hybrids.

Responding – Short response and reflection task that investigates artists from Contemporary practice including Aboriginal and Torres Strait Islander Artists – 300 - 400 words.

YEAR 10

Achievement Standard:

Visual Arts – By the end of Year 10, students **evaluate** how representations **communicate** artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They **analyse** connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They **identify** influences of other artists on their own artworks.

Students **manipulate** materials, techniques and processes to **develop** and **refine** techniques and processes to **represent** ideas and subject matter in their artworks.

Content Descriptors:

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal **style**, reflecting on the styles of **artists**, including Aboriginal and Torres Strait Islander **artists** (ACAVAM125)
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
- Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
- Plan and design artworks that represent artistic intention (ACAVAM128)
- Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)

Unit 1: Looking In/Out Unit Length: 15 weeks

Unit 1 Outline:

- Students will submit a Visual Journal and A3 Folio with work documenting the processing of their design ideas and the development of their portrait based two dimensional artworks. Students will compose a comparative essay that focuses on portraiture and visual conventions

Summative Assessment Tasks:

Making - Folio of experimental media exploring portraiture interpreted through wet and dry drawing techniques, collage, printmaking and mixed media.

Responding – Comparative Essay investigating artists from the Archibald Prize and a historical context – 600 – 800 words

<p>Unit 2: Go Figure Metaphysica Unit Length: 15 weeks</p> <p>Unit 2 Outline:</p> <ul style="list-style-type: none"> • In this unit, students investigate observational proportion of the figure through a folio of observational studies, digital studies and investigative maquettes from recorded studies. • The students will reflect on the philosophy of metaphysics and will determine and design a sculpture that investigates the figurative form from a range of styles and incorporates some additional media. 	<p>Summative Assessment Tasks:</p> <p>Making - Folio of experimental media exploring two-dimensional figurative proportion studies from the model and digital and sculptural maquettes in preparation for a resolved sculptural form.</p> <p>Responding – Comparative Essay investigating figurative sculptors and examine what these sculptures reveal about the human condition from a historical and contemporary context – 600 – 800 words.</p>
<p>Unit 3: Object of My Investigation Unit Length: 8 weeks</p> <p>Unit 3 Outline:</p> <ul style="list-style-type: none"> • This Unit explores the concept of using objects and key artists as stimulus. This investigation provides opportunities for you to enrich your knowledge and aesthetic experience of the world through critical thinking, making and responding in the contemporary and personal contexts. • As an artist, you will use a personal object as stimulus for research and experiments that will inform the focus for your art practice. • As audience, you will consider what you can learn from works of art and how prior knowledge and experiences can influence the way visual language is read and understood. • Inquiry phase is the experimental stage in a folio of work. 	<p>Summative Assessment Tasks: Internal assessment</p> <p>Making and Responding: Investigation — inquiry phase</p>