



**COURSE OUTLINE
ATAR YEAR 12: 2020
UNIT 3 / UNIT 4**



This course will run the two units, 3 and 4, concurrently. The student Semester 1 grade will therefore be an estimate.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1	Intro to topics Brainstorm ideas Discussion of ideas and concepts Introduction to focus artist (Albert Tucker) Art History discussion – links for study Expectation for documentation/ practical work/ submissions Dissemination of curriculum materials Google Classroom	Art making <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection 	
1	2	Short Answer assessment conducted Elements & Principles readdressed Continuation of practical development Albert Tucker discussion “I am reminded by...” introduction to phrase linking art historical aspects to current discussions in student work in order to address Soc/Pol/His aspects	Art making <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection Art interpretation <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	Task RA- 2: Short answer analysis

1	3	<p>Feedback from previous assessment Areas to build upon</p> <p>Compare and Contrast "I am reminded by..." phrase Compare and Contrast discussion and handouts</p> <p>Continuation of practical development</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	
1	4	<p>Peer Reviews- presentation of ideas and work for discussion by class group Feedback sheets produced by students for students Check in- Journal/ Media Testing/ Research/ Final ideas</p> <p>Personal Response focus</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task P1a/b Part 1: Reviews - Body of work feedback Be prepared to present and discuss body of work to teacher and peers. Body of work involves folio documentation of all written and visual evidence demonstrating the development of ideas. Investigative approaches including drawing, brainstorming, visual language, research, supporting artists and evidence of exploring ways to produce, present and reflect upon a body of work based on the theme <i>Commentaries</i> for Unit 3.</p>
1	5	<p>Peer review feedback Continuation and adjustment of work according to feedback Visual Analysis discussion Compare and Contrast "I am reminded by..." phrase Compare and Contrast discussion and handouts</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	



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1	6	Continuation of making Visual Analysis practice Tony Albert discussion Compare and Contrast "I am reminded by..." phrase Compare and Contrast discussion and handouts	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	
1	7	Continuation of making Visual Analysis practice Tony Albert discussion Compare and contrast assessment	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	Task RA-1: Compare and contrast extended response (in class) Utilise critical analysis frameworks to respond to unfamiliar images, which are selected to allow students to explore the theme of <i>Commentaries</i> . Investigate, compare and contrast the style, techniques, concepts, influences and subject matter explored by two artists/images
1	8	Compare and Contrast feedback Continuation of making Visual Analysis practice	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	

1	9	<p>Peer Reviews- presentation of ideas and work for discussion by class group Feedback sheets produced by students for students Continuation of making after feedback Tony Albert Making plan for break period</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task P1a/b Part 1: Reviews - Body of work feedback Be prepared to present and discuss body of work to teacher and peers. Body of work involves folio documentation of all written and visual evidence demonstrating the development of ideas. Investigative approaches including drawing, brainstorming, visual language, research, supporting artists and evidence of exploring ways to produce, present and reflect upon a body of work based on the theme <i>Commentaries</i> for Unit 3.</p>
2	10	<p>Tony Albert investigation essay Investigation essay feedback Check in making after break</p>	<p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task RI-1: Investigate focus artist In-depth examination and research of two artist/s in which social, cultural and historical context between the artist/s, artistic practice and influences are expressed. Selected artist/s appropriate to support production. Evidence of the theme <i>Commentaries</i> clearly apparent through the choice of artist/s and art forms.</p>
2	11	<p>Making continuation in preparation for submission Artist statement handouts /discussion VCA Artist statement draft submission</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	

2	12	<p>Artist statement feedback Continuation of making for submission</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	
2	13	<p>Submission of progress artwork Submission of Artist statement Submission of Journal / Visual Evidence</p> <p>Exam prep</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task P2a Progression artwork, artist statement, Visual Portfolio and visual evidence of work in progress</p> <p>A body of work that incorporates documentation, thinking processes and the resolved artwork. Visual Portfolio documenting all evidence and processes during the unit. Inclusive of all evidence, including the development of creative and critical thinking, discerning use of media, materials and techniques to produce art forms which express a unique response to the theme.</p> <p>Task RII: Clear and concise artist statement reflecting on resolved artwork, ideas and processes.</p>
2	14	Exam Prep		



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2	15			<p>Task RE1: Semester 1 Written examination Complete an examination covering the syllabus content from Semester 1.</p> <ol style="list-style-type: none"> 1. Section 1- Short answer on Elements and Principals 2. Section 2- Art History/Compare and Contrast 3. Section 3 – Response to Case Study Artist/s <p>Examination structure – 2.5 hours</p>
Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	16 (1)	<p>Intro to topics Brainstorm ideas Discussion of ideas and concepts Introduction to focus artist (Albert Tucker)</p> <p>Art History discussion – links for study</p> <p>Expectation for documentation/ practical work/ submissions</p> <p>Dissemination of curriculum materials Google Classroom</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection 	
2	2	<p>Short Answer assessment conducted Elements & Principles readdressed</p> <p>Continuation of practical development Albert Tucker discussion</p> <p>“I am reminded by...” introduction to phrase linking art historical aspects to current discussions in student work in order to address Soc/Pol/His aspects</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task RA- 3: Short answer analysis</p>



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2	3	<p>Feedback from previous assessment Areas to build upon</p> <p>Compare and Contrast "I am reminded by..." phrase Compare and Contrast discussion and handouts</p> <p>Continuation of practical development</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task P1c/d Reviews - Body of work feedback Be prepared to present and discuss body of work to teacher and peers. Body of work involves folio documentation of all written and visual evidence demonstrating the development of ideas. Investigative approaches including drawing, brainstorming, visual language, research, supporting artists and evidence of exploring ways to produce, present and reflect upon a body of work based on the theme <i>Points of View</i> for Unit 4.</p>
2	4	<p>Peer Reviews- presentation of ideas and work for discussion by class group Feedback sheets produced by students for students Check in- Journal/ Media Testing/ Research/ Final ideas</p> <p>Personal Response focus</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task P1c/d Reviews - Body of work feedback Be prepared to present and discuss body of work to teacher and peers. Body of work involves folio documentation of all written and visual evidence demonstrating the development of ideas. Investigative approaches including drawing, brainstorming, visual language, research, supporting artists and evidence of exploring ways to produce, present and reflect upon a body of work based on the theme <i>Points of View</i> for Unit 4.</p> <p>Artist Statement Clear and concise artist statement reflecting on resolved artwork, ideas and processes.</p>



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2	5	<p>Peer review feedback Continuation and adjustment of work according to feedback Visual Analysis discussion Compare and Contrast "I am reminded by..." phrase Compare and Contrast discussion and handouts</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	
3	6	<p>Continuation of making Visual Analysis practice Tony Albert discussion Compare and Contrast "I am reminded by..." phrase Compare and Contrast discussion and handouts</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	
3	7	<p>Continuation of making Visual Analysis practice Tony Albert discussion Compare and contrast assessment</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task RI-2: Investigate focus artist In-depth examination and research of two artist/s in which social, cultural and historical context between the artist/s, artistic practice and influences are expressed. Selected artist/s appropriate to support production. Evidence of the theme <i>Points of View</i> clearly apparent through the choice of artist/s and art forms.</p>

3	8	<p>Compare and Contrast feedback Continuation of making Visual Analysis practice</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task RA-4: Compare and contrast extended response (in class) Utilise critical analysis frameworks to respond to unfamiliar images, which are selected to allow students to explore the theme of <i>Points of Views</i>. Investigate, compare and contrast the style, techniques, concepts, influences and subject matter explored by two artists/images</p>
3	9	<p>Peer Reviews- presentation of ideas and work for discussion by class group Feedback sheets produced by students for students Continuation of making after feedback Tony Albert Making plan for break period</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task P1/d Reviews - Body of work feedback Be prepared to present and discuss body of work to teacher and peers. Body of work involves folio documentation of all written and visual evidence demonstrating the development of ideas. Investigative approaches including drawing, brainstorming, visual language, research, supporting artists and evidence of exploring ways to produce, present and reflect upon a body of work based on the theme <i>Points of View</i> for Unit 4.</p>
3	10	<p>Tony Albert investigation essay Investigation essay feedback Check in making after break</p>	<p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	

4	11	<p>Making continuation in preparation for submission Artist statement handouts /discussion VCA Artist statement draft submission</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	<p>Task P2b Resolved artwork, artist statement, Visual Portfolio and visual evidence of work in progress A body of work for Unit 4 that incorporates documentation, thinking processes and the resolved artwork. Clear and concise artist statement reflecting on resolved artwork, ideas and processes.</p> <p>Task RI2: Clear and concise artist statement reflecting on resolved artwork, ideas and processes.</p>
4	12	<p>Artist statement feedback Continuation of making for submission</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	
4	13	<p>Submission of progress artwork Submission of Artist statement Submission of Journal / Visual Evidence</p> <p>Exam prep</p>	<p>Art making</p> <ul style="list-style-type: none"> • Inquiry • Visual language • Visual influence • Art forms, media and techniques • Presentation • Reflection <p>Art interpretation</p> <ul style="list-style-type: none"> • Visual analysis • Personal response • Meaning and purpose 	



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4	14	Exam Prep	Art interpretation <ul style="list-style-type: none">• Visual analysis• Personal response• Meaning and purpose	
	15		Art interpretation <ul style="list-style-type: none">• Visual analysis• Personal response• Meaning and purpose	Task RE 2: Semester 2 Written examination Complete an examination covering the syllabus content from Unit 3 and Unit 4. <ol style="list-style-type: none">1. Section 1- Short answer on Elements and Principals2. Section 2- Art History/Compare and Contrast3. Section 3 – Response to Case Study Artist/s Examination structure – 2.5 hours