

**Written under the Arts Course Framework 2014**

**Accredited from 2017 – 2021**

Visual Arts

A/T/M

# General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These ‘capabilities’ comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

* Literacy
* Numeracy
* Information and communication technology (ICT) capability
* Critical and creative thinking
* Personal and social capability
* Ethical behaviour
* Intercultural understanding
* Collaborative team members.

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

* Aboriginal and Torres Strait Islander histories and cultures
* Asia and Australia’s engagement with Asia
* Sustainability.

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|  | | Course Adoption Form for Accredited Courses | | | | | | |
| College: | | | | | | | | |
| Course Title: Visual Arts | | | Classification: A | | | | | |
| Framework: the Arts 2017 | | | Course Area: | | | Course Code: | | |
| Dates of Course Accreditation: | | | From | 2017 | | to | | 2021 |
| Identify units to be adopted by ticking the check boxes | | | | | | | | |
| Adopt | Unit Title | | | | Value (1.0/0.5) | | Length | |
| 🞏 | **Exploring Visual Art** | | | | **1.0** | |  | |
| 🞏 | Exploring Visual Art a | | | | 05 | |  | |
| 🞏 | Exploring Visual Art b | | | | 0.5 | |  | |
| 🞏 | **Foundation skills** | | | | **1.0** | |  | |
| 🞏 | Foundation Skills a | | | | 0.5 | |  | |
| 🞏 | Foundation Skills b | | | | 0.5 | |  | |
| 🞏 | **Exploring Ceramics** | | | | **1.0** | |  | |
| 🞏 | Exploring Ceramics a | | | | 0.5 | |  | |
| 🞏 | Exploring Ceramics b | | | | 0.5 | |  | |
| 🞏 | **Ceramics Decoration &Firing** | | | | **1.0** | |  | |
| 🞏 | Ceramics Decoration & Firing **a** | | | | 0.5 | |  | |
| 🞏 | Ceramics Decoration & Firing **b** | | | | 0.5 | |  | |
| 🞏 | **Ceramic Sculpture and Mixed Media** | | | | **1.0** | |  | |
| 🞏 | Ceramic Sculpture & Mixed Media a | | | | .05 | |  | |
| 🞏 | Ceramic Sculpture & Mixed Media b | | | | .05 | |  | |
| 🞏 | **Wheel Work in Ceramics** | | | | **1.0** | |  | |
| 🞏 | Wheel Work in Ceramics a | | | | 0.5 | |  | |
| 🞏 | Wheel Work in Ceramics b | | | | 0.5 | |  | |
| 🞏 | **Hollow Ceramic Form Sculpture** | | | | **1.0** | |  | |
| 🞏 | Hollow Ceramic Form Sculpture a | | | | 0.5 | |  | |
| 🞏 | Hollow Ceramic Form Sculpture b | | | | 0.5 | |  | |

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| 🞏 | **Glass and Coil Work** | **1.0** |  |
| 🞏 | Glass and Coil Work a | 0.5 |  |
| 🞏 | Glass and Coil Work b | 0.5 |  |
| 🞏 | **Sculpture** | **1.0** |  |
| 🞏 | Sculpture a | 0.5 |  |
| 🞏 | Sculpture b | 0.5 |  |
| 🞏 | **Illustration** | **1.0** |  |
| 🞏 | Illustration a | 0.5 |  |
| 🞏 | Illustration b | 0.5 |  |
| 🞏 | **Drawing** | **1.0** |  |
| 🞏 | Drawing a | 0.5 |  |
| 🞏 | Drawing b | 0.5 |  |
| 🞏 | **Painting** | **1.0** |  |
| 🞏 | Painting a | 0.5 |  |
| 🞏 | Painting b | 0.5 |  |
| 🞏 | **Printmaking** | **1.0** |  |
| 🞏 | Printmaking a | 0.5 |  |
| 🞏 | Printmaking b | 0.5 |  |
| 🞏 | **Art History Research & Application** | **1.0** |  |
| 🞏 | Art History Research & Application a | 0.5 |  |
| 🞏 | Art History Research & Application b | 0.5 |  |
| 🞏 | **Culture and Identity** | **1.0** |  |
| 🞏 | Culture & Identity a | 0.5 |  |
| 🞏 | Culture & Identity b | 0.5 |  |
| 🞏 | **Protest Art** | **1.0** |  |
| 🞏 | Protest Art a | 0.5 |  |
| 🞏 | Protest Art b | 0.5 |  |
| 🞏 | **Contemporary Art Practice** | **1.0** |  |
| 🞏 | Contemporary Art Practice a | 0.5 |  |
| 🞏 | Contemporary Art Practice b | 0.5 |  |
| 🞏 | **Graphic Communication & Design** | **1.0** |  |
| 🞏 | Graphic Communication & Design a | 0.5 |  |
| 🞏 | Graphic Communication & Design b | 0.5 |  |

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| 🞏 | **Graphic & Design in Print** | **1.0** |  |
| 🞏 | Graphic & Design in Print a | 0.5 |  |
| **🞏** | Graphic & Design in Print b | 0.5 |  |
| 🞏 | **Graphic Communication for the Screen** | **1.0** |  |
| 🞏 | Graphic Communication for the Screen a | 0.5 |  |
| 🞏 | Graphic Communication for the Screen b | 0.5 |  |
| 🞏 | **Interdisciplinary Art Practice** | **1.0** |  |
| 🞏 | Interdisciplinary Art Practice a | 0.5 |  |
| 🞏 | Interdisciplinary Art Practice b | 0.5 |  |
| 🞏 | **Exploring Emerging Art Practice** | **1.0** |  |
| 🞏 | Exploring Emerging Art Practice a | 0.5 |  |
| 🞏 | Exploring Emerging Art Practice b | 0.5 |  |
| 🞏 | **Exploring Glass** | **1.0** |  |
| 🞏 | Exploring Glass a | 0.5 |  |
| 🞏 | Exploring Glass b | 0.5 |  |
| 🞏 | **Glass Objects** | **1.0** |  |
| 🞏 | Glass Objects a | 0.5 |  |
| 🞏 | Glass Objects b | 0.5 |  |
| 🞏 | **Glass Sculpture & Architectural Forms** | **1.0** |  |
| 🞏 | Glass Sculpture & Architectural Forms a | 0.5 |  |
| 🞏 | Glass Sculpture & Architectural Forms b | 0.5 |  |
| 🞏 | **Mixed Media** | **1.0** |  |
| 🞏 | Mixed Media a | 0.5 |  |
| 🞏 | Mixed Media b | 0.5 |  |
| 🞏 | **Installation** | **1.0** |  |
| 🞏 | Installation a | 0.5 |  |
| 🞏 | Installation b | 0.5 |  |
| 🞏 | **Contemporary Game Design** | **1.0** |  |
| 🞏 | Contemporary Game Design a | 0.5 |  |
| 🞏 | Contemporary Game Design b | 0.5 |  |
| 🞏 | **Animation for the Web** | **1.0** |  |
| 🞏 | Animation for the Web a | 0.5 |  |
| 🞏 | Animation for the Web b | 0.5 |  |

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| 🞏 | **Arts Negotiated Study** | | **1.0** |  |
| 🞏 | Arts Negotiated Study a | | 0.5 |  |
| 🞏 | Arts Negotiated Study b | | 0.5 |  |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | |
| Principal: / /20 | | College Board Chair: / /20 | | |
| **BSSS Office Use**  Entered into database: / /20 | | | | |

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|  | | Course Adoption Form for Accredited T Courses | | | | | | |
| College: | | | | | | | | |
| Course Title: Visual Arts | | | Classification: T | | | | | |
| Framework: the Arts 2017 | | | Course Area: | | | Course Code: | | |
| Dates of Course Accreditation: | | | From | 2017 | | to | | 2021 |
| Identify units to be adopted by ticking the check boxes | | | | | | | | |
| Adopt | Unit Title | | | | Value (1.0/0.5) | | Length | |
| 🞏 | **Exploring Visual Art** | | | | **1.0** | |  | |
| 🞏 | Exploring Visual Art a | | | | 05 | |  | |
| 🞏 | Exploring Visual Art b | | | | 0.5 | |  | |
| 🞏 | **Foundation skills** | | | | **1.0** | |  | |
| 🞏 | Foundation Skills a | | | | 0.5 | |  | |
| 🞏 | Foundation Skills b | | | | 0.5 | |  | |
| 🞏 | **Exploring Ceramics** | | | | **1.0** | |  | |
| 🞏 | Exploring Ceramics a | | | | 0.5 | |  | |
| 🞏 | Exploring Ceramics b | | | | 0.5 | |  | |
| 🞏 | **Ceramics Decoration &Firing** | | | | **1.0** | |  | |
| 🞏 | Ceramics Decoration & Firing **a** | | | | 0.5 | |  | |
| 🞏 | Ceramics Decoration & Firing **b** | | | | 0.5 | |  | |
| 🞏 | **Ceramic Sculpture and Mixed Media** | | | | **1.0** | |  | |
| 🞏 | Ceramic Sculpture & Mixed Media a | | | | .05 | |  | |
| 🞏 | Ceramic Sculpture & Mixed Media b | | | | .05 | |  | |
| 🞏 | **Wheel Work in Ceramics** | | | | **1.0** | |  | |
| 🞏 | Wheel Work in Ceramics a | | | | 0.5 | |  | |
| 🞏 | Wheel Work in Ceramics b | | | | 0.5 | |  | |
| 🞏 | **Hollow Ceramic Form Sculpture** | | | | **1.0** | |  | |
| 🞏 | Hollow Ceramic Form Sculpture a | | | | 0.5 | |  | |
| 🞏 | Hollow Ceramic Form Sculpture b | | | | 0.5 | |  | |

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| 🞏 | **Glass and Coil Work** | **1.0** |  |
| 🞏 | Glass and Coil Work a | 0.5 |  |
| 🞏 | Glass and Coil Work b | 0.5 |  |
| 🞏 | **Sculpture** | **1.0** |  |
| 🞏 | Sculpture a | 0.5 |  |
| 🞏 | Sculpture b | 0.5 |  |
| 🞏 | **Illustration** | **1.0** |  |
| 🞏 | Illustration a | 0.5 |  |
| 🞏 | Illustration b | 0.5 |  |
| 🞏 | **Drawing** | **1.0** |  |
| 🞏 | Drawing a | 0.5 |  |
| 🞏 | Drawing b | 0.5 |  |
| 🞏 | **Painting** | **1.0** |  |
| 🞏 | Painting a | 0.5 |  |
| 🞏 | Painting b | 0.5 |  |
| 🞏 | **Printmaking** | **1.0** |  |
| 🞏 | Printmaking a | 0.5 |  |
| 🞏 | Printmaking b | 0.5 |  |
| 🞏 | **Art History Research & Application** | **1.0** |  |
| 🞏 | Art History Research & Application a | 0.5 |  |
| 🞏 | Art History Research & Application b | 0.5 |  |
| 🞏 | **Culture and Identity** | **1.0** |  |
| 🞏 | Culture & Identity a | 0.5 |  |
| 🞏 | Culture & Identity b | 0.5 |  |
| 🞏 | **Protest Art** | **1.0** |  |
| 🞏 | Protest Art a | 0.5 |  |
| 🞏 | Protest Art b | 0.5 |  |
| 🞏 | **Contemporary Art Practice** | **1.0** |  |
| 🞏 | Contemporary Art Practice a | 0.5 |  |
| 🞏 | Contemporary Art Practice b | 0.5 |  |
| 🞏 | **Graphic Communication & Design** | **1.0** |  |
| 🞏 | Graphic Communication & Design a | 0.5 |  |
| 🞏 | Graphic Communication & Design b | 0.5 |  |

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| 🞏 | **Graphic & Design in Print** | **1.0** |  |
| 🞏 | Graphic & Design in Print a | 0.5 |  |
| **🞏** | Graphic & Design in Print b | 0.5 |  |
| 🞏 | **Graphic Communication for the Screen** | **1.0** |  |
| 🞏 | Graphic Communication for the Screen a | 0.5 |  |
| 🞏 | Graphic Communication for the Screen b | 0.5 |  |
| 🞏 | **Interdisciplinary Art Practice** | **1.0** |  |
| 🞏 | Interdisciplinary Art Practice a | 0.5 |  |
| 🞏 | Interdisciplinary Art Practice b | 0.5 |  |
| 🞏 | **Exploring Emerging Art Practice** | **1.0** |  |
| 🞏 | Exploring Emerging Art Practice a | 0.5 |  |
| 🞏 | Exploring Emerging Art Practice b | 0.5 |  |
| 🞏 | **Exploring Glass** | **1.0** |  |
| 🞏 | Exploring Glass a | 0.5 |  |
| 🞏 | Exploring Glass b | 0.5 |  |
| 🞏 | **Glass Objects** | **1.0** |  |
| 🞏 | Glass Objects a | 0.5 |  |
| 🞏 | Glass Objects b | 0.5 |  |
| 🞏 | **Glass Sculpture & Architectural Forms** | **1.0** |  |
| 🞏 | Glass Sculpture & Architectural Forms a | 0.5 |  |
| 🞏 | Glass Sculpture & Architectural Forms b | 0.5 |  |
| 🞏 | **Mixed Media** | **1.0** |  |
| 🞏 | Mixed Media a | 0.5 |  |
| 🞏 | Mixed Media b | 0.5 |  |
| 🞏 | **Installation** | **1.0** |  |
| 🞏 | Installation a | 0.5 |  |
| 🞏 | Installation b | 0.5 |  |
| 🞏 | **Contemporary Game Design** | **1.0** |  |
| 🞏 | Contemporary Game Design a | 0.5 |  |
| 🞏 | Contemporary Game Design b | 0.5 |  |
| 🞏 | **Animation for the Web** | **1.0** |  |
| 🞏 | Animation for the Web a | 0.5 |  |
| 🞏 | Animation for the Web b | 0.5 |  |

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| 🞏 | **Arts Negotiated Study** | | **1.0** |  |
| 🞏 | Arts Negotiated Study a | | 0.5 |  |
| 🞏 | Arts Negotiated Study b | | 0.5 |  |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | |
| Principal: / /20 | | College Board Chair: / /20 | | |
| **BSSS Office Use**  Entered into database: / /20 | | | | |

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|  | | Course Adoption Form for Accredited M Courses | | | | | | |
| College: | | | | | | | | |
| Course Title: Visual Arts | | | Classification: M | | | | | |
| Framework: the Arts 2017 | | | Course Area: | | | Course Code: | | |
| Dates of Course Accreditation: | | | From | 2017 | | to | | 2021 |
| Identify units to be adopted by ticking the check boxes | | | | | | | | |
| Adopt | Unit Title | | | | Value (1.0/0.5) | | Length | |
| 🞏 | **Exploring Visual Art** | | | | **1.0** | |  | |
| 🞏 | Exploring Visual Art a | | | | 05 | |  | |
| 🞏 | Exploring Visual Art b | | | | 0.5 | |  | |
| 🞏 | **Foundation skills** | | | | **1.0** | |  | |
| 🞏 | Foundation Skills a | | | | 0.5 | |  | |
| 🞏 | Foundation Skills b | | | | 0.5 | |  | |
| 🞏 | **Exploring Ceramics** | | | | **1.0** | |  | |
| 🞏 | Exploring Ceramics a | | | | 0.5 | |  | |
| 🞏 | Exploring Ceramics b | | | | 0.5 | |  | |
| 🞏 | **Ceramics Decoration &Firing** | | | | **1.0** | |  | |
| 🞏 | Ceramics Decoration & Firing **a** | | | | 0.5 | |  | |
| 🞏 | Ceramics Decoration & Firing **b** | | | | 0.5 | |  | |
| 🞏 | **Ceramic Sculpture and Mixed Media** | | | | **1.0** | |  | |
| 🞏 | Ceramic Sculpture & Mixed Media a | | | | .05 | |  | |
| 🞏 | Ceramic Sculpture & Mixed Media b | | | | .05 | |  | |
| 🞏 | **Wheel Work in Ceramics** | | | | **1.0** | |  | |
| 🞏 | Wheel Work in Ceramics a | | | | 0.5 | |  | |
| 🞏 | Wheel Work in Ceramics b | | | | 0.5 | |  | |
| 🞏 | **Hollow Ceramic Form Sculpture** | | | | **1.0** | |  | |
| 🞏 | Hollow Ceramic Form Sculpture a | | | | 0.5 | |  | |
| 🞏 | Hollow Ceramic Form Sculpture b | | | | 0.5 | |  | |

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| 🞏 | **Glass and Coil Work** | **1.0** |  |
| 🞏 | Glass and Coil Work a | 0.5 |  |
| 🞏 | Glass and Coil Work b | 0.5 |  |
| 🞏 | **Sculpture** | **1.0** |  |
| 🞏 | Sculpture a | 0.5 |  |
| 🞏 | Sculpture b | 0.5 |  |
| 🞏 | **Illustration** | **1.0** |  |
| 🞏 | Illustration a | 0.5 |  |
| 🞏 | Illustration b | 0.5 |  |
| 🞏 | **Drawing** | **1.0** |  |
| 🞏 | Drawing a | 0.5 |  |
| 🞏 | Drawing b | 0.5 |  |
| 🞏 | **Painting** | **1.0** |  |
| 🞏 | Painting a | 0.5 |  |
| 🞏 | Painting b | 0.5 |  |
| 🞏 | **Printmaking** | **1.0** |  |
| 🞏 | Printmaking a | 0.5 |  |
| 🞏 | Printmaking b | 0.5 |  |
| 🞏 | **Art History Research & Application** | **1.0** |  |
| 🞏 | Art History Research & Application a | 0.5 |  |
| 🞏 | Art History Research & Application b | 0.5 |  |
| 🞏 | **Culture and Identity** | **1.0** |  |
| 🞏 | Culture & Identity a | 0.5 |  |
| 🞏 | Culture & Identity b | 0.5 |  |
| 🞏 | **Protest Art** | **1.0** |  |
| 🞏 | Protest Art a | 0.5 |  |
| 🞏 | Protest Art b | 0.5 |  |
| 🞏 | **Contemporary Art Practice** | **1.0** |  |
| 🞏 | Contemporary Art Practice a | 0.5 |  |
| 🞏 | Contemporary Art Practice b | 0.5 |  |
| 🞏 | **Graphic Communication & Design** | **1.0** |  |
| 🞏 | Graphic Communication & Design a | 0.5 |  |
| 🞏 | Graphic Communication & Design b | 0.5 |  |

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| 🞏 | **Graphic & Design in Print** | **1.0** |  |
| 🞏 | Graphic & Design in Print a | 0.5 |  |
| **🞏** | Graphic & Design in Print b | 0.5 |  |
| 🞏 | **Graphic Communication for the Screen** | **1.0** |  |
| 🞏 | Graphic Communication for the Screen a | 0.5 |  |
| 🞏 | Graphic Communication for the Screen b | 0.5 |  |
| 🞏 | **Interdisciplinary Art Practice** | **1.0** |  |
| 🞏 | Interdisciplinary Art Practice a | 0.5 |  |
| 🞏 | Interdisciplinary Art Practice b | 0.5 |  |
| 🞏 | **Exploring Emerging Art Practice** | **1.0** |  |
| 🞏 | Exploring Emerging Art Practice a | 0.5 |  |
| 🞏 | Exploring Emerging Art Practice b | 0.5 |  |
| 🞏 | **Exploring Glass** | **1.0** |  |
| 🞏 | Exploring Glass a | 0.5 |  |
| 🞏 | Exploring Glass b | 0.5 |  |
| 🞏 | **Glass Objects** | **1.0** |  |
| 🞏 | Glass Objects a | 0.5 |  |
| 🞏 | Glass Objects b | 0.5 |  |
| 🞏 | **Glass Sculpture & Architectural Forms** | **1.0** |  |
| 🞏 | Glass Sculpture & Architectural Forms a | 0.5 |  |
| 🞏 | Glass Sculpture & Architectural Forms b | 0.5 |  |
| 🞏 | **Mixed Media** | **1.0** |  |
| 🞏 | Mixed Media a | 0.5 |  |
| 🞏 | Mixed Media b | 0.5 |  |
| 🞏 | **Installation** | **1.0** |  |
| 🞏 | Installation a | 0.5 |  |
| 🞏 | Installation b | 0.5 |  |
| 🞏 | **Contemporary Game Design** | **1.0** |  |
| 🞏 | Contemporary Game Design a | 0.5 |  |
| 🞏 | Contemporary Game Design b | 0.5 |  |
| 🞏 | **Animation for the Web** | **1.0** |  |
| 🞏 | Animation for the Web a | 0.5 |  |
| 🞏 | Animation for the Web b | 0.5 |  |

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| 🞏 | **Arts Negotiated Study** | | **1.0** |  |
| 🞏 | Arts Negotiated Study a | | 0.5 |  |
| 🞏 | Arts Negotiated Study b | | 0.5 |  |
| Adoption The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course. | | | | |
| Principal: / /20 | | College Board Chair: / /20 | | |
| **BSSS Office Use**  Entered into database: / /20 | | | | |

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# Course Name

Visual Arts

# Course Classification

A/T/M

# Course Framework

This course is written under the 2017 Arts framework.

# Course Developers

|  |  |
| --- | --- |
| Name | College |
| Glenda Spiker | Canberra Girls Grammar |
| Jill Pettifer | Dickson College |
| Jacqui Ockwell | Narrabundah College |
| Richard Baldwin | Hawker College |
| Andrew Jones | St Edmunds College |

# Evaluation of Previous Course

This course combines the Visual Arts A/T Type 2, NARC Creative Art A/T Type 1 and NARC Ceramics A/T Type 1.

# Course Length and Composition

## Available course pattern

A standard 1.0 value unit is delivered over at least 55 hours and can be as long as 63 hours. To receive a course, students must complete at least the **minimum** number of hours and units over the whole minor, major, major/minor or double major – **both** requirements must be met. The number of units may vary according to the school timetable.

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| --- | --- |
| Course | Number of standard units to meet course requirements |
| Minor | Minimum of 2 units |
| Major | Minimum of 3.5 units |
| Major Minor | Minimum of 5.5 units |
| Double Major | Minimum of 7 units |

# Implementation Guidelines

## Compulsory units

Nil.

### Prerequisites for the course or units within the course.

Nil

## Arrangements for students continuing study in this course

Students continuing in this course from the previous course must study units not previously undertaken. Please refer to Duplication of Content rules below.

## Duplication of Content

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Year 12 Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Substantial overlap of content is not permitted and students will only be given credit for covering the content once.

### Duplication of Units

Nil.

### Units from other courses

Nil.

### Relationship to other courses

Nil.

# Guidelines for delivery

### Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the OBSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

### Achievement Standards

Years 11 and 12 achievement standards are written for A and T courses. A single achievement standard is written for M courses.

A year 12 student in any unit is assessed using the Year 12 achievement standards. A year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Year 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Year 11 and 12 classes, it is best practice to have a distinct rubric for year 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

# Rationale

Visual Arts is integral to our lives and is fundamental to how we communicate, express and explore ideas. The study of visual arts enables learners to engage with innovative thinkers and practitioners and to experience visual art as artists and audience members.

In broad terms, learning in Visual Arts involves making and responding. Students learn as artists, by making art works that communicate to audiences. They learn as audiences, by responding critically and ethically to art works. These actions are taught together as each depends on the other.

In making art works, students learn about the design/artistic process, materials and techniques, technologies and equipment, to produce a finished work.

In responding to art works, students learn about concepts, visual literacy, roles of the artist and art criticism. Students will develop an informed critical appreciation of art works, considering formal qualities, styles, production, techniques and traditions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of art. The study of art equips students with life skills while also providing continuity with many tertiary and industry courses.

# Goals

This course should enable students to:

* analyse and evaluate art works and understand how meaning is constructed
* evaluate the value and purpose of visual art
* understand the influence of historical, social, political and cultural contexts on visual arts
* articulate their own ideas and interpret the ideas of others to make art
* explore the place and function of artistic traditions as well as work from diverse cultural and community groups
* reflect on the process of creating and presenting art works
* use a range of materials, media, processes and technologies to create and produce art works
* apply work, health & safety practice (WHS) in the production of art works

## Student Group

This course is designed for a range of students in 3 main target groups:

* Students who wish to develop their ability to understand and communicate with visual language and who wish to study Visual Art at a level to be used in the calculation of a UAI score;
* Students who wish to develop their skills and ideas in specific areas such as illustration, painting, sculpture, media art expressions or graphic design as a foundation for improving their prospects of employment and/or further training, including CIT and Tertiary institutions;
* Students who wish to develop their art and design interests, skills and ideas for enjoyment as a leisure activity.

# Content

## Concepts, Knowledge and Skills

All content chosen enables students to work towards the achievement of the common and agreed goals of the Arts Framework.

## Concepts and Knowledge

* career pathways
* critical and theoretical movements
* art metalanguage
* conceptual, design and creative process
* ethical and legal issues
* historical, political, social and cultural contexts
* marketing and public relations
* representation
* technology
* visual art codes, conventions and styles
* workflow end-to-end production
* WHS

## Skills

* communication
* making performance skills (creative thinking, critically reflection, problem solving)
* responding (researching, selecting, analysing, evaluating, synthesising)
* organisational and project management
* use of technology
* work independently and collaboratively

# Teaching and Learning Strategies

### Review prior learning

* brainstorming individual pair and group work
* student reflection of relevant concepts and skills

### Introduce new material

* exposure to quality materials
* experimentation and manipulation of art works

### Provide demonstration, guided practice and application

* teacher demonstration, modelling and peer tutoring
* teacher scaffolding to facilitate analysis of art works
* simulated real life and work scenarios
* online materials
* artist in residence

### Promote independent practice and application

* research strategies and management of time
* problem solving strategies
* mentoring
* practice and reinforcement of learning by way of revision, worksheets, tests and demonstrations
* regular and meaningful feedback
* discussions, debates and student presentations

### Link to next task or skill area

* incursions/excursions

# Assessment

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of these criteria to assess students’ performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

## Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

* making
* responding.

## Assessment Task Types Table for the Arts

The table below outlines making and responding weightings for the arts, dance, drama, media, music photography and visual arts.

### BSSS Requirements

* For a standard unit (1.0) students must complete a minimum of three assessment tasks and a maximum of five.
* For a half standard unit (0.5) students must complete a minimum of two and a maximum of three assessment tasks.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Visual Arts | | | |
| Making | | Responding | |
| Task Types | Suggested tasks may include but not limited to the following:   * experimentation of media major work * traditional and non-traditional art forms series of works * two dimensional (2D) three dimensional (3D) four dimensional, (4D) art forms portfolio * field study works | VAPD | | Suggested tasks may include but not limited to the following:   * research task * essay * oral * exhibition review * test |
| Weightings in 1.0 and 0.5 units | | 15% | 15% |  |
| A & T | 40 - 60% | | 40 - 60% | |
| M | 10 - 90% | | 10 - 90% | |

### Additional Assessment Advice for Visual Arts

* A Visual Arts Process Diary (VAPD) is compulsory. The diary must be weighted 15% in making and 15% in responding.
* Recommended word limit for written tasks: A: 500-800 words, T: 800-1200 words and M: 100 words (minimum).
* Recommended oral presentation length for A and T: 8-12 minutes.
* For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

### Additional Assessment Advice for the Arts

* For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

### Board requirements

Students are expected to study the accredited semester 1.0 units unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Where a 1.0 unit is delivered as a combination of two 0.5 units, the same percentage weighting for task types should be used. If not, separate mark books must be maintained and the 0.5 units must be meshed with the 1.0 standard unit following documented meshing procedures. These meshing procedures must be provided to students as part of the Unit Outline.

# Representation of General Capabilities

### Literacy

In the Australian Curriculum: TheArts, students use literacy to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own and others’ artworks.

Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of The Arts vary according to context and they develop their ability to use language dynamically and flexibly.

### Numeracy

In the Australian Curriculum: The Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across The Arts subjects, students recognise and use: number to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D shapes and 3D objects; scale and proportion to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own or others’ artworks, such as diagrams, charts, tables, graphs and motion capture.

### Information and communication technology (ICT) capability

In the Australian Curriculum: The Arts, ICT capability enables students to engage with digital and virtual technologies when making and responding to artworks. Students can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively, share and exchange information, and communicate with a variety of audiences.

### Critical and creative thinking

In the Australian Curriculum: The Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They consider possibilities and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. They consider and analyse the motivations, intentions and possible influencing factors and biases that may be evident in artworks they make to which they respond. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

### Personal and social capability

In the Australian Curriculum: The Arts, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience, students develop and apply personal skills and dispositions such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They also learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

### Ethical behaviour

In the Australian Curriculum: The Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgement of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgements about actions and motives. They speculate on how life experiences affect and influence people’s decision-making and whether various positions held are reasonable.

Students develop their understanding of values and ethical principles when interpreting and evaluating artworks and their meaning. They consider the intellectual, moral and property rights of others. In particular, students learn about ethical and cultural protocols when engaging with Aboriginal and Torres Strait Islander Peoples and their histories, cultures and artistic practices.

### Intercultural understanding

In the Australian Curriculum: The Arts, intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

# Representation of Cross-curriculum

### Aboriginal and Torres Strait Islander histories and cultures

The Aboriginal and Torres Strait Islander Histories and Cultures priority provides opportunities for all students to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. Through the Australian Curriculum, students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.

The Aboriginal and Torres Strait Islander Histories and Cultures priority uses a conceptual framework to provide a context for learning. The framework comprises the underlying elements of Identity and Living Communities and the key concepts of Country/Place, Culture and People. Aboriginal and Torres Strait Islander Identities are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of Country/Place, Culture and People. The development of knowledge about Aboriginal and Torres Strait Islander Peoples’ law, languages, dialects and literacies is approached through the exploration of Cultures. These relationships are linked to the deep knowledge traditions and holistic world views of Aboriginal communities and/or Torres Strait Islander communities.

Students will understand that Identities and Cultures have been, and are, a source of strength and resilience for Aboriginal Peoples and Torres Strait Islander Peoples against the historic and contemporary impacts of colonisation

### Asia and Australia’s engagement with Asia

The Asia and Australia’s Engagement with Asia priority provides a regional context for learning in all areas of the curriculum. It reflects Australia’s extensive engagement with Asia in social, cultural, political and economic spheres.

Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from all these countries have historically contributed to Australia’s development and will continue to do so in the future. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia’s social, intellectual and creative capital. It also builds understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion and is vital to the prosperity of Australia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. Students will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region

### Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

# Achievement Standards

Achievement Standards provide a guide for teacher judgement of students’ achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. When allocating grades, teachers will consider the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the system grade descriptors, which describe generic standards of student achievement across all courses.

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| --- | --- | --- | --- | --- | --- |
| Visual Arts Achievement Standards for Year 11 A Course | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Responding | * analyses formal qualities styles, forms, processes and practices | * explains formal qualities styles, forms, processes and practices | * describes formal qualities styles, forms, processes and practices | * identifies formal qualities styles, forms, processes and practices | * identifies some formal qualities styles, forms, processes and practices |
| * analyses art works, theories, concepts and practitioners | * explains art works, theories, concepts and practitioners | * describes art works, theories, concepts and practitioners | * identifies art works, theories, concepts and practitioners | * identifies some art works, art practices, theories, concepts and practitioners |
| * analyses the purpose of art works in personal, cultural, historical and social contexts | * explains the purpose of visual art in personal, cultural and historical contexts | * describes the purpose of visual art in personal, cultural and historical contexts | * identifies the purpose of visual art in personal, cultural and historical contexts | * identifies the purpose of visual art with little or no reference to personal, cultural and historical contexts |
| * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with minimal referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) limited ideas and information with minimal referencing |
| Making | * creates art works with control and precision, displaying problem solving and refinement of technical skills | * creates art works with control, displaying effective problem solving and refinement of technical skills | * creates art works with control, displaying appropriate problem solving and technical skills | * creates art works with minimal control, displaying some practical problem solving and technical skills | * creates art works with minimal problem solving and technical skills |
| * creates imaginative and innovative art works that are informed by insightful understanding of theories, concepts and practices | * creates imaginative art works that are informed by detailed understanding of theories, concepts and practices | * creates imaginative art works that are informed by understanding of concepts and practices | * creates art works that make some reference to concepts and practices | * creates art works with little or no reference to concepts and practices |
| * creates a body of art works, makes astute aesthetic choices, manipulates and adapts a wide range of styles, processes, practices, material and techniques discerningly for purpose | * creates a body of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose | * creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose | * creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose | * creates art works, makes limited or no aesthetic choices, uses some materials and techniques |
| * analyses and reflects with insight on the creative process, works safely, collaboratively and independently | * explains and reflects in detail on the creative process, works safely, collaboratively and independently | * describes and reflects on the creative process and works safely, collaboratively and independently | * outlines the creative process with some reflection and works safely and independently | * documents with little or no reflection on the creative process, works safely under direct instruction |

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| Visual Arts Achievement Standards for Year 11 T Course | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Responding | * analyses formal qualities styles, forms, processes, practices and discusses the representation of identity and culture | * analyses visual art elements, styles, genres, forms, processes, practices and explains the representation of identity and culture | * explains visual art elements, styles, genres, forms, processes, practices and describes the representation of identity and culture | * describes visual art elements, styles, genres, forms, processes, practices with some reference to the representation of identity and culture | * identifies visual art elements, styles, genres, forms, processes, practices with little or no reference to the representation of identity and culture |
| * analyses art works, art practices, theories, concepts, practitioners and evaluates their significance | * analyses art works, art practices, theories, concepts, practitioners and explains their significance | * explains art works, theories, concepts, practitioners and describes their significance | * describes art works, theories, concepts, practitioners and outlines their significance | * identifies art works, theories, concepts and practitioners with little or no discussion of their significance |
| * analyses the purpose of art works in personal, cultural, historical and social contexts | * discusses the purpose of art works in personal, cultural, historical and social contexts | * explains the purpose of art works in personal, cultural, historical and social contexts | * describes the purpose of art works in personal, cultural, historical and social contexts | * identifies the purpose of art works in personal, cultural, historical and social contexts |
| * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) [complex](http://www.australiancurriculum.edu.au/Glossary?a=&t=Complex) ideas with [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) and [sustained](http://www.australiancurriculum.edu.au/Glossary?a=&t=Sustained) arguments with analysis of evidence, using appropriate language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) [complex](http://www.australiancurriculum.edu.au/Glossary?a=&t=Complex) ideas and [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) limited ideas and information with minimal referencing |
| Making | * creates art works with control and precision, displaying problem solving and refinement of technical skills | * creates art works with control, displaying effective problem solving and refinement of technical skills | * creates art works with control, displaying appropriate problem solving and technical skills | * creates art works with minimal control, displaying some practical problem solving and technical skills | * creates art works with minimal problem solving and technical skills |
| * creates imaginative and innovative art works that are informed by insightful understanding of theories, concepts and practices | * creates imaginative art works that are informed by detailed understanding of theories, concepts and practices | * creates imaginative art works that are informed by an understanding of concepts and practices | * creates art works that make some reference to concepts and practices | * creates some art works with little or no reference to concepts and practices |
| * creates a comprehensive body of art works, makes astute aesthetic choices, manipulates and adapts a wide range of styles, processes, practices, material and techniques discerningly for purpose | * creates a variety of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose | * creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose | * creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose | * creates art works, makes limited or no aesthetic choices, uses some materials and techniques |
| * analyses and reflects with insight on the creative process, works safely, collaboratively and independently | * explains and reflects in detail on the creative process, works safely, collaboratively and independently | * describes and reflects on the creative process and works safely, collaboratively and independently | * outlines the creative process with some reflection and works safely and independently | * documents with little or no reflection on the creative process, works safely under direct instruction |

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| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Visual Arts Achievement Standards for Year 12 A Course | | | | | | |  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically | | Responding | * analyses formal qualities styles, forms, processes, practices and explains the representation of identity and culture | * explains formal qualities styles, forms, processes, practices and describes the representation of identity and culture | * describes formal qualities styles, forms, processes, practices and outlines the representation of identity and culture | * identifies formal qualities styles, forms, processes and practices | * identifies some formal qualities styles, forms, processes and practices | | * analyses art works, theories, concepts and practitioners and explains their significance | * explains art works, theories, concepts and practitioners and describes their significance | * describes art works, theories, concepts and practitioners and outlines their significance | * identifies art works, theories, concepts and practitioners | * identifies some art works, art practices, theories, concepts and practitioners | | * analyses the nature and purpose of art works in personal, cultural, historical and social contexts | * explains the nature and purpose of visual art in personal, cultural and historical contexts | * describes the nature and purpose of visual art in personal, cultural and historical contexts | * identifies the nature and purpose of visual art in personal, cultural and historical contexts | * identifies the nature and purpose of visual art with little or no reference to personal, cultural and historical contexts | | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas with [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with minimal referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) limited ideas and information with minimal referencing | | Making | * creates art works with control and precision, displaying problem solving and refinement of technical skills | * creates art works with control, displaying effective problem solving and refinement of technical skills | * creates art works with control displaying appropriate problem solving and technical skills | * creates art works with minimal control, displaying some practical problem solving and technical skills | * creates art works with minimal problem solving and technical skills | | * creates imaginative and innovative art works that are informed by insightful understanding of theories, concepts and practices | * creates imaginative art works that are informed by detailed understanding of theories, concepts and practices | * creates imaginative art works that are informed by understanding of concepts and practices | * creates art works that make some reference to concepts and practices | * creates art works with little or no reference to concepts and practices | | * creates a body of art works, makes astute aesthetic choices, manipulates and adapts a wide range of styles, processes, practices, material and techniques discerningly for purpose | * creates a body of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose | * creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose | * creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose | * creates art works, makes limited or no aesthetic choices, uses some materials and techniques | | * analyses and reflects with insight on the creative process, works safely, collaboratively and independently | * explains and reflects in detail on the creative process, works safely, collaboratively and independently | * describes and reflects on the creative process and works safely, collaboratively and independently | * outlines the creative process with some reflection and works safely and independently | * documents with little or no reflection on the creative process, works safely under direct instruction | |

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| --- | --- | --- | --- | --- | --- |
| Visual Arts Achievement Standards for Year 12 T Course | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Responding | * critically analyses visual formal qualities, styles, forms, processes, practices and evaluates how they are integrated to represent identity and culture | * analyses visual formal qualities, styles, forms, processes, practices and explains how they are integrated to represent identity and culture | * explains visual formal qualities, styles, forms, processes, practices and describes how they are integrated to represent identity and culture | * describes visual formal qualities, styles, forms, processes, practices with some reference to the representation of identity and culture | * identifies visual formal qualities, styles, forms, processes and practices with little or no reference to the representation of identity and culture |
| * critically analyses art works, art practices, theories, concepts and practitioners and evaluates their significance | * analyses art works, art practices, theories, concepts and practitioners and explains their significance | * explains art works, theories, concepts and practitioners and describes their significance | * describes art works, theories, concepts and practitioners and outlines their significance | * identifies art works, theories, concepts and practitioners with little or no discussion of their significance |
| * critically analyses the nature and purpose of art works in personal, cultural, historical and social contexts and discusses attitudes and values | * analyses the nature and purpose of art works in personal, cultural, historical and social contexts and explains values and attitudes | * explains the nature and purpose of art works in personal, cultural, historical and social contexts and identifies values and attitudes | * describes the nature and purpose of art works in personal, cultural, historical and social contexts and outlines values and attitudes | * identifies the purpose of art works in personal, cultural, historical and social contexts with little or no discussion of values and attitudes |
| * synthesises a range of interpretations of art works to present a coherent and independent response | * compares and analyses interpretations of art works to present a reasoned and independent response | * compares and explains interpretations of art works to [develop](http://www.australiancurriculum.edu.au/Glossary?a=&t=Develop) an independent response | * outlines own and others’ responses to art works | * presents a limited response to art works |
| * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) [complex](http://www.australiancurriculum.edu.au/Glossary?a=&t=Complex) ideas with [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) and [sustained](http://www.australiancurriculum.edu.au/Glossary?a=&t=Sustained) arguments with analysis of evidence, detailed annotations, using appropriate language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) [complex](http://www.australiancurriculum.edu.au/Glossary?a=&t=Complex) ideas and [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments using some evidence with referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) limited ideas and information with minimal referencing |
| Making | * creates art works with control and precision, displaying problem solving and refinement of technical skills | * creates art works with control, displaying effective problem solving and refinement of technical skills | * creates art works with control, displaying appropriate problem solving and technical skills | * creates art works with minimal control, displaying some practical problem solving and technical skills | * creates art works with minimal problem solving and technical skills |
| * creates imaginative and innovative art works that are informed by insightful understanding of theories, concepts and practices | * creates imaginative art works that are informed by detailed understanding of theories, concepts and practices | * creates imaginative art works that are informed by an understanding of concepts and practices | * creates art works with some reference to concepts and practices | * creates some art works with little or no reference to concepts and practices |
| * creates a comprehensive body of art works, makes astute aesthetic choices, manipulates and adapts a wide range of styles, processes, practices, material and techniques discerningly for purpose | * creates a variety of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose | * creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose | * creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose | * creates art works, makes limited or no aesthetic choices, uses some materials and techniques |
| * evaluates and reflects with insight on the creative process, works safely, collaboratively and independently | * analyses and reflects in detail on the creative process, works safely, collaboratively and independently | * explains and reflects on the creative process and works safely, collaboratively and independently | * describes the creative process with some reflection and works safely and independently | * documents with little or no reflection on the creative process, works safely under direct instruction |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Visual Arts Achievement Standards for M Course | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Responding | * describes formal qualities styles, forms, processes and practices with independence | * describes formal qualities styles, forms, processes and practices with some assistance | * recounts formal qualities styles, forms, processes and practices with occasional assistance | * identifies formal qualities styles, forms, processes and practices with continuous guidance | * identifies some formal qualities styles, forms, processes and practices with direct instruction |
| * describes the purpose of art works in personal and cultural contexts with independence | * describes the purpose of art works in a personal context with some assistance | * recounts the purpose of art works in a personal context with occasional assistance | * identifies the purpose of art works in a personal context with continuous guidance | * identifies the purpose of art works in a personal context with direct instruction |
| * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas using evidence, appropriate language and referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas using evidence and appropriate language with some assistance | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas with occasional assistance | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas with continuous guidance | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas with direct instruction |
| Making | * creates art works, selects forms, styles, processes, practices, material and techniques appropriate for purpose with independence | * creates art works, selects forms, styles, processes, practices, material and techniques appropriate for purpose with some assistance | * creates art works, selects forms, styles, processes, practices, material and techniques appropriate for purpose with occasional assistance | * creates art works, uses some forms, styles, processes, practices, materials and techniques for a purpose with continuous guidance | * creates art works, uses some materials and techniques with direct instruction |
| * creates imaginative art works that are informed by understanding of concepts and practices with independence | * creates imaginative art works that are informed by understanding of concepts and practices with some assistance | * creates imaginative art works that are informed by understanding of concepts and practices with occasional assistance | * creates imaginative art works that make some reference to concepts and practices with continuous guidance | * creates imaginative art works with direct instruction |

# Moderation

Moderation is a system designed and implemented to:

* provide comparability in the system of school-based assessment
* form the basis for valid and reliable assessment in senior secondary schools
* involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
* maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

### Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, M and T course/units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

### The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

* a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
* a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

#### Visual evidence for judgements made about practical performances

#### (also refer to BSSS Website Guidelines)

It is a requirement that schools’ judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

Photographic evidence does not have to illustrate the work of the individual students whose folios are included in the verification submission. The photographic evidence only needs to represent the school’s judgement of an A, B or C standard of practical performance for that unit in the semester and needs to come from within that scaling group.

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at <http://www.bsss.act.edu.au/grade_moderation/information_for_teachers> when preparing photographic evidence.

# Proposed Evaluation Procedures

Course evaluation will be a continuous process. Teachers will meet regularly to discuss the content of the course and any requirements for modification of activities, teaching strategies and assessment instruments. The current trends and innovations in the teaching of **insert name of course** will be considered as teachers attend workshops, seminars and participate in discussion groups with other teachers such as on Moderation Day.

Teachers will monitor student performance and progress and student responses to various teaching, learning and assessment strategies. Students and teachers will complete evaluation questionnaires at the end of each unit. The results of these will be collated and reviewed from year to year. There will also be a continuous monitoring of student numbers between Years 11 and 12.

Informal discussions between teachers and students, past students, parents and other teachers will contribute to the evaluation of the course.

In the process of evaluation; students, teachers and others should, as appropriate, consider:

* Are the course and Course Framework still consistent?
* Were the goals achieved?
* Was the course content appropriate?
* Were the teaching strategies used successful?
* Was the assessment program appropriate?
* Have the needs of the students been met?
* Was the course relevant?
* How many students completed the course in each of the years of accreditation?

# The Interpretive Frameworks

The function of the Frameworks is for students to develop a higher order of thinking when analysing and interpreting artworks. When the frameworks are applied collectively, students learn to appreciate how an artwork can have different aspects and layers of meaning and interpretation.

Students need to apply the following frameworks when analysing artworks and should use them when creating their own body of work:

* **Aesthetic Qualities** - used to analyse how the formal art elements and principles have been employed and how they contribute to the meaning of the artwork. Students need to consider how the use of the elements and principles of art and design have been applied with regard to the construction or composition of the work. They also need to develop their understanding of what materials and techniques have been utilised.
* **Conceptua**l - used to interpret how ideas and concepts influence making interpretation and analysis of artworks from the past and present. Students can research different art movements and styles and explore what theories and manifestos were behind the development of them. They also should research how technologies both past and present have shaped and influenced artists.
* **Cultural** - used to identify the influence from both ancient and modern cultures. The representation of different cultural groups, ideology, class, political, gender and the observance of spiritual and secular beliefs, events and objects can all contribute to this understanding.
* Students can also consider social structures and beliefs and apply what we learn to our own art production and the Visual Art Process Diary.
* **Historical** -used to identify the moods, attitudes, and conditions that existed in a certain time. Students can research certain events in history to help place an artwork in a historical setting and interpret how this had an impact on the artists and influenced their art practice.
* **Personal**- used to understand how artworks can reflect an artist‘s personal feeling, thinking and life experiences.
* In making their own artwork students can explore their own experiences, investigating their own and others’ feelings and responses to the world around them. Influences such as friends, family, self-image, places or events of personal significance from their own environment should inform their choices of subject.

**The following table of descriptive words may help with further discourse and research.**

|  |  |
| --- | --- |
| Aesthetic Qualities | Elements  Principles  Techniques  Materials  Styles  Movements  Concepts  Visual language |
| Conceptual | Movements art Styles  Theories  Ideas/ concepts  Technologies  Connections  Contemporary Art  Symbols and Metaphors |
| Cultural | Cultures  Sub-cultures  Beliefs and spirituality  Sense of time and place  Narratives  Beliefs  Genders  Globalism  Civics |
| Historical | Events  Past and presents  Time line  Technologies  Beliefs and spirituality  Art movements |
| Personal | Subjective  Influences  Human consciousness  Intuition  Imaginations  Creativity  Expression  Sensation  Symbols and Metaphors |

# Exploring Visual Art Value: 1.0

Exploring Visual Art a Value 0.5

Exploring Visual Art b Value 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Students explore the elements and principles of art, materials and techniques within their own and others’ works. They examine evaluate and apply the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate WHS and implement the safe and responsible use of tools and materials | * demonstrate WHS and the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * investigate elements of art and design (eg colour and tone, shape and form, line and texture ) | * evaluate elements of art and design (eg colour and tone, shape and form, line and texture) | * basic elements of art and design |
| * principles of art and design (eg balance, contrast, harmony, proportion, emphasis, repetition and pattern) | * principles of art and design (eg balance, contrast, harmony, proportion, emphasis, repetition and pattern) | * basic principles of art and design |
| * techniques, materials, and purposes * safe management of tools and materials * understand and demonstrate WHS practices * management of time, working individually and collaboratively | * techniques, materials, and purposes * safe management of tools and materials * understand and demonstrate WHS practices * management of time, working individually and collaboratively | * basic techniques and material * safe management of tools and materials * understand and demonstrate WHS practices * management of time |
| * Interpretive Frameworks - visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers * art critique metalanguage | * Interpretive Frameworks - visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers * art critique metalanguage | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Foundation Skills Value: 1.0

Foundation Skills a Value: 0.5

Foundation Skills b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Students develop techniques to plan and create art-works. They develop safe work practices and they look at art movements, periods and styles and analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate WHS and implement the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore elements of art and design (eg colour and tone, shape and form, line and texture) | * explore and evaluate elements of art such as colour and tone, shape and form, line and texture | * explore basic elements of art and design |
| * principles of art and design (eg balance, contrast, harmony, proportion, emphasis, repetition and pattern) | * principles of art and design (such as balance, contrast, harmony, proportion, emphasis, repetition and pattern) | * basic principles of art and design |
| * develop a range of techniques, materials, and styles within artworks to produce a body of work | * develop a range of techniques, materials, and styles within artworks to produce a body of work | * use basic techniques and explore materials to produce a body of work |
| * safe management of tools and materials | * safe management of tools and materials | * safe management of tools and materials |
| * understand and demonstrate WHS practices | * understand and demonstrate WHS practices | * understand and demonstrate WHS practices |
| * management of time, working individually and collaboratively | * management of time, working individually and or collaboratively | * management of time |
| * apply Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * analyse and apply the Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Exploring Ceramics Value: 1.0

Exploring Ceramics a Value: 0.5

Exploring Ceramics b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Using clay as the medium to create artworks, students learn different techniques of construction and firing. They look at historical, cultural and technological aspects of ceramics, and analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identity artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * introduction to the properties of clay, its preparation and reconstitution * clay construction methods of pinch, coil, slab and thrown forms their purposes and functions * introduction to appropriate surface treatments e.g. glaze, texture, additions (handles, spouts, lids) | * introduction to the properties of clay, its preparation and reconstitution * clay construction methods of pinch, coil, slab and thrown forms their purposes and functions * introduction to appropriate surface treatments e.g. glaze, texture, additions (handles, spouts, lids) | * introduction to the properties of clay, its preparation and reconstitution * clay construction methods of pinch, coil, slab and thrown forms their purposes and functions * introduction to appropriate surface treatments e.g. glaze, texture etc |
| * creating a body of work using these techniques | * creating a body of work using these techniques | * creating a body of work using these techniques |
| * introduction to firing procedures for bisque and glaze firings | * introduction to firing procedures for bisque and glaze firings | * introduction to basic ceramic terminology |
| * safe management of tools and materials | * safe management of tools and materials | * safe management of tools and materials |
| * understand and demonstrate WHS practices | * understand and demonstrate WHS practices | * understand and demonstrate WHS practices |
| * apply Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes * introduction to ceramic terminology * art critique metalanguage | * evaluate and apply Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes * introduction to ceramic terminology * art critique metalanguage | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Ceramics Decoration and Firing Value: 1.0

Ceramics Decoration and Firing a Value: 0.5

Ceramics Decoration and Firing b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Using clay as the medium to create artworks, students learn techniques of finishing and firing. They look at historical, cultural and technological aspects of decoration and firing. They produce a body of work with different finishes, analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal can be found on page 33. | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33. | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33. |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * exploration of the elements and principles of design using various drawing, and sketching techniques | * exploration of the elements and principles of art using various drawing, and sketching techniques | * basic elements of art and design |
| * investigation of ancient influences, surface finishes, patterns, images; | * investigation of ancient influences, surface finishes, patterns, images; | * basic principles of art and design |
| * range of firing techniques e.g. Sawdust, Pit or Raku Firings | * range of firing techniques e.g. Sawdust, Pit or Raku Firings | * basic techniques and materials |
| * contexts, influences and firing methods from diverse cultural traditions, styles and technologies * decorative processes e.g. stamping, paddling, carving, burnishing, texturing, inlay under glaze, slip decoration or wax resist | * contexts, influences and firing methods from diverse cultural traditions, styles and technologies * decorative processes e.g. stamping, paddling, carving, burnishing, texturing, inlay under glaze, slip decoration or wax resist | * management of time |
| * produce a body of work demonstrating these techniques | * produce a body of work demonstrating these techniques | * produce a body of work |
| * safe management of tools and materials | * safe management of tools and materials | * safe management of tools and materials |
| * understand and demonstrate WHS practices * glaze types, functions and firing schedules | * understand and demonstrate WHS practices * glaze types, functions and firing schedules | * understand and demonstrate WHS practices |
| * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes * introduction to ceramic terminology | * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * art critique metalanguage |  |

Teaching and Learning Strategies

Refer to page 20.

Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Ceramic Sculpture and Mixed Media Value: 1.0

Ceramic Sculpture and Mixed Media a Value: 0.5

Ceramic Sculpture and Mixed Media b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Students apply technical skills to create a mixed media artwork within a ceramic context, analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | **T Course** | **M Course** |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS, the safe and responsible use of tools and materials | * evaluate and implement WHS, the safe and responsible use of tools and materials | * demonstrate WHS, the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal can be found on page 33. | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33. | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33. |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * application and manipulation of ceramic sculpture and mixed media | * investigation, application and manipulation of ceramic sculpture and mixed media |  |
| * technical skills in the creation of ceramic sculpture e.g. slab, coil, thrown, hollowing etc. | * apply technical skills in the creation of ceramic sculpture e.g. slab, coil, thrown, hollowing etc. | * use basic technical skills in the creation of ceramic sculpture e.g. slab, coil, thrown, hollowing etc. |
| * mixed media applications within a ceramic context * safe management of tools and materials * understand and demonstrate WHS practices | * mixed media applications within a ceramic context * safe management of tools and materials * understand and demonstrate WHS practices | * mixed media applications within a ceramic context * safe management of tools and materials * understand and demonstrate WHS practices |
| * create a body of work * application of management of time and materials * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * create a body of work * application of management of time and materials * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * create a body of work * application of management of time and materials * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Wheel Work in Ceramics Value: 1.0

Wheel Work in Ceramic a Value: 0.5

Wheel Work in Ceramic b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Developing skills in throwing techniques using the potter’s wheel. Creating art works. Exploring the history of thrown artworks. Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * introduction to the properties of clay, its preparation and reconstitution * develop clay construction methods of thrown forms and discuss their purposes and functions | * evaluate the properties of clay, its preparation and reconstitution * develop clay construction methods of thrown forms and evaluate their purposes and functions | * introduction to the properties of clay, its preparation and reconstitution * clay construction thrown forms their purposes and functions |
| * introduction to appropriate surface treatments e.g. glaze, texture, additions (handles, spouts, lids) * introduction to firing procedures for bisque and glaze firings | * introduction to appropriate surface treatments e.g. glaze, texture, additions (handles, spouts, lids) * introduction to firing procedures for bisque and glaze firings * produce a body of work | * introduction to appropriate surface treatments e.g. glaze, texture etc. |
| * safe management of tools and materials | * safe management of tools and materials | * safe management of tools and materials |
| * understand and demonstrate WHS practices * an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes. | * understand and demonstrate WHS practices * an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * understand and demonstrate WHS practices |
| * introduction to ceramic terminology | * introduction to ceramic terminology | * introduction to basic ceramic terminology |
| * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes * art critique metalanguage | * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes * art critique metalanguage | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Hollow Ceramic Form Sculpture Value: 1.0

Hollow Ceramic Form Sculpture a Value: 0.5

Hollow Ceramic Form Sculpture b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Techniques and creation of ceramic sculpture. Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement * WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * application and manipulation of ceramic sculpture * the use technical skills in the creation of ceramic sculpture e.g. slab, coil, thrown, hollowing etc * produce a body of work * safe management of tools and materials * understand and demonstrate WHS practices * application of management of time and materials * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * investigation, application and manipulation of ceramic sculpture * the use technical skills in the creation of ceramic sculpture e.g. slab, coil, thrown, hollowing etc * produce a body of work * safe management of tools and materials * understand and demonstrate WHS practices * application of management of time and materials * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * application and manipulation of ceramic sculpture * the use basic technical skills in the creation of ceramic sculpture e.g. slab, coil, thrown, hollowing etc * produce a body of work * safe management of tools and materials * understand and demonstrate WHS practices * application of management of time and materials * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Glass and Coil Work Value: 1.0

Glass and Coil Work a Value: 0.5

Glass and Coil Work b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

The use of technical skills in the creation of ceramic coil technique and glass work (such as slumping and casting) to create three dimensional sculptures. Analyse and critique artworks using the Interpretive Frameworks

## Specific. Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * application and manipulation of clay and glass | * investigation, application and manipulation of clay and glass | * application and manipulation of clay and glass |
| * the use technical skills in the creation of ceramic coil work and glass work (particular casting) as well as three dimensional sculptures | * the use of technical skills in the creation of ceramic coil technique and glass work (such as slumping and casting) to produce three dimensional sculptures | * the use of basic technical skills in the creation of ceramic coil work and glass work (particular casting) as well as three dimensional sculptures |
| * safe management of tools and materials * understand and demonstrate WHS practices * application of management of time * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * safe management of tools and materials * understand and demonstrate WHS practices * application of management of time * Interpretive Frameworks - an historical overview of ceramic forms including: cultural and technological aspects of ceramics including a range of ideas, clay types, firings, and functional purposes | * safe management of tools and materials * understand and demonstrate WHS practices * application of management of time * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * discuss own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Sculpture Value: 1.0

Sculpture a Value: 0.5

Sculpture b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Introduction and exploration of materials, techniques and construction, to create artworks.

Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * exploration of some basic techniques that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices to produce art-works | * produce a range of works that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices | * exploration of basic techniques that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices |
| * introduction to construction of sculptural forms using maquettes (models) | * introduction to engineering aspects and construction of sculptural forms using maquettes (models) * historical timelines and socio-cultural trends that have impacted on sculpture | * introduction to construction of sculptural forms using maquettes (models) |
| * use of materials and techniques | * the location of work and its role in providing meaning and context to works of art | * use of materials and techniques |
| * safe management of tools and materials | * safe management of tools and materials | * safe management of tools and materials |
| * understand and demonstrate WHS practices | * understand and demonstrate WHS practices | * understand and demonstrate WHS practices |
| * application of management of time and materials |  | * application of management of time and materials |
| * Interpretive Frameworks - using starting points for sculpture – visual material from cultures, history, technology, environment, personal experiences, techniques and themes explored by other designers, self-identity, etc. | * Interpretive Frameworks - generating ideas using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Illustration Value: 1.0

Illustration a Value: 0.5

Illustration b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Introduction and exploration of techniques and materials in the use of illustration.

Students produce a portfolio of work and analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks | * identity artworks using the Aesthetic Qualities framework |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * produce a some of illustration as an area of graphic design, artistic expression and visual communication | * produce a variety of illustrations, such as story books, graphic design, artistic expression and visual communication | * explore basic illustration as an area of graphic design, artistic expression and visual communication |
| * explore the use of traditional media and rendering techniques for illustration such as printmaking, water colour painting, tonal drawing etc. * introduction to different drawing techniques such as perspective drawing, technical drawing figurative drawing * introduction in the use of illustration computer programs | * explore the use of traditional media and rendering techniques for illustration such as printmaking, water colour painting, tonal drawing etc. * introduction to different drawing techniques such as perspective drawing, technical drawing, figurative drawing * introduction in the use of illustration computer programs | * introduction to basic techniques and materials used in for illustration |
| * safe management of tools and materials * understand and demonstrate WHS practices * management of time * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * safe management of tools and materials * understand and demonstrate WHS practices * management of time * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * safe management of tools and materials * understand and demonstrate WHS practices * management of time * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of others |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Drawing Value: 1.0

Drawing a Value: 0.5

Drawing b Value: 0.5

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Introduction and exploration of techniques and materials of drawing to produce a body of work. Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * the introduction to and development of different drawing skills * experimentation with a variety of drawing media * experimentation in using different drawing surfaces | * the introduction to and development of different drawing skills * experimentation with a variety of drawing materials * experimentation in using a variety of different drawing surfaces | * the introduction to and development of different drawing skills * experimentation with some drawing media * experimentation in using some drawing surfaces |
| * using stimulus to generate drawings to produce a body of work | * using a variety of stimulus to generate drawings | * using some stimulus to generate drawings |
| * safe management of tools and materials * understand and demonstrate WHS practices * management of time | * safe management of tools and materials * understand and demonstrate WHS practices * management of time | * safe management of tools and materials * understand and demonstrate WHS practices * management of time |
| * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Painting Value: 1.0

**Painting a Value: 0.5**

**Painting b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Introduction and exploration of painting techniques and styles, different paint media and surfaces. Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * introduction to painting styles and movements * investigate the breaks with tradition, Avant Garde ideas and concepts * generating ideas for painting using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers * use of materials and techniques * produce a variety of paintings * application of management of time and materials * safe management of tools and materials * understand and demonstrate WHS practices * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * introduction to painting styles and movements * understanding the breaks with tradition, Avant Garde ideas and concepts * generating ideas for painting using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers * exploration of paintings techniques, and materials * produce a variety of paintings * application of management of time and materials * safe management of tools and materials * understand and demonstrate WHS practices * responding to paintings and their conventions through critique and analysis using Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * introduction to painting styles and movements * look at some of the breaks with tradition, Avant Garde ideas and concepts * introduction to the ideas for painting using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers * use of materials and techniques * produce a variety of paintings * application of management of time and materials * safe management of tools and materials * understand and demonstrate WHS practices * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Printmaking Value: 1.0

**Printmaking a Value: 0.5**

**Printmaking b Value: 0.5***.*

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Introduction and exploration of printmaking techniques, media and surfaces, to produce a body of work.

Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore some of printmaking techniques such as relief, silkscreen, intaglio/ etching, lithography, digital technologies * use of printmaking as a form of design in a variety of media, also for communication and artistic expression * produce a body of work * safe management of tools and materials * understand and demonstrate WHS practices | * explore a variety of printmaking techniques such as relief, silkscreen, intaglio/ etching, lithography, digital technologies * use of printmaking as a form of design in a variety of media, also for communication and artistic expression * produce a body of work * safe management of tools and materials * understand and demonstrate WHS practices | * explore some basic printmaking techniques such as relief, mono printings, intaglio/ etching, digital technologies * use of printmaking as a form of design in a variety of media, also for communication and artistic expression * produce a body of work * safe management of tools and materials * understand and demonstrate WHS practices |
| * management of time * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * management of time * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * management of time * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Art History Research and Application Value: 1.0

**Art History Research and Application a Value: 0.5**

**Art History Research and Application b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Students investigate and explore art styles from different periods in art, art movements and different cultures’ artworks, using the techniques and styles as a basis for creating a body of work, and analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using research and the creative process | * investigate, plan, create and reflect ideas for art making using research and the creative process | * use ideas from different eras for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * test and manipulate art media and techniques | * test and manipulate a variety of art media and techniques from different eras | * test some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * explore, discuss and communicate own research in relation to directed activities e.g. exhibition visits, artists talks, independent investigations | * analyse ,evaluate and communicate own research in relation to directed activities e.g. exhibition visits, artists talks, independent investigation | * document directed activities e.g. exhibition visits, artists talks or research |
| * critique artworks using the Interpretive Frameworks | * evaluate artworks using the Interpretive Frameworks | * identify artworks using the Aesthetic Qualities framework |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * elements of art and design – colour and tone, shape and form, line and texture in different periods | * investigate and analyse art styles, movements ,periods of art and cultures’ artworks | * basic introduction to art styles, |
| * principles of art and design – balance, contrast, harmony, proportion, emphasis, repetition and pattern | * the use of tools and materials for producing a variety of research methods in relation to art styles and movements | * incorporate a range of relevant excursions and other stimuli |
| * explore techniques, and themes within selected areas, such as pre-Christian art, Byzantine, Renaissance, the Enlightenment, modernism, post-modernism, indigenous arts, Asian and Pacific art contemporary art and social changes | * explore techniques, and themes within areas, such as pre-Christian art, Byzantine, Renaissance, the Enlightenment, modernism, post-modernism, indigenous arts, Asian and Pacific art contemporary art and social changes |  |
| * techniques, materials, and purposes to produce a body of artworks reflecting the period and style from an era/s | * use appropriate material and techniques to produce a body of artworks reflecting the period and style from an era/s | * introduction to basic techniques and materials from different eras |
| * safe management of tools and materials * understand and demonstrate WHS practices * management of time, working individually and collaboratively | * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices * management of time |
| * Interpretive Frameworks - visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * evaluate and apply the Interpretive Frameworks | * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * art critique and metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Culture and Identity Value: 1.0

**Culture and Identity a Value: 0.5**

**Culture and Identity b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

This unit is an introduction to thematic approaches to creating artworks, such as Australian identity - stories, myths and legends of the past and present; positive and negative stereotypes and how they are used in constructing cultural stories; multiculturalism in Australia and the role of tradition; personal stories and family history; empathy and alienation; historical timelines.

Students plan and create a body of work and analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33. | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33. | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33. |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore thematic approaches to creating artworks * introduction of a variety of techniques, materials including 2D, 3D and 4D | * analysis and evaluation of thematic approaches to creating artworks * introduction of a variety of techniques, materials including 2D, 3D and 4D | * introduction to thematic approaches to creating artworks * basic techniques and materials |
| * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices |
| * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * management of time |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Protest Art Value: 1.0

**Protest Art a Value: 0.5**

**Protest Art b Value: 0.5**

## Prerequisites

## Nil

## Duplication of Content Rules

Nil

**Unit description**

Students plan and create a body of work around the theme of protest based on issues such as, the relationship between art and politics, the making of Art that voices a personal viewpoint, gain an understanding of the degrees of Protest Art from subtle to the extreme, examine ethical issues e.g. Art Versus Propaganda, the relationship between the Arts and the Media, using found images, appropriation and copyright issues, working individually and collaboratively.

Students generate ideas using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers. They analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks | * identify artworks using the aesthetic qualities framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * introduction to thematic approaches to creating artworks * introduction of a variety of techniques, materials including 2D, 3D and 4D | * introduction to thematic approaches to creating artworks * introduction of a variety of techniques, materials including 2D, 3D and 4D * produce a body of work on a selected theme within protest art | * introduction to thematic approaches to creating artworks * basic techniques and materials |
| * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices * management of time |
| * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers * art critique metalanguage | * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers * art critique metalanguage | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Contemporary Art Practice Value: 1.0

**Contemporary Art Practice a Value: 0.5**

**Contemporary Art Practice b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

**Unit description**

Students plan and create a body of work around the theme of contemporary art practice, including concepts such as Contemporary art making techniques, may include but are not limited to any kind of art that challenges by appropriation, re-contextualisation, and new technologies.

The unit covers the emergence of contemporary art and its relationship to previous art movements, techniques and styles

Students study visual language contexts used to create contemporary forms and to express and communicate ideas, use contemporary art making techniques to manage projects, make decisions and solve problems working individually and/or collaboratively. They analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * introduction to thematic and conceptual approaches to creating artworks * introduction of a variety of techniques, materials including 2D, 3D and 4D | * introduction to thematic and conceptual approaches to creating artworks * introduction of a variety of techniques, materials including 2D, 3D and 4D * produce a body of work in the context of contemporary art | * introduction to thematic and conceptual approaches to creating artworks * basic techniques and materials |
| * safe management of tools and materials | * safe management of tools and materials | * safe management of tools and materials |
| * understand and demonstrate WHS practices | * understand and demonstrate WHS practices | * understand and demonstrate WHS practices |
| * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * art critique metalanguage | * management of time |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Graphic Communication and Design Value: 1.0

**Graphic Communication and Design a Value: 0.5**

**Graphic Communication and Design b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

This unit is an introduction and exploration of elements and principles, techniques, purpose and media used in graphic communication and design, including typography, collage and illustration. Students understand the emergence new forms of communication and its relationship to previous art movements, techniques and styles. Students respond to a design brief from an actual or fictional client, using a design process and appropriate software to produce a portfolio of visual works that meets the clients’ needs. They analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a portfolio of works | * select appropriate art making techniques to develop a portfolio of works | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * introduction and exploration of visual elements – colour and tone, shape and form, line, and texture, pattern | * introduction and exploration of visual elements – colour and tone, shape and form, line, and texture, pattern | * basic techniques and materials |
| * principles of design – balance, contrast, harmony, proportion, emphasis, repetition | * principles of design – balance, contrast, harmony, proportion, emphasis, repetition * exploration of techniques, materials, processes and purposes | * students response to a design brief for the production of a visual work |
| * students response to a design brief for the production of a visual work | * students response to a design brief for the production of a visual work |  |
| * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices * management of time |
| * Interpretive Frameworks - identifying and developing starting points for design in art – visual material from cultures, history, technology, environment, personal experiences self-identity, techniques and themes explored by other designers | * Interpretive Frameworks - identifying and developing starting points for design in art – visual material from cultures, history, technology, environment, personal experiences self-identity, techniques and themes explored by other designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
|  | * visual thinking and problem-solving skills |  |
| * art critique metalanguage | * art critique metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Graphic Communication and Design in Print Value: 1.0

**Graphic Communication and Design in Print a Value: 0.5**

**Graphic Communication and Design in Print b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Exploration of techniques (especially in software applications), materials, and purposes of graphic communication and design in print.

Students develop ideas to use the Graphic Design process to create a body of work including complex documents such as small books, post-cards, DL size invitations and other marketing publications. They understand the emergence of new forms of communication and the relationship to movements such as Dada and Surrealism, and styles such as Minimalism and Punk. They analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * exploration of techniques (especially in software applications), materials, and purposes | * exploration of techniques (especially in software applications), materials, and purposes | * basic exploration of techniques (especially in software applications), materials, and purposes |
| * study of typography, layout and illustration using a variety of stimulus for developing ideas related to design in art for print | * study of typography, layout and illustration using a variety of stimulus for developing ideas related to design in art for print | * study of typography, layout and illustration |
| * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * use directed stimulus for developing ideas related to design in art for print |
| * safe management of tools and materials | * safe management of tools and materials | * safe management of tools and materials |
| * understand and demonstrate WHS practices * management of time * art critique metalanguage | * understand and demonstrate WHS practices * management of time * art critique metalanguage | * understand and demonstrate WHS practices * management of time |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Graphic Communication for the Screen Value: 1.0

**Graphic Communication for the Screen a Value: 0.5**

**Graphic Communication for the Screen b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Graphic Communication for the Screen includes design for devices using software such as the Adobe Creative Cloud series. Development of documents for smart phones, iPad, eBooks and other electronic devices will be explored through wire framing and the elements of design to produce a body of work.

Understanding the emergence of new forms of communication and the relationship to art movements, techniques and styles such as Post-Modernism.

Visual language contexts used to create and define Graphic Communication for the Screen using appropriate software to express and communicate ideas such as Photoshop, In design, Illustrator and Dreamweaver. Students will critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * apply principles of art in relation to new technologies | * creatively apply elements and principles of design in relation to new technologies * produce a body of work for the screen reflecting a variety of graphic communication conventions | * use elements of art and design in relation to new technologies |
| * safe management of tools and materials * understand and demonstrate WHS practices * effective management of time, working individually and collaboratively * evaluate own work and also of other artists, which may include exhibition visits or internet research | * safe management of tools and materials * understand and demonstrate WHS practices * self-directed management of time, working individually and collaboratively * evaluate and critique own work and also of other artists, which may include exhibition visits or internet research | * safe management of tools and materials * understand and demonstrate WHS practices * completion of set tasks with assistance |
| * Interpretive Frameworks - collect and research visual material from technology, cultures, history, environment, personal experiences, | * Interpretive Frameworks - collect and research visual material from technology, cultures, history, environment, personal experiences, experimental and digital techniques and concepts in relation a brief | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * complex art critique metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Interdisciplinary Art Practice Value: 1.0

**Interdisciplinary Art Practice a Value: 0.5**

**Interdisciplinary Art Practice b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

This unit has a particular emphasis on creativity and experimentation which incorporates art forms and techniques from the various areas of visual arts such as fine art, video art, performance art, sound art and installations. It incorporates new forms and ideas within a context of technological advances. Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks | * identity artworks using the aesthetic qualities framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore new forms and ideas based on interdisciplinary art practices | * investigate and explore new forms and ideas based on experimentation with interdisciplinary art practices | * create ideas in a digital environment |
| * ethical and social considerations | * evaluate ethical and social considerations | * apply basic principles of art and design in a digital environment |
| * apply principles of art in relation to new technologies | * creatively apply the elements and principles of art in relation to new technologies in producing a body of work | * basic printing techniques |
| * safe management of tools and materials * understand and demonstrate WHS practices * management of time | * safe management of tools and materials * understand and demonstrate WHS practices * management of time | * safe management of tools and materials * understand and demonstrate WHS practices * management of time to complete an artwork |
| * working individually and collaboratively to present work | * working individually and collaboratively to present work |  |
| * Interpretive Frameworks - visual material from technology, cultures, history, environment, personal experiences, experimental and digital techniques and ideas explored by other artists and designers, etc. | * Interpretive Frameworks - visual material from technology, cultures, history, environment, personal experiences, experimental and digital techniques and concepts in relation to the ideas explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * contemporary art metalanguage | * interdisciplinary art metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Exploring Emerging Art Practice Value: 1.0

**Exploring Emerging Art Practice a Value: 0.5**

**Exploring Emerging Art Practice b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Exploration, interpretation and critique of new forms and ideas in art based on emerging technologies and experimentation with and application of these in the creation of a body of work. Students analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore new forms and ideas based on experimentation with emerging technologies | * investigate and evaluate new forms and ideas based on experimentation with emerging technologies | * use elements of art and design in a digital environment |
| * apply principles of art in relation to new technologies | * creatively apply elements and principles of art in relation to new technologies * focus on process and ideas in producing a body of work | * apply basic principles of art and design in a digital environment * basic printing techniques |
| * safe management of tools and materials * understand and demonstrate WHS practices * management of time, working individually and collaboratively | * safe management of tools and materials * understand and demonstrate WHS practices * management of time, working individually and collaboratively | * safe management of tools and materials * understand and demonstrate WHS practices * management of time to complete an artwork |
| * Interpretive Frameworks - visual material from technology, cultures, history, environment, personal experiences, experimental and digital techniques and ideas explored by other artists and designers, etc. | * Interpretive Frameworks - visual material from technology, cultures, history, , environment, personal experiences, experimental and digital techniques and concepts in relation to the ideas explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers |
| * art critique metalanguage | * experimental art critique metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Exploring Glass Value: 1.0

**Exploring Glass a Value: 0.5**

**Exploring Glass b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit description

Using glass as the medium to create artworks, students learn techniques of construction analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

**Content**

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore glass techniques, materials, and purposes | * investigate and analyse glass techniques, materials, and purposes | * exploring glass techniques, materials, and purposes |
| * working individually and/or collaboratively | * work individually and/or collaboratively to produce a body of work | * working individually and/or collaboratively |
| * Interpretive Frameworks - identifying and developing starting points for art making – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - identifying and developing starting points for art making – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - identifying and developing starting points for art making –personal experiences, self-identity, techniques and themes explored by other artists and designers |
| * safe management of tools and materials * understand and demonstrate WHS practices * management of time * art critique metalanguage | * safe management of tools and materials * understand and demonstrate WHS practices * management of time * art critique metalanguage | * safe management of tools and materials * understand and demonstrate WHS practices * management of time * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Glass Objects Value: 1.0

**Glass object a Value: 0.5**

**Glass object b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

**Unit description**

Using glass objects as the medium to create artworks, students learn techniques of construction, analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understanding and analysing glass objects using appropriate visual language * investigation of glass techniques, materials, and purposes of making glass objects * using the design process to manage projects, make decisions and solve problems to create a body of work | * understanding and analysing glass objects using appropriate visual language * investigation of glass techniques, materials, and purposes of making glass objects * using the design process to manage projects, make decisions and solve problems to create a body of work | * explore some glass objects using basic appropriate visual language * use glass techniques, materials, and purposes of making glass objects |
| * management of time | * introduction to classroom practice e.g. management of time and materials, working individually and collaboratively | * management of time |
| * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices |
| * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - identifying and developing starting points for art making –personal experiences, self-identity, techniques and themes explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Glass Sculpture and Architectural Forms Value: 1.0

**Glass Sculpture and Architectural forms a Value: 0.5**

**Glass Sculpture and Architectural forms b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

**Unit description**

Students explore glass sculpture and architectural forms and learn techniques of construction and applications. This unit looks at art movements, periods and styles, as well as the cultural and technological aspects of the use of glass in sculpture and architectural forms. Analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore a range of applications, styles, ideas, glass media and purposes | * explore and evaluate a range of applications, styles, ideas, glass media and purposes | * explore a range of applications, styles, ideas, glass media and purposes |
|  | * key concepts and skills for working in glass |  |
| * developing skills in the use of appropriate tools and specific materials for producing a body of work with glass sculpture and architectural forms | * developing skills in the use of appropriate tools and specific materials for producing a body of work with glass sculpture and architectural forms | * developing skills in the use of appropriate tools and specific materials for producing works with glass sculpture and architectural forms |
| * safe management of tools and materials * understand and demonstrate WHS practices * management of time * Interpretive Frameworks - identifying and developing starting points for art making – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * safe management of tools and materials * understand and demonstrate WHS practices * management of time * Interpretive Frameworks - identifying and developing starting points for art making – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * safe management of tools and materials * understand and demonstrate WHS practices * management of time * Interpretive Frameworks - identifying and developing starting points for art making –personal experiences, self-identity, techniques and themes explored by other artists and designers |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Mixed Media Value: 1.0

**Mixed Media a Value: 0.5**

**Mixed Media b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

**Unit description**

Using mixed media to create artworks, students learn techniques of application. This unit looks at art movements, periods and styles, as well as the cultural and technological aspects of the use of mixed media. Analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks | * identity artworks using the Aesthetic Qualities framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * introduction to mixed media styles and techniques * explore the break with tradition, ideas and concepts | * introduction to mixed media styles and techniques * investigate the break with traditional ideas and concepts * exploration of mixed media techniques, and materials for producing a variety of textures, surfaces (implied or real) | * introduction to mixed media styles and techniques * look at some of the breaks in tradition, ideas and concepts |
| * create a body of work using mixed media | * create a body of work using mixed media | * create a body of work using mixed media |
| * Interpretive Frameworks - generating ideas for mixed media using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - generating ideas for mixed media using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - introduction to the generating ideas for mixed media visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers |
| * use of materials and techniques |  | * use of materials and techniques |
| * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices |
| * application of management of time and materials |  | * application of management of time and materials |
| * management of time | * management of time |  |
| * art critique metalanguage | * responding to artworks and their conventions through critique and analysis using art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Installation Value: 1.0

**Installation a Value: 0.5**

**Installation b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

**Unit description**

Using mixed media to explore some basic techniques that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices. Introduction to contemporary art, in particular installation art. Analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks | * identity artworks using the Aesthetic Qualities framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * exploration of some basic techniques to produce works that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices | * produce a range of works that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices | * exploration of basic techniques that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices |
| * introduction to contemporary art in particular installation art * use of materials and techniques | * introduction to conceptual aspects of contemporary art in particular installation art * historical timelines and socio-cultural trends that have impacted on sculpture * the location of work and its role in providing meaning and context to works of art | * introduction to visual aspects of contemporary art in particular installation art * use of materials and techniques |
| * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials * understand and demonstrate WHS practices | * safe management of tools and materials |
| * application of management of time |  | * application of management of time |
| * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks – visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - using starting points for sculpture – visual material from cultures, history, technology, environment, personal experiences, techniques and themes explored by other designers, self-identity, etc. |
| * art critique metalanguage | * art critique metalanguage | * reflect on own work and the work of other artists/designers |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Contemporary Game Design Value: 1.0

**Contemporary Game design a Value: 0.5**

**Contemporary Game design b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules: Nil

## Unit Description

Students apply elements and principles of design in relation to new technologies using available software such as Maya, Unity and 3D Studio Max ,to produce concept art work for a game, including elements such as scene development, character design .This may be virtual or projected, facilitating interaction between players, in the field of entertainment, education, or for experimental purposes. Students evaluate their own work and that of digital artists, animators artists and games based on internet research, downloads and exhibition visits, particularly 4D work and video installation. They analyse and critique artworks using the Interpretive Frameworks.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect on ideas for Contemporary Game Design using the UX Design process | * investigate, plan, create and reflect on ideas for Contemporary Game Design using eg the UX Design process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate digital art media and software | * investigate and manipulate a variety of digital media and software | * investigate some digital media and software |
| * investigate digital image editing techniques in appropriate software to develop new work | * explore digital image editing techniques in appropriate software to develop new work | * select digital image editing techniques in appropriate software to develop new work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks | * identify artworks using the Aesthetic Qualities Framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain relevant art movements, periods and styles | * analyse relevant art movements, periods and styles | * identify relevant art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * apply principles of art in relation to new technologies using available software to produce a body of work | * produces works that apply aesthetics to create a game/s or components to facilitate interaction between players for entertainment or for medical, educational, or experimental purposes. Or produces games for other interactions, particularly virtual ones or projections | * use elements of art and design in relation to new technologies to produce works |
| * safe management of tools and materials * understand and demonstrate WHS practices |  | * safe management of tools and materials * understand and demonstrate WHS practices |
| * effective management of time, working individually and collaboratively | * self-directed management of time, working individually and collaboratively | * completion of set tasks with assistance |
| * evaluate own work and also of digital artists, animators artists and games based on internet research, downloads and exhibition visits, particularly 4D work and video installation. | * critically analyses own work and also of digital artists, animators artists and games based on internet research, downloads and exhibition visits particularly 4D work and video installation. |  |
| * Interpretive Frameworks - collect and research visual material from technology, cultures, history, environment, personal experiences, | * Interpretive Frameworks - collect and research visual material from technology, cultures, history, environment, personal experiences, experimental and digital techniques and concepts in relation a brief | * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * complex art critique metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Animation for the Web Value: 1.0

**Introduction to Digital Animation a Value: 0.5**

**Continuing Digital Animation b Value: 0.5**

## Prerequisites

Nil

## Duplication of Content Rules

Nil

## Unit Description

Animation for the Web is concerned with the application UX Design process where students create digital animation, augmented reality and data based design. Work of this kind is continually changing and students will be encouraged to use the Interpretive Frameworks to develop their understanding of the critical and creative issues associated with this technology.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for Digital Animation Design using , for example, the UX Design process | * investigate, plan, create and reflect ideas for Digital Animation Design using the UX Design process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate digital art media and software | * investigate and manipulate a variety of digital media and software | * investigate some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * select art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks | * identify artworks using the aesthetic qualities framework |
| * a description of the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal can be found on page 33 | * a description of the Interpretive Frameworks – Aesthetic Qualities can be found on page 33 |
| * explain questions raised in contemporary animation | * explore questions raised in contemporary animation | * identify questions raised in contemporary animation. |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * apply principles of art in relation to new technologies to create digital animations | * creatively apply principles of design for character and scene development to create works based on a central concept using digital imaging and animation software such as Maya and Adobe Animate | * use elements of art and design in relation to new technologies to create digital animations. |
| * safe management of tools and materials * understand and demonstrate WHS practices * effective management of time, working individually and collaboratively * evaluate own work and also of other digital artists, based on internet research and public exhibitions | * safe management of tools and materials * understand and demonstrate WHS practices * self-directed management of time, working individually and collaboratively * evaluate and critique own work and also of other digital artists and animators artists, based on internet research and exhibition visits | * safe management of tools and materials * understand and demonstrate WHS practices * completion of set tasks with assistance |
| * Interpretive Frameworks - collect and research visual material from technology, cultures, history, environment, personal experiences | * Interpretive Frameworks - collect and research visual material from technology, cultures, history, environment, personal experiences, experimental and digital techniques and concepts in relation to a brief | * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * complex art critique metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Negotiated Arts Study Value: 1.0

**Negotiated Arts Study a Value: 0.5**

**Negotiated Arts Study b Value: 0.5**

## Prerequisites

Students must have studied two standard 1.0 units.

## Duplication of Content

Students must not study unit content previously studied.

## Unit Description

In this unit students will be able to investigate areas not studied previously. There must be procedures and documentation that clearly outline decisions made as a result of the negotiation process. It is expected that decisions would be agreed within two weeks of the commencement of a unit of work and be published in the Unit Outline (Refer to section 4.3.6.1 Unit Outline). This then becomes the document from which students and teacher operate for that unit. Any further negotiation would be of a minor kind e.g. due dates of assessment tasks.

In this unit, students may study content not studied previously.

## Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * plan, create and reflect ideas for art making using the creative process | * investigate, plan, create and reflect ideas for art making using the creative process | * create ideas for art making using the creative process |
| * demonstrate WHS the safe and responsible use of tools and materials | * evaluate and implement WHS the safe and responsible use of tools and materials | * demonstrate WHS the safe and responsible use of tools and materials |
| * investigate and manipulate art media and techniques | * investigate and manipulate a variety of art media and techniques | * explore some art media and techniques |
| * select appropriate art making techniques to develop a body of work | * select appropriate art making techniques to develop a body of work | * use art making techniques to develop a body of work |
| * describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks | * evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks | * discuss artworks using the Aesthetic Qualities framework |
| * explain art movements, periods and styles | * analyse art movements, periods and styles | * identify art movements |

## Content

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * investigate elements of art and design (eg colour and tone, shape and form, line and texture ) | * evaluate elements of art and design (eg colour and tone, shape and form, line and texture) | * basic elements of art and design |
| * principles of art and design (eg balance, contrast, harmony, proportion, emphasis, repetition and pattern) | * principles of art and design (eg balance, contrast, harmony, proportion, emphasis, repetition and pattern) | * basic principles of art and design |
| * techniques, materials, and purposes * safe management of tools and materials * understand and demonstrate WHS practices * management of time, working individually and collaboratively | * techniques, materials, and purposes * safe management of tools and materials * understand and demonstrate WHS practices * management of time, working individually and collaboratively | * basic techniques and material * safe management of tools and materials * understand and demonstrate WHS practices * management of time |
| * Interpretive Frameworks - visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * evaluate and use Interpretive Frameworks - visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers | * Interpretive Frameworks - visual material from techniques explored by other artists and designers. |
| * art critique metalanguage | * art critique metalanguage |  |

## Teaching and Learning Strategies

Refer to page 20.

## Assessment

Refer to Assessment Task Types Guide on page 22.

## General Capabilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Evidence could be in:** | | | |
| **Student Capabilities** | **Goals** | **Content** | **Teaching and Learning** | **Assessment** |
| literacy |  |  | ✓ | ✓ |
| numeracy |  |  | ✓ | ✓ |
| information and communication technology (ICT) capability | ✓ |  |  |  |
| critical and creative thinking |  |  |  |  |
| personal and social capability | ✓ | ✓ |  |  |
| ethical behaviour |  |  | ✓ | ✓ |
| intercultural understanding |  |  | ✓ | ✓ |
| collaborative team members |  |  | ✓ | ✓ |

# Appendix A: Common Curriculum Elements

Common curriculum elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

|  |  |  |
| --- | --- | --- |
| Organisers | Elements | Examples |
| create, compose and apply | apply | ideas and procedures in unfamiliar situations, content and processes in non-routine settings |
| compose | oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes |
| represent | images, symbols or signs |
| create | creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives |
| manipulate | images, text, data, points of view |
| analyse, synthesise and evaluate | justify | arguments, points of view, phenomena, choices |
| hypothesise | statement/theory that can be tested by data |
| extrapolate | trends, cause/effect, impact of a decision |
| predict | data, trends, inferences |
| evaluate | text, images, points of view, solutions, phenomenon, graphics |
| test | validity of assumptions, ideas, procedures, strategies |
| argue | trends, cause/effect, strengths and weaknesses |
| reflect | on strengths and weaknesses |
| synthesise | data and knowledge, points of view from several sources |
| analyse | text, images, graphs, data, points of view |
| examine | data, visual images, arguments, points of view |
| investigate | issues, problems |
| organise, sequence and explain | sequence | text, data, relationships, arguments, patterns |
| visualise | trends, futures, patterns, cause and effect |
| compare/contrast | data, visual images, arguments, points of view |
| discuss | issues, data, relationships, choices/options |
| interpret | symbols, text, images, graphs |
| explain | explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses |
| translate | data, visual images, arguments, points of view |
| assess | probabilities, choices/options |
| select | main points, words, ideas in text |
| identify, summarise and plan | reproduce | information, data, words, images, graphics |
| respond | data, visual images, arguments, points of view |
| relate | events, processes, situations |
| demonstrate | probabilities, choices/options |
| describe | data, visual images, arguments, points of view |
| plan | strategies, ideas in text, arguments |
| classify | information, data, words, images |
| identify | spatial relationships, patterns, interrelationships |
| summarise | main points, words, ideas in text, review, draft and edit |

# Appendix B: Glossary of Verbs

|  |  |
| --- | --- |
| Verbs | Definition |
| Analyse | Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| Apply | Use, utilise or employ in a particular situation |
| Argue | Give reasons for or against something |
| Assess | Make a Judgement about the value of |
| Classify | Arrange into named categories in order to sort, group or identify |
| Compare | Estimate, measure or note how things are similar or dissimilar |
| Compose | The activity that occurs when students produce written, spoken, or visual texts |
| Contrast | Compare in such a way as to emphasise differences |
| Create | Bring into existence, to originate |
| Demonstrate | Give a practical exhibition an explanation |
| Describe | Give an account of characteristics or features |
| Discuss | Talk or write about a topic, taking into account different issues or ideas |
| Evaluate | Examine and judge the merit or significance of something |
| Examine | Determine the nature or condition of |
| Explain | Provide additional information that demonstrates understanding of reasoning and /or application |
| Extrapolate | Infer from what is known |
| Hypothesise | Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Show how argument or conclusion is right or reasonable |
| Manipulate | Adapt or change |
| Plan | Strategies, develop a series of steps, processes |
| Predict | Suggest what might happen in the future or as a consequence of something |
| Reflect | The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience |
| Relate | Tell or report about happenings, events or circumstances |
| Represent | Use words, images, symbols or signs to convey meaning |
| Reproduce | Copy or make close imitation |
| Respond | React to a person or text |
| Select | Choose in preference to another or others |
| Sequence | Arrange in order |
| Summarise | Give a brief statement of the main points |
| Synthesise | Combine elements (information/ideas/components) into a coherent whole |
| Test | Examine qualities or abilities |
| Translate | Express in another language or form, or in simpler terms |
| Visualise | The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words |