



## COURSE OUTLINE VISUAL ARTS – ATAR YEAR 11: 2021 UNIT 1 AND UNIT 2



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

### Unit 1 – Differences

#### Unit description

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1	Introduction to the ATAR Visual Art course and all its components and expectations.  Exploring the themes around the concept 'Differences', begin ideas generation and sourcing an influence Visual Language – how to go about developing language list	<ul style="list-style-type: none"><li>refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)</li></ul>	
	2	<b>Investigation: Case Study</b>  Students will be presented with an artist and/or art movement to research through structured questions	<ul style="list-style-type: none"><li>identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places</li></ul>	



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3	<p>Investigation continues</p> <p>Research topic will be extended through the addition of artwork/s and/or artist/s</p> <p>Writing skills will focus on utilising an artwork to illustrate points of interest</p>	<ul style="list-style-type: none"> <li>• identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places</li> <li>• refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)</li> <li>• identify multiple meaning, values and beliefs communicated in artwork</li> <li>• identify formal, stylistic and technical elements which contribute to the function or messages in artwork</li> </ul>	
4	<p>Investigation: Case Study</p> <p>In-class discussion on the case study topic and review referencing artwork.</p> <p>Introduction to essay format and requirements</p>	<ul style="list-style-type: none"> <li>• identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places</li> <li>• refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)</li> <li>• identify multiple meaning, values and beliefs communicated in artwork</li> <li>• identify formal, stylistic and technical elements which contribute to the function or messages in artwork</li> </ul>	<b>Essay completed in-class</b>



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5	<p><b>Production Task 1a – Planning and Concept Development</b></p> <p>You will be developing and creating a body of work based on the theme ‘Differences’. First by exploring the things you are interested in, to then inspire and relate back in to the theme differences. Your ideas and concepts for your artwork and processes are to be negotiated with the teacher and confirmed.</p> <p>All planning visual and written such as, brainstorming, drawings, images and relating artists need to be documented in your Folio/Sketchbook throughout the semester and will be assessed.</p> <p>You are to produce a resolved artwork/s that relates to your body of work and expresses your chosen idea/s. You will then be required to write an Artist Statement, which explains your concept and artistic influences in the project.</p>	<ul style="list-style-type: none"> <li>• explore approaches to drawing, including representational, expressive, decorative and symbolic methods to develop artwork</li> <li>• consider a variety of ways to develop and refine artwork</li> <li>• document the process of inquiry and thinking and working practices</li> <li>• organise work demonstrating independent planning and time management</li> <li>• investigate others’ visual arts practice to make connections and inform the development and production of own artwork</li> </ul>	<p>Work to be organised in Sketchbook or Folio for supporting upcoming assessments</p>
6	<p>Production Task 1a continues</p> <p>Complete ideas generation  Set concept  Artist Influence  Begin media testing  Composition planning</p>		



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7	<p>Peer review of Production Task 1a</p> <p>Present your concept and design process to the class for feedback</p> <p>Utilise the feedback review and refine the concept</p> <p>Explain what is primary and secondary visual influences as they move forward to ensure that their planning acknowledges it appropriately</p>	<ul style="list-style-type: none"> <li>• manipulate visual language (elements and principles of art) in the development and production of artwork</li> <li>• investigate others' visual arts practice to make connections and inform the development and production of own artwork</li> <li>• make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices</li> <li>• organise, arrange and document thinking and working practices</li> <li>• reflect on and maintain documentation of the development of thinking and working practices</li> <li>• provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making</li> <li>• acknowledge primary and/or secondary visual influence(s)</li> </ul>	<p><b>Production Task 1a - Peer Review to include</b></p> <ul style="list-style-type: none"> <li>• Artist Influence</li> <li>• Concept</li> <li>• Media Testing</li> </ul>	
1	8	<p>Production Task 1b – Creation of Artwork</p> <p>You are to produce a resolved artwork/s that relates to your body of work and expresses your chosen idea/s.</p>	<ul style="list-style-type: none"> <li>• manipulate materials and explore techniques to develop and refine artwork</li> <li>• select, manipulate and discerningly apply materials, skills and processes to produce artwork in selected art forms</li> <li>• follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> <li>• make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices</li> <li>• reflect on and maintain documentation of the development of thinking and working practices</li> </ul>	
1	9	<p>continue production</p>		
		<p>Term Break week 1 – artwork to be taken home to continue progress</p>		
		<p>Term Break week 2 – artwork to be taken home to continue progress</p>		



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2	1	<p>Production Task 1b</p> <p>Class review work in progress to provide feedback on progress and techniques</p>	<ul style="list-style-type: none"> <li>manipulate materials and explore techniques to develop and refine artwork</li> <li>select, manipulate and discerningly apply materials, skills and processes to produce artwork in selected art forms</li> <li>follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> <li>make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices</li> <li>reflect on and maintain documentation of the development of thinking and working practices</li> </ul>	<b>Class Review Production Task 1b progress</b>
2	2	Continue production		
2	3	<p>Finalise production</p> <p>You will be required to write an Artist Statement, which explains your concept and artistic influences in the project.</p>	<ul style="list-style-type: none"> <li>provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making</li> <li>acknowledge primary and/or secondary visual influence(s)</li> </ul>	<b>Completed Production of the resolved artwork</b>
2	4	<p><b>Image analysis</b></p> <p>Return to writing about art and short answer practise</p>		
2	5	Image Analysis – short answer	<ul style="list-style-type: none"> <li>use critical analysis frameworks to analyse artwork from different points of view</li> <li>compare and contrast subject matter, meaning and approaches between artwork</li> <li>refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)</li> <li>provide subjective and objective response to artwork giving reasons for opinion</li> <li>support arguments and interpretations when responding to artwork</li> <li>identify multiple meaning, values and beliefs communicated in artwork</li> <li>identify formal, stylistic and technical elements which contribute to the function or messages in artwork</li> </ul>	<b>Image analysis 1</b>
2	6	Image analysis comparing two works		



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2	7	Exam preparation and revision– review case study	<ul style="list-style-type: none"> <li>• use critical analysis frameworks to analyse artwork from different points of view</li> <li>• compare and contrast subject matter, meaning and approaches between artwork</li> <li>• refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)</li> <li>• provide subjective and objective response to artwork giving reasons for opinion</li> <li>• support arguments and interpretations when responding to artwork</li> <li>• identify multiple meaning, values and beliefs communicated in artwork</li> <li>• identify formal, stylistic and technical elements which contribute to the function or messages in artwork</li> <li>• identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places</li> </ul>	
2	8	Exam Week 1		
2	9	Exam Week 2		<b>Semester 1 Exam</b>  <b>Image Analysis</b> <b>Case study response</b>
2	10	Exam Feedback		



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### Unit 2 – Identities

#### Unit description

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	10	<p><b>Production Task 2</b></p> <p>You will be developing and creating a body of work based on the theme 'Identities'. First by exploring the things you relate to or want to create a narrative around, to then inspire and relate back in to the theme 'Identities'. Your ideas and concepts for your artwork and processes are to be negotiated with the teacher and confirmed.</p> <p>All planning visual and written such as, brainstorming, drawings, images and relating artists need to be documented in your Folio throughout the semester and will be assessed.</p> <p>You are to produce a resolved artwork/s that relates to your body of work and expresses your chosen idea/s. You</p>	<ul style="list-style-type: none"><li>• explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for developing artwork</li><li>• investigate other methods of developing and producing artwork</li><li>• consider a variety of ways to develop and refine artwork</li><li>• document thinking and working practices when developing a body of work</li><li>• explore, select and combine visual language (elements and principles of art) in the development and production of a body of work</li><li>• manipulate visual language to create innovative and personal visual solutions</li><li>• consider the relationship between form, style and expressive intent when developing and producing a body of work</li></ul>	Work to be organised in Sketchbook or Folio for supporting upcoming assessments



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		will then be required to write an Artist Statement, which explains your concept and artistic influences in the project.	<ul style="list-style-type: none"> <li>explore, combine and manipulate materials and techniques to develop and produce artwork</li> </ul>	
		Term Break – Week 1 – Homework is to research and document artist influence		
		Term Break – Week 2 – Homework is to work on concept development and visual inquiry		
3	1	<p>Production Task 2a</p> <p>Continue documentation of media testing and concept development</p>	<ul style="list-style-type: none"> <li>explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for developing artwork</li> <li>investigate other methods of developing and producing artwork</li> <li>consider a variety of ways to develop and refine artwork</li> <li>document thinking and working practices when developing a body of work</li> <li>explore, select and combine visual language (elements and principles of art) in the development and production of a body of work</li> <li>manipulate visual language to create innovative and personal visual solutions</li> <li>consider the relationship between form, style and expressive intent when developing and producing a body of work</li> <li>explore, combine and manipulate materials and techniques to develop and produce artwork</li> </ul>	
3	2	<p>Production Task 2a – Peer Review</p> <p>utilise the process of Peer Reviews to review and refine your design idea, concept and skills and processes</p>		<p><b>Production Task 2a – Peer Review</b></p> <ul style="list-style-type: none"> <li>Artist Influence</li> <li>Concept</li> <li>Media Testing</li> </ul>





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3	3	<p>Production Task 2b – Resolved Artwork</p> <p>You are to produce a resolved artwork/s that relates to your body of work and expresses your chosen idea/s.</p>	<ul style="list-style-type: none"> <li>• explore, combine and manipulate materials and techniques to develop and produce artwork</li> <li>• selectively apply and refine media and techniques to communicate intended meaning, purpose or effects</li> <li>• apply skills and techniques in the development of an individual style and innovative artwork</li> <li>• investigate and refine skills to produce artwork which shows discernment in the application of materials and processes</li> <li>• follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> <li>• make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices</li> </ul>	Continue documentation collection for evidence submission
3	4	continue Production Task 2b		
3	4	<p>Investigation - Case Study and Artist Research</p> <p>Structured investigation and research into two artists and/or eras with specific reference to concepts or issues related to personal, social, cultural or gender identity.</p>	<ul style="list-style-type: none"> <li>• consolidate the use of critical analysis frameworks to analyse artwork from different points of view</li> <li>• respond to unfamiliar artwork which challenge expectations and preconceived ideas (unseen image analysis)</li> <li>• compare artwork referring to visual language (elements and principles of art) and use art terminology to discuss formal organisation (composition), meaning and artistic style</li> <li>• support interpretations, opinions and beliefs about artwork and their meaning</li> <li>• consider alternative viewpoints and opinions when responding to artwork</li> <li>• discuss the meaning of artwork from different times and places making links to contextual factors that influence production and reading</li> <li>• identify formal, stylistic and technical elements which contribute to the function or meaning and message of an artwork</li> </ul>	
3	5	<p>Investigation Continues</p> <p>In-class review on artist 1 prior to moving into artist 2</p> <p>Image Analysis</p> <p>Students respond to a related image via short answer</p>		<b>Image Analysis – short answer</b>
3	6	Responding to a statement or supplementary image to discuss researched artist/s		



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3	7	<p><b>Investigation</b> - In-class essay</p>	<ul style="list-style-type: none"> <li>examine a range of social, cultural, historical and other contextual factors that have influenced or impacted the development and production of artists, groups or movements over time</li> <li>examine artwork that has been shaped or influenced by specific social, cultural or historical concerns</li> </ul>	<b>In-class Investigation essay</b>
3	8	<p>Production Task 2b</p> <p>Touching back to continue with the production of a resolved artwork</p>	<ul style="list-style-type: none"> <li>explore, combine and manipulate materials and techniques to develop and produce artwork</li> <li>selectively apply and refine media and techniques to communicate intended meaning, purpose or effects</li> <li>apply skills and techniques in the development of an individual style and innovative artwork</li> <li>investigate and refine skills to produce artwork which shows discernment in the application of materials and processes</li> <li>follow correct health and safety practices, respecting and acknowledging the work and rights of others</li> <li>make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices</li> </ul>	<b>Documentation of the progress on the artwork</b>
3	9	<p>Production Task 2b</p> <p>Mid production class review to provide feedback on progress and techniques to ensure refinement of concept, composition and skills and processes</p>		<b>Peer Review</b>
3	10	<p><b>Production Task 2</b></p> <p>Reviewing documentation to select 9 pieces of evidence to support production submission</p> <p>Reviewing artist statement purpose and development</p>	<ul style="list-style-type: none"> <li>organise, document and present thinking and working practices</li> <li>display a body of work for critique and exhibition</li> <li>reflect on and maintain documentation of the development of thinking and working practices</li> <li>provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making</li> <li>acknowledge primary and/or secondary visual influence(s)</li> </ul>	
		<b>Term Break – Week 1</b> – completion of production task		
		<b>Term Break – week 2</b> – completion of production task		



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4	1	Image Analysis Looking at comparing two artworks	<ul style="list-style-type: none"> <li>consolidate the use of critical analysis frameworks to analyse artwork from different points of view</li> <li>respond to unfamiliar artwork which challenge expectations and preconceived ideas (unseen image analysis)</li> <li>compare artwork referring to visual language (elements and principles of art) and use art terminology to discuss formal organisation (composition), meaning and artistic style</li> </ul>	
4	2	Image Analysis Assessment on compare and contrast – short answer		<b>Image Analysis -</b>
4	3	Production Task 2b Submission of the resolved artwork accompanied by 9 pieces of evidence and an artist statement	<ul style="list-style-type: none"> <li>organise, document and present thinking and working practices</li> <li>display a body of work for critique and exhibition</li> <li>reflect on and maintain documentation of the development of thinking and working practices</li> <li>provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making</li> <li>acknowledge primary and/or secondary visual influence(s)</li> </ul>	<b>Production Task 2b</b> with 9 pieces of evidence and artist statement
4	4	Case Study review activities Exam question planning techniques		
4	5	Exam preparation and practice questions	<ul style="list-style-type: none"> <li>support interpretations, opinions and beliefs about artwork and their meaning</li> <li>consider alternative viewpoints and opinions when responding to artwork</li> <li>discuss the meaning of artwork from different times and places making links to contextual factors that influence production and reading</li> <li>identify formal, stylistic and technical elements which contribute to the function or meaning and message of an artwork</li> <li>examine a range of social, cultural, historical and other contextual factors that have influenced or impacted the development and production of artists, groups or movements over time</li> <li>examine artwork that has been shaped or influenced by specific social, cultural or historical concerns</li> </ul>	
4	6 & 7	Final Exam		<b>Final Exam</b>  Image Analysis Short Answer Case Study