



COURSE OUTLINE

VISUAL ARTS (WEARABLE) – GENERAL YEAR 11: 2022

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 – Stories of Our Youth Introduction to the course and assessment requirements Production Task 1: Folio Students will begin developing their skills in a range of media to create, develop, extend and improve upon their observational drawing skills. Students will draw a range of images based upon their childhood stories, as well as utilising a range of drawing mediums to create different effects Drawings and media experimentation is to be documented and annotated	Inquiry <ul style="list-style-type: none"> explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches develop artwork through experimentation and media manipulation annotate steps, procedures and processes used to create artwork Visual language <ul style="list-style-type: none"> explore ways to use visual language – elements and principles of art – in the development of artwork 	Production Task 1 Folio of Drawings, in class work and sketchbook requirements This is an ongoing task that is to be collated and submitted for formative assessment Week __ and summative assessment Week ____



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		Students will extend upon their drawing by creating a mood board, to develop and explore ideas generation to inform their studio practice.		
	3 - 4	<p>Investigation Task 1 Through structured research students will explore the art practice of a set era and artist</p> <p>Introduction to art terminology, language and the influences around the production of art.</p>	<p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> • identify features of artwork belonging to certain artists, movements, times or places • discuss factors that have influenced the production of specific artwork 	Investigation Task Due Week 5
1	4 - 5	<p>Preparation for Task 2</p> <p><i>Focus artists and designers</i> Phillip Treacy Alexander McQueen Noel Stewart</p> <p>Students will begin exploring designs in an extravagant and exaggerated manner using a range of mediums to explore idea generation, manipulation of materials, and using space.</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation <p>Visual language</p> <ul style="list-style-type: none"> • explore ways to use visual language – elements and principles of art – in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> • explore techniques used by different artists <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effects <p>Art practice</p> <p>apply skills and processes sensitively in specific art forms</p>	Activities completed here are assessed via the Production Task 1



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6, 7, 8 & 9	<p>Production Task 2 – Storytime Millinery</p> <p>Students are to create a sculptural millinery piece that takes the viewer to their story or character.</p> <p>They are to reference their influencing story, utilise their mood board and work through the processes to design their hat.</p> <p>Students will develop skills in construction, using a variety of materials</p> <p>Students will develop skills in creating wearable art via millinery</p> <p>Students will develop skills in using colour effectively</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation <p>Visual language</p> <ul style="list-style-type: none"> • explore ways to use visual language – elements and principles of art – in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> • explore techniques used by different artists <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effects <p>Art practice</p> <p>apply skills and processes sensitively in specific art forms</p> <p>Presentation</p> <ul style="list-style-type: none"> • record processes in developing artwork (update folio with practice pieces) 	<p>Production Task</p> <p>Complete an Acrylic Self Portrait</p> <p>Due week 9</p>	
1	10	<p>Visual Analysis Task 1</p> <p>Students to use the guided questions to reflect on the artwork of others</p> <p>Key terms</p> <p>Line</p> <p>colour</p> <p>pattern</p> <p>shape</p> <p>form</p> <p>tone</p>	<p>Visual analysis</p> <ul style="list-style-type: none"> • use guided questions and critical analysis frameworks to discuss artwork • describe concepts, materials, forms, techniques and processes in artwork • refer to visual language – elements and principles of art <p>describe artwork using art terminology</p>	<p>In-class analysis</p>



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1	10	<p>Collate Folio</p> <p>Update and annotate folio drawings and activities.</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation • annotate steps, procedures and processes used to create artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effect • use demonstrated techniques when producing artwork <p>Art practice</p> <ul style="list-style-type: none"> • apply skills and processes sensitively in specific art forms • follow correct processes for producing artwork • use safe and appropriate work practices, respecting and acknowledging the work of others 	<p>Due for formative assessment</p>
2	1	<p>Preparation for Task 3</p> <p><i>Focus artists</i> TBC</p> <p>Students will begin exploring creating works in a decorative manner using</p> <p>Colour Line Pattern Movement Texture</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation <p>Visual language</p> <ul style="list-style-type: none"> • explore ways to use visual language – elements and principles of art – in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> • explore techniques used by different artists <p>Art forms, media and techniques</p>	<p>Activities completed here are assessed via the Production Task 1</p>



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			<ul style="list-style-type: none"> test and explore with materials and techniques to achieve particular effects <p>Art practice apply skills and processes sensitively in specific art forms</p>	
2	2,3 &4	<p>Production Task 3 – Stitched Shibori Work Students will explore the use of texture</p> <p>Focus Artist TBC</p> <p>Students will use Shibori and Stitching techniques to create a unique wearable or hanging artwork.</p>	<p>Art forms, media and techniques</p> <ul style="list-style-type: none"> test and explore with materials and techniques to achieve particular effect use demonstrated techniques when producing artwork <p>Art practice</p> <ul style="list-style-type: none"> apply skills and processes sensitively in specific art forms follow correct processes for producing artwork use safe and appropriate work practices, respecting and acknowledging the work of others <p>Presentation</p> <ul style="list-style-type: none"> record processes in developing artwork (update folio) 	<p>Production Task 3 Stitched Shibori work</p> <p>Due Week 5</p>
2	5	<p>Collate Folio</p> <p>Finalise and annotate folio drawings and activities for submission and assessment</p>	<p>Inquiry</p> <ul style="list-style-type: none"> explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches develop artwork through experimentation and media manipulation annotate steps, procedures and processes used to create artwork <p>Art forms, media and techniques</p>	<p>Production Task 1</p> <p>Due Week 5</p>



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2	6		<ul style="list-style-type: none"> test and explore with materials and techniques to achieve particular effect use demonstrated techniques when producing artwork <p>Art practice</p> <ul style="list-style-type: none"> apply skills and processes sensitively in specific art forms follow correct processes for producing artwork use safe and appropriate work practices, respecting and acknowledging the work of others 	
2	6	Set up work for display		
2	7 - 8	<p>Drawing Tasks</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"> explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches develop artwork through experimentation and media manipulation <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> test and explore with materials and techniques to achieve particular effects 	



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2	9	<p>Drawing Tasks – Landscape</p> <p>Utilising a range of mediums and techniques to complete observational and gestural drawings as we transition into Unit 2</p>	<p>Inquiry</p> <ul style="list-style-type: none">• explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches• develop artwork through experimentation and media manipulation <p>Art forms, media and techniques</p> <ul style="list-style-type: none">• test and explore with materials and techniques to achieve particular effects	<p>Images to be included in the second semester Folio Submission</p>
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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	Unit Focus: Exploration Investigation Task 2 Student will be given a brief history of Australian Woman in Art. Students will then select ONE of the nominated artists to complete their research task on for a more in-depth view.	Visual language <ul style="list-style-type: none">• explore ways to use visual language – elements and principles of art – in the development of artwork Social, cultural and historical contexts <ul style="list-style-type: none">• identify features of artwork belonging to certain artists, movements, times or places• discuss factors that have influenced the production of specific	Investigation Task Due Term



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



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3	4 - 10	<p>Production Task 6 – Contemporary Design</p> <p>Explore ways in which contemporary design utilises space, colour, pattern, shape and line</p> <p>Students will work with asymmetrical design processes to create a finished product.</p> <p><i>Focus Artist</i> TBC</p>	<p>Visual language</p> <ul style="list-style-type: none"> • explore ways to use visual language – elements and principles of art – in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> • explore techniques used by different artists <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effect • use demonstrated techniques when producing artwork <p>Art practice</p> <ul style="list-style-type: none"> • apply skills and processes sensitively in specific art forms • follow correct processes for producing artwork • use safe and appropriate work practices, respecting and acknowledging the work of others 	<p>Production Task</p> <p>Contemporary Design</p> <p>Due Week 10</p>
3	10	<p>Production Task; Folio Collate Folio</p> <p>Finalise and annotate folio drawings and activities for submission and assessment</p>	<p>Inquiry</p> <ul style="list-style-type: none"> • explore ways to create artwork using a range of stimulus materials, sources of information and drawing approaches • develop artwork through experimentation and media manipulation • annotate steps, procedures and processes used to create artwork <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and explore with materials and techniques to achieve particular effect • use demonstrated techniques when producing artwork <p>Art practice</p> <ul style="list-style-type: none"> • apply skills and processes sensitively in specific art forms • follow correct processes for producing artwork 	<p>Production Task 1</p> <p>Due Week 6</p>



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			<ul style="list-style-type: none"> use safe and appropriate work practices, respecting and acknowledging the work of others 							
4	1 - 4	<p>Production Task 7 – Fashion Illustration</p> <p>Utilising transparent illustration technique students will build a series of completed pieces illustrating their designs.</p>	<p>Art practice</p> <ul style="list-style-type: none"> apply skills and processes sensitively in specific art forms follow correct processes for producing artwork use safe and appropriate work practices, respecting and acknowledging the work of others <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> test and explore with materials and techniques to achieve particular effect use demonstrated techniques when producing artwork <p>Visual influence</p> <ul style="list-style-type: none"> explore techniques used by different artists 	<p>Production Task Final illustrations due end of Week 4</p>						
4	3	<p>Visual Analysis 3</p> <p>Students to use the guided questions to reflect on the artwork of others</p> <p><i>Key terms</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">colour</td> <td style="width: 50%;">unity</td> </tr> <tr> <td>space</td> <td>contrast</td> </tr> <tr> <td>tone</td> <td>emphasis</td> </tr> </table>	colour	unity	space	contrast	tone	emphasis	<p>Social, cultural and historical contexts</p> <ul style="list-style-type: none"> identify features of artwork belonging to certain artists, movements, times or places discuss factors that have influenced the production of specific <p>Visual analysis</p> <ul style="list-style-type: none"> use guided questions and critical analysis frameworks to discuss artwork 	<p>Analysis Task</p>
colour	unity									
space	contrast									
tone	emphasis									



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			<ul style="list-style-type: none">describe concepts, materials, forms, techniques and processes in artworkrefer to visual language – elements and principles of art describe artwork using art terminology	
4	5	Self Reflection Complete a self reflection on progress, skills and final artwork.	Reflection <ul style="list-style-type: none">identify and discuss ways to improve artwork evaluate the success of finished	Self Reflection – Task 7 part B