



COURSE OUTLINE

VISUAL ARTS – GENERAL YEAR 12: 2022

UNIT 3 AND UNIT 4



Unit 3 Inspirations

Unit description

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

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

| Term | Week | Topic and key teaching points | Syllabus content | Assessment |
|------|------|--|--|------------|
| 1 | 1 | Unit Focus: Inspirations – Painting/2D artwork We will explore how and where artists find their inspiration and how they then communicate that back through their visual language and artworks. Focus Artists Impressionism Post Impressionism | Visual language <ul style="list-style-type: none">employ strategies to incorporate visual language – elements and principles of art in the development of artworkdescribe subject matter, composition, technique and meaning in artwork Visual influence <ul style="list-style-type: none">study specific artists and artwork with similar techniques, subject matter or approaches Social, cultural and historical contexts <ul style="list-style-type: none">identify and interpret features of artwork specific to artists, movements, times or placesdetermine contextual factors that have influenced the art practice of artists and their artworkdiscuss contextual factors influencing own art practice | |

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| 1 | 1 - 2 | Investigation – Research Task Research into one of the listed artists and how they used their backgrounds, their experiences and narratives within the artwork they create. Completed the provided task. | Social, cultural and historical contexts <ul style="list-style-type: none"> • identify and interpret features of artwork specific to artists, movements, times or places • determine contextual factors that have influenced the art practice of artists and their artwork • discuss contextual factors influencing own art practice | Investigation - Research Task |
| 1 | 3 | Analysis - Visual Analysis Revise the elements and principles via a number of art works Write using appropriate arts language | Visual analysis <ul style="list-style-type: none"> • use critical analysis frameworks to interpret artwork • describe subject matter, composition, technique and meaning in artwork • incorporate visual language – elements and principles of art • use art terminology to respond to artwork | Visual Analysis Using the guided questions reflect on the unseen image through the Elements and Principles of |
| 1 | 4 - 6 | Production Task – Folio Drawing Inspiration from life events to create a personal narrative and/or response to a life event, place or issue. Discuss communication in artworks and telling stories (link back to Leon Pericles from Year 11). Look at use of symbolism and manipulation in artwork to create a visual story or narrative Drawing using a variety of techniques and mark making looking at familiar objects including still life & local landscapes and/or explore personal background/narrative Focus Artists Paul Cezanne | Inquiry <ul style="list-style-type: none"> • explore alternatives, experiment and make informed decisions about the development of artwork • organise information, research, plan and document design development process Visual language <ul style="list-style-type: none"> • employ strategies to incorporate visual language – elements and principles of art in the development of artwork Visual influence <ul style="list-style-type: none"> • study specific artists and artwork with similar techniques, subject matter or approaches Art forms, media and techniques <ul style="list-style-type: none"> • test and explore with media to achieve particular effects (mixed media painting) • apply and refine techniques in selected art forms Art practice | Production Task Drawing Folio Submission Due Week 10 Term 1 |

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| | | Georges Seurat | <ul style="list-style-type: none"> experiment and selectively apply materials and skills to produce artwork make appropriate and considered choices when developing artwork follow correct health and safety practices, respecting and acknowledging the work of others | |
| 1 | 7 – 10 | <p>Production Task – 2D artwork</p> <p>Creation of a completed artwork based on the exploration of a personal background/narrative utilising appropriate techniques for the selected medium.</p> | <p>Inquiry</p> <ul style="list-style-type: none"> explore alternatives, experiment and make informed decisions about the development of artwork organise information, research, plan and document design development process <p>Visual language</p> <ul style="list-style-type: none"> employ strategies to incorporate visual language – elements and principles of art in the development of artwork <p>Visual influence</p> <ul style="list-style-type: none"> study specific artists and artwork with similar techniques, subject matter or approaches <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> test and explore with media to achieve particular effects (mixed media painting) apply and refine techniques in selected art forms <p>Art practice</p> <ul style="list-style-type: none"> experiment and selectively apply materials and skills to produce artwork make appropriate and considered choices when developing artwork follow correct health and safety practices, respecting and acknowledging the work of others | Practical Task Final Artwork due Week 10 |



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| 2 | 1 - 4 | Visual Analysis & EST preparation Use the Elements and Principles with the provided outline to examine a range of artworks and artists EST will be in week 4 or 5 | <p>Personal response</p> <ul style="list-style-type: none">• consider and provide reasons for personal opinions and interpretations about artwork• discuss the subject and theme investigated by artists in their artwork <p>Meaning and purpose</p> <ul style="list-style-type: none">• discuss approaches, techniques and visual language to communicate meaning in artwork• identify the purpose and interpret meaning communicated in artwork from a variety of times or places <p>Social, cultural and historical contexts</p> <ul style="list-style-type: none">• identify and interpret features of artwork specific to artists, movements, times or places• determine contextual factors that have influenced the art practice of artists and their artwork <p>discuss contextual factors influencing own art practice</p> <p>Visual analysis</p> <ul style="list-style-type: none">• use critical analysis frameworks to interpret artwork• describe subject matter, composition, technique and meaning in artwork• incorporate visual language – elements and principles of art• use art terminology to respond to artwork | Visual Analysis Externally Set Task (EST) |
| 2 | 2 - 3 | Self Reflection Writing an artist statement and final submission of artwork ready for hanging (this will be done as alternative lesson during EST revision) | <p>Personal response</p> <ul style="list-style-type: none">• consider and provide reasons for personal opinions and interpretations about artwork | Production Task |

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| 2 | 6 - 7 | <p>Drawing Task</p> <p>Drawing activities that focus on the transition from representational to non-representational</p> | <p>Inquiry</p> <ul style="list-style-type: none"> • use direct observation, expressive and exploratory drawing to create artwork <p>Visual language</p> <ul style="list-style-type: none"> • use strategies for developing visual language in artwork - elements and principles of art <p>Art forms, media and techniques</p> <ul style="list-style-type: none"> • test and experiment with media when developing artwork • apply and refine techniques in selected art forms <p>Art practice</p> <ul style="list-style-type: none"> • experiment and selectively apply materials and skills to produce artwork • make appropriate and considered choices when developing artwork • follow correct health and safety practices, respecting and acknowledging the work of others • examine a variety of art forms and visual arts practices, referencing sources of information <p>Presentation</p> <ul style="list-style-type: none"> • record and arrange work in progress | |
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COURSE OUTLINE

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Unit 4 – Investigations

Unit description

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

| Term | Week | Topic and key teaching points | Syllabus content | Assessment |
|------|--------|--|--|---|
| 2 | 8 - 10 | Unit Focus: Investigations – Abstraction and Non-representational Research Task Using the supplied framework research into nominated artist and their processes. | Personal response <ul style="list-style-type: none">consider and provide reasons for personal opinions and interpretations about artworkdiscuss the subject and theme investigated by artists in their artwork Meaning and purpose <ul style="list-style-type: none">discuss approaches, techniques and visual language to communicate meaning in artworkidentify the purpose and interpret meaning communicated in artwork from a variety of times or places Social, cultural and historical contexts | Investigation Task due Week 10 Term 2 |



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| | | | <ul style="list-style-type: none">• identify and interpret features of artwork specific to artists, movements, times or places• determine contextual factors that have influenced the art practice of artists and their artwork• discuss contextual factors influencing own art practice | |
| 3 | 1 - 3 | Production Task – Folio artworks Introduction to Non-Representational Artwork Looking at a range of techniques and processes behind creating non-representational imagery. <i>Focus Artist/s</i> Francis Bacon Jean Jacques Pigeon Marion Borgelt | Inquiry <ul style="list-style-type: none">• use observed, spontaneous and analytical drawings to develop artwork• manipulate media and use a variety of investigative approaches to develop and produce artwork• gather, collect and organise information, research and inspirational stimulus materials to plan and develop artwork | Production Task Your Folio submission is the collection of pieces based around the processes taught in class Due Week 2 Term 3 |
| 3 | 4 | Visual Analysis Using the guided questions reflect on the unseen image through the Elements and Principles of Art | Visual analysis <ul style="list-style-type: none">• use critical analysis frameworks to interpret artwork• describe subject matter, composition, technique and meaning in artwork• incorporate visual language – elements and principles of art <i>use art terminology to respond to artwork</i> | Visual Analysis Task due |

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| 3 | 4 | Practical Task – Self Directed Selecting one set of the studied processes to conceptualise a design for their artwork. Working through some of the design challenges, from composition to colour scheme | Inquiry <ul style="list-style-type: none"> • use direct observation, expressive and exploratory drawing and a variety of visual sources to create artwork • explore alternatives, experiment and make informed decisions about the development of artwork • organise information, research, plan and document design development process Visual language <ul style="list-style-type: none"> • consider strategies for developing visual language in artwork – elements and principles of art Art forms, media and techniques <ul style="list-style-type: none"> • experiment with media and techniques when developing ideas and designs Visual influence <ul style="list-style-type: none"> • collect and use inspiration gathered from across a range of artists, genres, times and places in the development of own artwork Art forms, media and techniques <ul style="list-style-type: none"> • adapt and apply materials and techniques to create artwork in selected art forms • experiment and refine the use of media and techniques to produce innovative artwork Art practice <ul style="list-style-type: none"> • experiment with materials, skills and processes to develop artwork follow correct health and safety practices, respecting and acknowledging the work of others • examine a range of visual arts practices by selectively applying skills and processes to own artwork Self Reflection Personal response <ul style="list-style-type: none"> • consider and provide reasons for personal opinions and interpretations about artwork | Practical Task Artwork ready for display due Week 8 Term 3 |
| 3 | 5 - 8 | Practical Task – Self Directed Creation of a completed artwork based on the exploration of a range of techniques and processes based around the selected concept. | | |
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| 3 | 8 | Artist Statement Final submission of ready to hang artwork and a statement explaining your process and purpose. | Self Reflection Personal response consider and provide reasons for personal opinions and interpretations about artwork | Artist statement due week 8 with Artwork submission |
| 3 | 9 | Final set up of student work | | |
| 3 | 10 | Course complete | | |