



**COURSE OUTLINE**  
**VISUAL ARTS – GENERAL 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 – Experiences

### Unit description

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1 - 3	Unit Focus: Experiences— Portrait Introduction to the course and assessment requirements <b>Investigation Task 1</b> Through structured research students will explore the art practice of a set era and artist  Introduction to art terminology, language and the influences around the production of art.	Social, cultural and historical contexts <ul style="list-style-type: none"><li>identify features of artwork belonging to certain artists, movements, times or places</li><li>discuss factors that have influenced the production of specific artwork</li></ul>	<b>Investigation Task Week 3</b>



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1	4	<p><b>Visual Analysis Task 1</b>          Students to use the guided questions to reflect on the artwork of others</p> <p>Key terms          Line          colour          pattern          shape          form          tone</p>	<p>Visual analysis</p> <ul style="list-style-type: none"> <li>• use guided questions and critical analysis frameworks to discuss artwork</li> <li>• describe concepts, materials, forms, techniques and processes in artwork</li> <li>• refer to visual language – elements and principles of art describe artwork using art terminology</li> </ul>	<p><b>In-class analysis</b></p>
1	5, 6 & 7	<p><b>Production Task 1 - Folio</b>          Inquiry</p> <ul style="list-style-type: none"> <li>• Introduction to portraiture</li> </ul> <p>Students will draw a range of portraits looking at using facial structures to develop accuracy as well as utilising a range of drawing mediums to create different effects</p> <p>Drawings and media experimentation is to be documented and annotated</p>	<p>Inquiry</p> <ul style="list-style-type: none"> <li>• explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches</li> <li>• develop artwork through experimentation and media manipulation</li> <li>• annotate steps, procedures and processes used to create artwork</li> </ul> <p>Visual language</p> <ul style="list-style-type: none"> <li>• explore ways to use visual language – elements and principles of art – in the development of artwork</li> </ul> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> <li>• test and explore with materials and techniques to achieve particular effects</li> </ul>	<p><b>Production Task 1</b>          Folio of Drawings, in class work and sketchbook requirements          This is an ongoing task that is to be collated and submitted <b>Term 2 Week 1</b></p>



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1	7, 8 & 9	<p><b>Production Task 2 – Mixed Media Portrait</b>          Students will explore the manipulation of features, use of colour, line and pattern to create a contemporary portrait drawing.</p> <p><b>Focus Artist</b>          Del Kathryn Barton</p>	<p>Art forms, media and techniques</p> <ul style="list-style-type: none"> <li>• test and explore with materials and techniques to achieve particular effect</li> <li>• use demonstrated techniques when producing artwork</li> </ul> <p>Art practice</p> <ul style="list-style-type: none"> <li>• apply skills and processes sensitively in specific art forms</li> <li>• follow correct processes for producing artwork</li> <li>• use safe and appropriate work practices, respecting and acknowledging the work of others</li> </ul> <p>Presentation</p> <ul style="list-style-type: none"> <li>• record processes in developing artwork (update folio)</li> </ul>	<p><b>Production Task 2</b>          Mixed Media Portrait</p> <p><b>Due Week 9</b></p>
2	1	<p><b>Collate Folio</b></p> <p>Finalise and annotate folio drawings for submission</p>	<p>Inquiry</p> <ul style="list-style-type: none"> <li>• explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches</li> <li>• develop artwork through experimentation and media manipulation</li> <li>• annotate steps, procedures and processes used to create artwork</li> </ul> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> <li>• test and explore with materials and techniques to achieve particular effect</li> <li>• use demonstrated techniques when producing artwork</li> </ul> <p>Art practice</p> <ul style="list-style-type: none"> <li>• apply skills and processes sensitively in specific art forms</li> <li>• follow correct processes for producing artwork</li> <li>• use safe and appropriate work practices, respecting and acknowledging the work of others</li> </ul>	<p><b>Production Task 1 Due</b></p>



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2	2 - 3	<p><b>Preparation for Task 3</b></p> <p><i>Focus artists</i>            Max Gaspiarini            Mark Tweedie</p> <p>Students will begin exploring creating portraits in a painterly manner using liquefied paint, transparency, highlights and shadows, tonal layers</p> <p>(Students will be photographed during this time to provide the image for their self-portrait)</p>	<p>Inquiry</p> <ul style="list-style-type: none"> <li>• explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches</li> <li>• develop artwork through experimentation and media manipulation</li> </ul> <p>Visual language</p> <ul style="list-style-type: none"> <li>• explore ways to use visual language – elements and principles of art – in the development of artwork</li> </ul> <p>Visual influence</p> <ul style="list-style-type: none"> <li>• explore techniques used by different artists</li> </ul> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> <li>• test and explore with materials and techniques to achieve particular effects</li> </ul> <p>Art practice</p> <p>apply skills and processes sensitively in specific art forms</p>	
2	4 - 6	<p><b>Production Task 3 – Acrylic Painting</b></p> <p>Using liquefied acrylic to develop skills in building a portrait            Develop skills in building tonal layers            Develop skills in using highlight and shadow to finalise an image</p>	<p>Inquiry</p> <ul style="list-style-type: none"> <li>• explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches</li> <li>• develop artwork through experimentation and media manipulation</li> </ul> <p>Visual language</p> <ul style="list-style-type: none"> <li>• explore ways to use visual language – elements and principles of art – in the development of artwork</li> </ul> <p>Visual influence</p> <ul style="list-style-type: none"> <li>• explore techniques used by different artists</li> </ul> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> <li>• test and explore with materials and techniques to achieve particular effects</li> </ul> <p>Art practice</p>	<p><b>Production Task</b>            Complete an Acrylic Self Portrait</p> <p><b>Due week 6</b></p>



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			<p>apply skills and processes sensitively in specific art forms</p> <p>Presentation</p> <ul style="list-style-type: none"> <li>record processes in developing artwork (update folio with practice pieces)</li> </ul>	
2	7	<b>Self Reflection</b>	<p>Reflection</p> <ul style="list-style-type: none"> <li>identify and discuss ways to improve artwork</li> <li>evaluate the success of finished</li> </ul>	<b>Self Reflection</b> (Part of Production Task)
2	8-9	<p><b>Drawing Tasks</b></p> <p>Utilising a range of mediums and techniques to complete observational and gestural drawings</p>	<p>Inquiry</p> <ul style="list-style-type: none"> <li>explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches</li> <li>develop artwork through experimentation and media manipulation</li> </ul> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> <li>test and explore with materials and techniques to achieve particular effects</li> </ul>	



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## Unit 2 – Exploration

### Unit description

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

Students explore a number of ways to develop the subject matter for artworks. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	10 - 11	Unit Focus: Exploration — Landscape <b>Investigation Task 2</b> Student will be given a brief history of Australian Landscape and the link to our Identity. Students will then select ONE of the nominated eras to complete their research task on for a more in-depth view.	Visual language <ul style="list-style-type: none"><li>• explore ways to use visual language – elements and principles of art – in the development of artwork</li></ul> Social, cultural and historical contexts <ul style="list-style-type: none"><li>• identify features of artwork belonging to certain artists, movements, times or places</li><li>• discuss factors that have influenced the production of specific</li></ul>	<b>Investigation Task</b> <b>Due Term 2 Week 11</b>



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3	1 - 2	<p><b>Visual Analysis 2</b></p> <p>Students to use the guided questions to reflect on the artwork of others</p> <p><i>Key terms</i>          colour          space          tone          contrast          unity</p>	<p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> <li>identify features of artwork belonging to certain artists, movements, times or places</li> <li>discuss factors that have influenced the production of specific</li> </ul> <p>Visual analysis</p> <ul style="list-style-type: none"> <li>use guided questions and critical analysis frameworks to discuss artwork</li> <li>describe concepts, materials, forms, techniques and processes in artwork</li> <li>refer to visual language – elements and principles of art</li> </ul> <p>describe artwork using art terminology</p>	<p><b>Analysis Task</b></p> <p><i>Reference artist/Movement will be based on those from the Investigation</i></p>
3	3 - 5	<p><b>Production Task 5 –Landscape Folio</b></p> <p>Landscape drawing activities using a range of techniques and mediums          Looking at colour theory in landscape          Using perspective and space</p> <p>This folio will include drawings and design ideas from Task 6</p>	<p>Inquiry</p> <ul style="list-style-type: none"> <li>explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches</li> <li>develop artwork through experimentation and media manipulation</li> </ul> <p>Visual language</p> <ul style="list-style-type: none"> <li>explore ways to use visual language – elements and principles of art – in the development of artwork</li> </ul> <p>Visual influence</p> <ul style="list-style-type: none"> <li>explore techniques used by different artists</li> <li>Art forms, media and techniques</li> <li>test and explore with materials and techniques to achieve particular effects</li> </ul> <p>Art practice</p> <ul style="list-style-type: none"> <li>apply skills and processes sensitively in specific art forms</li> </ul>	<p><b>Production Task - Folio</b></p> <p><b>Due Term 3 Week 10 with Task 6</b></p>







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4	2 - 4	<p><b>Production Task 7 – Tonalism with Oils</b></p> <p>Introduction to oils Tonalist techniques</p>	<p>Art practice</p> <ul style="list-style-type: none"> <li>• apply skills and processes sensitively in specific art forms</li> <li>• follow correct processes for producing artwork</li> <li>• use safe and appropriate work practices, respecting and acknowledging the work of others</li> </ul> <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> <li>• test and explore with materials and techniques to achieve particular effect</li> <li>• use demonstrated techniques when producing artwork</li> </ul> <p>Visual influence</p> <ul style="list-style-type: none"> <li>• explore techniques used by different artists</li> </ul>	<p><b>Production Task</b>  <b>Final painting due end of</b>  <b>Week 4</b></p>
4	5	<p><b>Self Reflection</b></p> <p>Complete a self reflection on progress, skills and final artwork.</p>	<p>Reflection</p> <ul style="list-style-type: none"> <li>• identify and discuss ways to improve artwork</li> </ul> <p>evaluate the success of finished</p>	<p><b>Self Reflection – Task 8</b></p>