

# COLLINSVILLE STATE HIGH SCHOOL

## Visual Art Plan

2022



YEAR 7 VISUAL ART Term 1 (10 weeks)	YEAR 8 VISUAL ART Term 2 (10 weeks)
<b>UNIT – Personal Maps</b>	<b>UNIT – Flora and Fauna</b>
<p><b>UNIT OVERVIEW</b></p> <p>Students will explore personal maps (or another social, ethical, environmental or economic theme or concept. making through the use of two-dimensional mixed media. This will occur through looking at artworks by artists including Aboriginal artists and Torres Strait Islander artists. Students will design and plan artworks that explore the selected concept to show relationships. Students will explore themes/concepts with which they are familiar. Students will look at work of other artists to make decisions about how their work will be displayed to enhance meanings.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>experiment with representation of ideas and concepts by exploring a theme/concept from different viewpoints and a variety of approaches.</li> <li>explore making through the use of two-dimensional mixed media.</li> <li>develop ability to communicate as an artist by selecting, applying and evaluating materials, techniques and processes to enhance artistic intentions.</li> <li>design and plan artworks related to the concept/theme to show relationships,</li> <li>explore contemporary approaches with techniques and processes to enhance representation of ideas within the theme.</li> <li>exhibit artwork with consideration of theme to enhance artistic intention to audience</li> <li>make connections about how artists use shared visual conventions to communicate meaning in relation to the selected theme/concept.</li> <li>analyse and compare the representation of theme and viewpoint in contemporary and past art forms starting with Australian artworks, including those of Aboriginal peoples and Torres Strait Islander peoples.</li> <li>extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.</li> </ul>	<p><b>UNIT OVERVIEW</b></p> <p>Students will explore representations of ideas and concepts related to the theme of flora, fauna and printmaking. They will explore professional printmaking artists who use Australian flora and fauna as inspiration for their artworks, and design their own print. They will experiment with lino printmaking skills, techniques and processes to create a collection of work (folio of prints).</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>experiment with representations of ideas and concepts by exploring flora and fauna from different viewpoints and a variety of approaches.</li> <li>explore flora and fauna making through the use of printmaking processes.</li> <li>develop ability to communicate as an artist by selecting, applying and evaluating materials, techniques and processes to enhance artistic intentions.</li> <li>design and plan artworks that explore the concepts of flora and fauna to show relationships,</li> <li>explore contemporary approaches with techniques and processes to enhance representation of ideas within the theme.</li> <li>exhibit artwork with consideration of theme to enhance artistic intention to audience</li> <li>make connections about how artists use shared visual conventions to communicate meaning in relation to flora and fauna.</li> <li>analyse and compare the representation of theme and viewpoint in contemporary and past art forms starting with Australian artworks, including those of Aboriginal peoples and Torres Strait Islander peoples.</li> <li>extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
<p><b>Making</b> <i>Collection of Work</i></p> <p>Students will experiment with visual conventions, techniques and processes related to the chosen theme or concept. Students will create a collection of work that is made up of artist research, design sketches and drawings, and a number of 2D mixed media.</p> <p><b>Responding:</b> <i>Short Response Question and Artist Statement</i></p> <p>Students will analyse artworks to identify and explain how artists use visual conventions related to the theme/concept. They will write an artist statement analysing and evaluating connections between visual conventions, practices and viewpoints that represent their own and others' ideas.</p>	<p><b>Making</b> <i>Collection of Work</i></p> <p>Students will experiment with visual conventions, techniques and processes related to printmaking and the theme of flora and fauna. Students will create a collection of work that is made up of artist research, design sketches and drawings, and a number of printmaking experiments.</p> <p>Students will produce <b>at least three</b> resolved and framed two-dimensional prints.</p> <p><b>Responding:</b> <i>Short Response Questions and Artist Statement</i></p> <p>Students will analyse artworks to identify how artists use visual conventions related to flora and fauna. They will write an artist statement evaluating how their work has been influenced by artworks from different cultures, times and places.</p>

(Odd Years) <b>YEAR A</b> <b>YEAR 9/10 VISUAL ART</b> (10 weeks)	<b>YEAR A</b> <b>YEAR 9/10 VISUAL ART</b> (10 weeks)
<b>UNIT 1 – I Am!</b>	<b>UNIT 2 – Junk Creatures</b>
<p><b>UNIT OVERVIEW</b></p> <p>Students will create a series of experimental artworks in response to the concept of self and resolve a mixed media artwork that demonstrates a personal approach to the concept. They will respond to artworks through an individual artist statement that demonstrates understanding of the ways that artists have influenced their own making. Students will also respond to artists' work from a range of different cultures, times and places, including the work of Aboriginal peoples and Torres Strait Islander peoples, and international artists.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• experiment with processes of research, development, resolution and reflection to create individualised, informed responses to chosen concepts</li> <li>• independently research and analyse characteristics, qualities, properties and constraints of materials and technologies to represent their own artistic intentions</li> <li>• develop and represent their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes</li> <li>• design and plan individual visual solutions to student-directed conceptual problems</li> <li>• exhibit artwork to enhance artistic intention and communication of viewpoint to audience</li> <li>• evaluate representations of viewpoint in the work of others as inspiration for their own work</li> <li>• analyse and compare differing viewpoints in contemporary and past art forms.</li> </ul>	<p><b>UNIT OVERVIEW</b></p> <p>There are many reasons for an artist to use recycled materials and found objects to create their work. Some artists use materials that are directly linked to the meaning of their artwork, like Lin Evola-Smidt's angel statues that are created using melted down firearms and are raising awareness about gun violence in her community. Others use recycled materials because they are readily available and easy to access, like artist Jane Perkins who creates incredibly detailed portraits using objects found at recycling centres and junkyards. This unit will explore the endless possibilities provided by these materials and various sculptural techniques.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• experiment with processes of research, development, resolution and reflection to create individualised, informed responses to the chosen concept</li> <li>• independently research and analyse characteristics, qualities, properties and constraints of materials and technologies to represent their own artistic intentions</li> <li>• develop and represent their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes</li> <li>• design and plan individual visual solutions to student-directed conceptual problems</li> <li>• exhibit artwork to enhance artistic intention and communication of viewpoint to audience</li> <li>• evaluate representations of viewpoint in the work of others as inspiration for their own work</li> <li>• analyse and compare differing viewpoints in contemporary and past art forms starting with Australian artworks, including those of Aboriginal peoples and Torres Strait Islander peoples, and international artists.</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
<p><b>Making</b> <i>Collection of Work and Visual Diary</i></p> <p>Students will complete a series of experimental artworks in response to the concept of self. They will also resolve a mixed media artwork that demonstrates a personal approach to the concept and clearly links to aspects of the experimental work.</p> <p><b>Responding</b> <i>Short Response and Artist Statement</i></p> <p>Students will respond to artworks through an individual artist statement that demonstrates understanding of the ways that artists have influenced the success of their making and describe their artistic choices. Students will also complete a short response test in response to artists' work from a range of different cultures, times and places, including the work of Aboriginal peoples and Torres Strait Islander peoples, and international artists. They will write an artist statement evaluating how their work has been influenced by artworks from different cultures, times and places.</p> <p>Year 9: 300 – 500 words total Year 10: 400 – 600 words total</p>	<p><b>Making</b> <i>Junk Sculpture and Visual Diary</i></p> <p>Student will manipulate materials, techniques and processes to develop their own “junk” sculpture. The sculpture must fit into one of the following categories: <i>animal, insect or transport</i>, and relate to the concept of <b>environment</b>. As this unit will be exploring recycled and found materials, students must consider how their chosen materials add meaning to the artwork. Students will write an artist statement (min. 100 words) that reflects on your their and its connection to their chosen concept.</p> <p><b>Responding</b> <i>Exam – Response to stimulus and Artist statement</i></p> <p>Students will interpret two (2) artworks created out of ‘junk’ materials and write an analysis in response. Students will respond to artworks through an individual artist statement that demonstrates understanding of the ways that artists have influenced the success of their making and describe their artistic choices. They will write an artist statement evaluating how their work has been influenced by artworks from different cultures, times and places.</p> <p>Year 9: 300 – 500 words total Year 10: 400 – 600 words total</p>

(Even Years) <b>YEAR B YEAR 9/10 VISUAL ART (10 weeks)</b>	<b>YEAR B YEAR 9/10 VISUAL ART (10 weeks)</b>
<b>UNIT 1 – Art on Deck</b>	<b>UNIT 2 – A Sense of Place</b>
<p><b>UNIT OVERVIEW</b></p> <p>Students explore the concept of Low Art through personal and contemporary. This product provides opportunities for you to explore graphic design and low art movements, a popular artistic craze in today's art culture. They will explore different styles of low art including street art, pop art and graffiti. They will develop knowledge and understanding of various painting techniques associated with these artists' styles.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• experiment with processes of research, development, resolution and reflection to create individualised, informed responses to chosen concepts</li> <li>• independently research and analyse characteristics, qualities, properties and constraints of materials and technologies to represent their own artistic intentions</li> <li>• develop and represent their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes</li> <li>• design and plan individual solutions to student-directed conceptual problems</li> <li>• manipulate materials, techniques and processes to represent ideas and subject matter in their artworks.</li> <li>• exhibit artwork to enhance artistic intention and communication of viewpoint to audience</li> <li>• evaluate representations of viewpoint in the work of others as inspiration for their own work</li> </ul>	<p><b>UNIT OVERVIEW</b></p> <p>Artists have always documented, collected and been influenced by their surroundings – and represented this in their artworks, in many styles, throughout the ages. Our environment and where we live can have a profound effect on us. Our environment gives us <b>a sense of place</b>. It can be exciting, active and noisy - or peaceful, calm and quiet. It may be vibrant and colourful - or neutral, bland or monochromatic. In this unit students will be explore styles of Realism, Impressionism, Cubism, Surrealism, abstract art and collage to create experimental 2D art works.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• experiment with processes of research, development, resolution and reflection to create individualised, informed responses to chosen concepts</li> <li>• independently research and analyse characteristics, qualities, properties and constraints of materials and technologies to represent their own artistic intentions</li> <li>• develop and represent their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes</li> <li>• design and plan individual or group visual solutions to student-directed conceptual problems</li> <li>• exhibit artwork to enhance artistic intention and communication of viewpoint to audience</li> <li>• evaluate representations of viewpoint in the work of others as inspiration for their own work</li> <li>• analyse and compare differing viewpoints in contemporary and past art forms including those of Aboriginal peoples and Torres Strait Islander peoples, and international artists.</li> </ul>
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>
<p><b>Making</b> <i>Skate Deck and Visual Diary</i></p> <p>Design and paint an original skate deck design in the style of Low Art. Your design needs to make a Social Comment on a particular issue that you feel strongly about, for example, global warming, domestic violence, gender inequality, racism, bullying. Students will complete an artist statement (min. 100 words) that reflects upon the success of their artworks and describes their artistic choices.</p> <p><b>Responding</b> <i>Short Response and Artist Statement</i></p> <p>Students will analyse artworks to identify how low art use visual conventions to share aspects of a subject's identity, personality and values through portraiture. They will write an artist statement evaluating how their work has been influenced by artworks from different cultures, times and places.</p> <p>Year 9: 100 – 150 words Year 10: 100 - 150 words</p>	<p><b>Making</b> <i>Collection of Work and Visual Diary</i></p> <p>Students will create an experimental 2D folio (drawing and/painting) in response to their own unique manmade and/or natural environment: their home; their local area - their sense of place; Their design focus will include repetition of shape and line, textural surfaces, colour scheme and the use of space, abstraction, and simplification. Students will take inspiration from the local area to collect stimuli (sketches, frottage, photographs) and will be required to collect ideas from the wider area. Students will complete an artist statement that reflects upon the success of their artworks and describes their artistic choices.</p> <p><b>Responding:</b> <i>Short Response and Artist Statement</i></p> <p>Students will also complete a short response test in respond to artists' work e.g., Jeffrey Smart's <i>Cahill Expressway</i> 1962 (pg 169 <i>Artwise 7-10</i>) and Claude Monet's <i>Greenstack (sunset)</i> 1891 (pg 222 <i>Artwise 7-10</i>), They will write an artist statement evaluating how their work has been influenced by artworks from different cultures, times and places.</p> <p>Length: 70 mins; 200 – 500 words</p>



**Whole school assessment plan: 7–10 overview**

<b>YEAR 7</b>	
<b>UNIT: Personal Objects (or Personal Maps)</b>	
<p><b>Making</b> <i>Collection of Work</i></p> <p><b>Responding</b> <i>Short Response Questions and Artist Statement</i></p>	
<b>YEAR 8</b>	
<b>UNIT: Flora and Fauna</b>	
<p><b>Making</b> <i>Collection of Work</i></p> <p><b>Responding</b> <i>Short Response Questions and Artist Statement</i></p>	
<b>YEAR A - YEAR 9/10</b>	
<b>UNIT 1: People that Inspire!</b>	<b>UNIT 2 – Junk Creatures</b>
<p><b>Making</b> <i>Collection of Work and Visual Diary</i></p> <p><b>Responding</b> <i>Short Response and Artist Statement</i></p>	<p><b>Making</b> <i>Junk Sculpture and Visual Diary</i></p> <p><b>Responding</b> <i>Exam – Response to stimulus and Artist Statement</i></p>
<b>YEAR B – YEAR 9/10</b>	
<b>UNIT 1: Surface Dwellers</b>	<b>UNIT 2 – A Sense of Place</b>
<p><b>Making</b> <i>Skate Deck Design and Visual Diary</i></p> <p><b>Responding:</b> <i>Short Response Exam and Artist Statement</i></p>	<p><b>Making</b> <i>Collection of Work and Visual Diary</i></p> <p><b>Responding:</b> <i>Short Response Exam and Artist Statement</i></p>