



Year 11 General Studies Visual Arts

UNIT 1 'EXPERIENCES' (13 weeks)

2017 PROGRAMME

UNIT DESCRIPTION: Experiences is the theme studied throughout this unit. Students develop artworks based on their lives and personal experiences, observations of their immediate environment, events and/or special occasions. Students engage in broad and innovative inquiry practices that conclude in a resolved body of work that reflects their chosen area.

While studying this unit students immerse themselves within the art world through analysis and investigation tasks. They analyse art using the frameworks, and consider the context and place in which the work was created. Students in this unit focus on modernism. Initial stages of art theory revolve around understanding traditional art and the canons of modernism. They also study art using the conceptual framework (artist, artworks, audience, world), and further their knowledge of the role art plays in today's society. Students select an appropriate modernist artist that influences their individual practice to conduct a case study on.

ASSESSMENT:

The three types of assessments that occur in the unit are production (70%), analysis (15%) and investigation (15%).

When making art students need to demonstrate their ability in the following areas: inquiry, visual language, visual influence, art forms media and techniques, art practice, presentation and reflection.

When interpreting art students need to demonstrate their ability in the following areas: visual analysis, personal response, meaning and purpose and understanding of social, cultural and historical contexts.

ASSESSMENT POLICY:

The assessment policy for Visual Arts is in accordance with the whole-school assessment policy utilised at John Paul College. Refer to pages 23-24 of the John Paul College Diary.

MATERIALS:

Cambridge Senior Visual Arts Stage 6

A3 3-ring PVC Folio

A3 plastic sleeves

1 x 2b pencil

High quality coloured pencils

2 x black fine line pens

**** UNIT WEEK refers to the week within the Unit which is run over a 13 week time frame, it does not refer to the actual school week.**



2017 ASSESSMENT OUTLINE UNIT 1

		Visual Arts –Year 11 General Studies Unit 1 – ‘EXPERIENCES’			
Assessment Type	Assessment Task Weighting	Assessment Task	DUE DATE	UNIT WEEK	CONTENT
PRACTICAL - Art Making	PRODUCTION	TASK 1 Visual Inquiry & Investigations Review of body of work and documentation of visual inquiry thinking and working practices for the production of TASK 2 the production of your final studio piece. <div style="text-align: right;"> TASK 1a) Exploration Proposal TASK 1b) Visual Diary TASK 1c) Artist Statement </div>			Art Making <ul style="list-style-type: none"> Visual Inquiry Visual Language Visual Influence Art forms, media and techniques.
	PRODUCTION	TASK 2 Studio Piece Production of resolved artwork and reflection			Art Making <ul style="list-style-type: none"> Visual Language Visual Influence Art forms, media and techniques Art practice Presentation Reflection
WRITTEN - Art Interpretation	ANALYSIS	TASK 3 Critical Analysis Use a critical analysis framework to analyse artwork. Describe artwork (Australian Artist) using specific arts language and terminology. Your analysis skills will be assessed in class under examination conditions.			Art Interpretation <ul style="list-style-type: none"> Visual Analysis Personal Response Visual Language
	INVESTIGATION	TASK 3 Written Case Study Research the media, techniques, and styles used by a Modernist artist. Use your investigation and case studies to inform the development of your own studio work.			Art Interpretation <ul style="list-style-type: none"> Visual analysis Visual Language Meaning and purpose Social, Cultural and historical contexts



2017 UNIT 1 YEAR 11 GENERAL STUDIES VISUAL ARTS

ASSESSMENTS	
PRACTICAL ~ ART MAKING	WRITTEN ~ ART INTERPRETATION
<p>PRODUCTION: Resolved Artwork - 'Experiences'</p> <p>The production is comprised of four components: exploration proposal, inquiry (visual diary), resolved artwork/s, and artist statement.</p> <ul style="list-style-type: none">▪ Exploration Proposal <p>The exploration proposal articulates the student's individual approach to the theme of the unit – 'experiences'. The resolved artwork/s for this unit must reflect the concept of appropriating a well-known art piece to reflect today's society. The proposal needs to give details of the original artwork from the conceptual frames, as well as initial ideas and approaches to the piece.</p> <ul style="list-style-type: none">▪ Inquiry (Visual Diary) <p>Complete a series of investigative drawings varying from still life, portraiture, gestural, etc. Both decorative and plastic space should be explored (2D and 3D drawing). Document your thinking process (annotation) and material explorations (art practice) in your visual diary.</p> <ul style="list-style-type: none">▪ Resolved artwork/s <p>Using a range of media construct a resolved piece of artwork that responds to the theme 'Experiences'. Careful consideration of the construction of the composition should be taken when making the work. Your piece must express your individual interpretation of the theme through use of visual language.</p> <ul style="list-style-type: none">▪ Artist Statement <p>Write approximately a 300 word paragraph that summarises your work. Your statement should explain the development of your ideas as well as the main messages and meanings that you are attempting to communicate within your work. Include descriptions and reasons for choices of materials, techniques and processes used. Your statement should also include influences and inspirations, in particular other artists.</p>	<p>ANALYSIS – VISUAL ANALYSIS</p> <p>Using the critical analysis frameworks students will analyse an unknown artwork. Students need to demonstrate their ability effectively communicate their interpretation of an artwork utilising visual language. Students should offer both subjective and objective readings and consistently refer to components of the artwork to support their responses.</p> <p>INVESTIGATION - CASE STUDY</p> <p>Students are to select an artist that influences their production work directly. Conduct their own research and develop a report that looks at the artist's significance and artistic practice. Analyse the artist using the conceptual framework.</p>



General Studies Visual Arts Unit 1 PROGRAMME 2017

Week	Learning Programme – 1 Semester (13 weeks)	Assessment	Teacher Checkpoints
1.1	NEW STUDENTS DAY (ALL STUDENTS COMMENCE ON TUESDAY)		
1.3	<p>INTRODUCTION TO Year 11 General Studies Visual Arts Course</p> <ul style="list-style-type: none"> ▪ Overview of Visual Arts Year 11 General Studies Unit 1 ▪ Unit Content ▪ Responsibilities, goal setting, independent work and resources management. <p>Assessment Tasks</p> <ul style="list-style-type: none"> ▪ Production, Critical Analysis and Investigation: <ul style="list-style-type: none"> - Resolved artwork (accompanied with Exploration Proposal, Visual Diary and Artist Statement). - Critical Analysis. - Case Study. ▪ Expectations and requirements. ▪ Due dates and whole-school assessment policy. <p>Exploration Proposals</p> <p>RESOLVED ARTWORK 1 – APPROPRIATING THE PAST</p> <p>Handout and read through the task sheet for the first production task. Use the 'Appropriation' PowerPoint to demonstrate how to approach the task and what appropriation is. Use artists such as Dran and Ron English to exemplify the notion of appropriating a work. Explain to students that they will be looking at modernism and articulate its importance to art today. Students must then begin their exploration proposal – begin by doing a brainstorm based around the conceptual framework.</p>	<p>Introduce all tasks for unit and requirements Handout production task sheet for 'Experiences' artwork <i>HW: exploration proposal.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure students have at home access to important documents - iTunes U, Schoology, handbook? <input type="checkbox"/> Introduction to the visual diary and textbook. <input type="checkbox"/> Organise student folders and areas in the classroom. <input type="checkbox"/> Exemplary exploration proposals <input type="checkbox"/> Resolved artwork task
1.4	<p>WHAT IS ART?</p> <p>Explain to students why the study of art is important to society, and its significance in understanding history. Go through 'What is Art?' PowerPoint with students and get them to consider their definition of art. Complete a few small image analysis included in the PowerPoint. This should give a good introduction to visual language and its role when interpreting artworks. Textbook – 'Need to Know' (Chapter 1), read through 'why study art?' on page 1 with students.</p>	<p><i>HW: exploration proposal.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> 'What is Art?' PowerPoint. <input type="checkbox"/> Have examples of cover pages for students to observe.
1.5	<p>Exploration Proposals due</p> <p>INTRODUCTION TO THE FRAMEWORKS</p> <p>Use the 'Frames 1 – an introduction' (chapter 4) in the textbook to introduce the notion of using the frames to</p>	<p>EXPLORATION PROPOSAL DUE TASK 1A</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Four Frames

2.1	<p>RESEARCHING FAMOUS ARTWORKS Students research and find a famous artwork of choice to appropriate to today's concept. Read through the task sheet before allowing students to begin their research. Read through Case Study task sheet Ensure that students know that the artist of the artwork that they choose will become their case study artist.</p>	<p>Handout Case Study <i>HW: Case Study</i></p>	<input type="checkbox"/> List of famous artworks
2.2	<p>GESTURAL DRAWING – STILL LIFE Demonstrate to students the idea of gestural drawing to move them away from being 'precious' when beginning a drawing. Use still life objects to create a scene for the students to draw.</p>	<p><i>HW: Case Study</i></p>	<input type="checkbox"/> Still life objects
2.2	<p>GESTURAL DRAWING – MANNEQUINS Demonstrate to students the idea of gestural drawing to move them away from being 'precious' when beginning a drawing. Use still life objects to create a scene for the students to draw.</p>	<p><i>HW: Case Study</i></p>	<input type="checkbox"/> Drawing mannequins
2.3	<p>ARTWORK RESEARCH (Laptops or Library needed) Begin the class by reading through selected parts of chapter 7 – 'Resolution 1 – Conveying Ideas and Concepts'. Students are to research an issue dealt with in society today and begin considering how they will reflect this in their artwork compositionally. They are to research the issue and find additional influential artists to assist them in forming a successful composition. Students are then to present their research in their visual diaries.</p>	<p><i>HW: students to further their research at home</i></p>	<input type="checkbox"/> Select parts of chapter 7 to discuss. <input type="checkbox"/> Book laptops/library.
2.4 2.5	<p>TRANSCRIPTION Students are to draw an A3 transcription of their chosen artwork and annotate the visual language used within the piece. A colour image of the piece should also be included in their visual diary.</p>	<p><i>HW: Case Study</i></p>	<input type="checkbox"/> Check transcriptions and annotations
3.1	<p>STUDENT FEEDBACK HAND BACK STUDENTS TRANSCRIPTS WITH FEEDBACK</p>	<p><i>HW: Students review feedback /make final changes to their designs</i></p>	
3.3	<p>INTRODUCTION TO THE ELEMENTS AND PRINCIPLES OF ART PowerPoint that demonstrates the elements and principles of art and design. Get students to complete worksheet while discussion of presentation is occurring.</p>	<p><i>HW: Case Study</i></p>	
3.4	<p>ELEMENTS OF ART Elements of Art worksheet: Line - vertical (strength/power), diagonal (movement/tension), horizontal (peace/tranquillity), contour lines (outline), implied lines (using positive and negative space), hatching, etc.... Value: high/low key, creates depth by shading (doesn't necessary need line), understanding of light (hitting objects, soft/hard light, mood/atmosphere), etc.... Colour: colour wheel/spectrum (primary, secondary and tertiary), complimentary colours, analogues, monochromatic, hue, value (white – tint, black – shade), intensity (saturation), etc. Texture: created through utilising other elements. 4 types: actual (real), simulated (illusion/realism), abstract (simplified), invented (made-up), soft/rough/etc.</p>		<input type="checkbox"/> Tick students who have completed their proposal. <input type="checkbox"/> Have feedback sheets ready for students to fill in.

3.4	<p>ELEMENTS OF ART (CONTINUED) and PRINCIPLES OF DESIGN</p> <p>Space and Perspective: decorative (intentionally flat) and plastic space (three dimensional drawing/sculpture), understanding of horizon line, 1/2/3 point perspective, line (weighting – light behind, bold/heavy – in front), shape (overlapping), colour (warm colours ascend, cool colours descend), texture (illusion to overlap, more texture at front), value (lighter/darker to create depth), oblique/isometric projection, etc.</p> <p>Principles of Design Worksheet:</p> <p>Balance: ‘visually equal’ through opposing colours, size, similar volumes etc... explain the ‘golden mean’, formal/informal, symmetrical/asymmetrical, etc.</p> <p>Emphasis: placement, contrast, size... to create a focal point. Where do the eyes move throughout the piece?</p> <p>Rhythm: repetition of pattern to create an illusion of movement.</p> <p>Unity/harmony: one coherent work of art achieved through the use of compatible colours, one texture, etc...</p> <p>Movement: how is the viewer’s eye led through the work?</p> <p>Variety: differences, contrasts, etc...</p> <p>Proportion: in proportion to something else, golden section/divine proportion (ratio 1:1.618), etc.</p>	<p><i>HW: finish work not finished in class.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Elements worksheet <input type="checkbox"/> Ensure students keep both their elements and principles worksheet in their visual diaries.
4.1	<p>ELEMENTS AND PRINCIPLES QUIZ</p> <p>Get students to complete the quiz under test conditions, whilst it is not going to their grade it will reflect where they need to improve their understanding.</p> <p>PRACTICE IMAGE ANALYSIS</p> <p>As a class breakdown an artwork that utilises multiple element and principles. Get students to practice writing a structured analysis on the artwork. If time analyse both a two and three dimensional piece.</p>	<p><i>HW: case study</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write the elements and principles quiz (add a few questions that correspond to modernism). <input type="checkbox"/> Add further works the image analysis eBook.
4.3	<p>PRACTICE IMAGE ANALYSIS</p> <p>Students are to write a short response to 3 different artworks. Be sure to include artworks from different eras, and both two and three dimensional works.</p>	<p><i>HW: Visual language revision Case Study</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Give students a revision sheet
4.4	<p>ASSESSMENT: IN-CLASS IMAGE ANALYSIS</p>	<p>TASK 3 IMAGE ANALYSIS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mark Image Analysis
4.5	<p>PLANNING: CONCEPT DEVELOPMENT AND INQUIRY</p> <p>Students are to work independently and further develop their swatches. For example, if they are including a figure they must practice their figurative drawing and find the figure that they want to include, practice facial features, material explorations, and so on.</p> <p>The scale and medium of the work must be finalised by Friday’s lesson to ensure that an appropriate canvas is available.</p>	<p><i>HW: finalising composition.</i></p> <p>Scale & medium must be finalised</p> <p><i>Case Study</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Remind students of chapter 7 in diary to assist in concept development

5.3	<p>PLANNING: CONCEPT DEVELOPMENT AND INQUIRY</p> <p>Students are to work independently and further develop their swatches. For example, if they are including a figure they must practice their figurative drawing and find the figure that they want to include, practice facial features, material explorations, and so on.</p> <p>The scale and medium of the work must be finalised by Friday's lesson to ensure that an appropriate canvas is available.</p> <p>Handback Critical Analysis assessments</p>	<p><i>HW: finalising composition.</i></p> <p>Scale & medium must be finalised</p> <p><i>Case Study</i></p>	<input type="checkbox"/> Remind students of chapter 7 in diary to assist in concept development
5.4	JPC SWIMMING CARNIVAL		
5.5	<p>PLANNING: CONCEPT DEVELOPMENT AND INQUIRY</p> <p>Students are to work independently and further develop their swatches. For example, if they are including a figure they must practice their figurative drawing and find the figure that they want to include, practice facial features, material explorations, and so on.</p> <p>The scale and medium of the work must be finalised by Friday's lesson to ensure that an appropriate canvas is available.</p>	<p><i>HW: finalising composition.</i></p> <p>Scale & medium must be finalised</p> <p>Case Study Due: WK6</p>	<input type="checkbox"/> Remind students of chapter 7 in diary to assist in concept development
6	LABOR DAY		
6.2	<p>MATERIAL EXPLORATION</p> <p>Students explore possible mediums to complete their resolved work in. They choose parts of their final chosen composition to explore and master their medium before starting their resolved work. Ensure students are selecting small sections of their work to explore.</p>	<p><i>HW: finalising composition.</i></p> <p><i>Case Study</i></p>	<input type="checkbox"/> Material technique demonstrations and techniques
6.3	<p>CLASS REFLECTION/FEEDBACK ARTWORK 1</p> <p>Students are to share their swatches and give feedback or ideas to each other (teacher directed).</p>	<p><i>Case Study</i></p>	<input type="checkbox"/> Student feedback sheets
6.4	<p>TRADITIONAL/CLASSIC ART</p> <p>Students to complete worksheet whilst PowerPoint is explored. In-class discussions about qualities of the movement must be had, as well as small image analysis' to analyse the movement's characteristics.</p> <p>Case Study Due</p>	<p><i>HW: students to include aspects of the movement in their VD.</i></p> <p>CASE STUDY DUE TASK 4</p>	<input type="checkbox"/> Traditional/classic Art PowerPoint <input type="checkbox"/> Accompanying worksheet
6.5	<p>Art Production: Studio Practice (1 lessons)</p> <p>Students working on their individual studio practice</p>	<p><i>HW: students to include aspects of the movement in their VD.</i></p>	<input type="checkbox"/> Documentation (photographs of student work)
7.1	<p>Art Production: Studio Practice (2 lessons)</p> <p>Students working on their individual studio practice</p>	<p><i>HW: students to include aspects of the movement in their VD.</i></p>	<input type="checkbox"/> Documentation (photographs of student work)

7.3	REALISM AND IMPRESSIONISM Students to complete worksheet whilst PowerPoint is explored. In-class discussions about qualities of the movement must be had, as well as small image analysis' to analyse the movement's characteristics.	<i>HW: students to include aspects of the movement in their VD.</i>	<input type="checkbox"/> Realism and Impressionism PowerPoint <input type="checkbox"/> Accompanying worksheet
7.4	Visual Diary due	TASK 1B Visual Diary Due	<input type="checkbox"/>
7.5	Art Production: Studio Practice (1 lessons) Students working on their individual studio practice		<input type="checkbox"/> Documentation (photographs of student work)
8.1	Art Production: Studio Practice (3 lessons) Students working on their individual studio practice		<input type="checkbox"/> Documentation (photographs of student work)
8.4	POST IMPRESSIONISM Students to complete worksheet whilst PowerPoint is explored. In-class discussions about qualities of the movement must be had, as well as small image analysis' to analyse the movement's characteristics.	<i>HW: students to include aspects of the movement in their VD.</i>	<input type="checkbox"/> Post Impressionism PowerPoint <input type="checkbox"/> Accompanying worksheet
8.5	GOOD FRIDAY		<input type="checkbox"/>
9.1	EASTER MONDAY		<input type="checkbox"/>
9.2	CEO HOLIDAY		<input type="checkbox"/>
9.5	Art Production: Studio Practice Students working on their individual studio practice		<input type="checkbox"/> Documentation (photographs of student work)
10.1	MID PRODUCTION FEEDBACK On the last day of term teacher is to provide students with an approximate mark and feedback regarding the progression of their work so far. Ensure to allocate time to sit and explain strengths and weaknesses of each individuals work.		
10.5	END OF TERM 1		

11.1	PUPIL FREE DAY		<input type="checkbox"/>
11.2	ANZAC DAY		<input type="checkbox"/>
11.3	Art Production: Studio Practice Students working on their individual studio practice		<input type="checkbox"/> Documentation (photographs of student work)
11.4	FAUVISM AND EXPRESSIONISM Students to complete worksheet whilst PowerPoint is explored. In-class discussions about qualities of the movement must be had, as well as small image analysis' to analyse the movement's characteristics.	<i>HW: students to include aspects of the movement in their VD.</i>	<input type="checkbox"/> Fauvism and Expressionism PowerPoint <input type="checkbox"/> Accompanying worksheet
11.5	Art Production: Studio Practice Students working on their individual studio practice		<input type="checkbox"/> Documentation (photographs of student work)
12.2	CUBISM, FUTURISM and DADAISM Students to complete worksheet whilst PowerPoint is explored. In-class discussions about qualities of the movement must be had, as well as small image analysis' to analyse the movement's characteristics.	<i>HW: students to include aspects of the movement in their VD.</i>	<input type="checkbox"/> Cubism, Futurism and Dada PowerPoint <input type="checkbox"/> Accompanying worksheet
12.3	Art Production: Studio Practice (3 lessons) Students working on their individual studio practice	<i>HW: studio work</i>	<input type="checkbox"/> Documentation (photographs of student work)
12.1	WRITING AN ARTIST STATEMENT (laptops) Provide examples of artist statements and demonstrate the way an artist statement can be structured. Explain that artist statements are short and are a personal articulation of the work from the artists point of view. Give students a template that will assist in them writing their artist statement. Ensure students are aware of the word limit.	<i>HW: artist statement</i>	<input type="checkbox"/> Examples of artist statements <input type="checkbox"/> Template for artist statement
12.4	RESOLVED ARTWORK Resolved artwork must be complete and finalised,	TASK 5 DUE	<input type="checkbox"/> Mark students practical work
12.5	JPC CROSS COUNTRY	<i>HW: artist statement</i>	<input type="checkbox"/> Documentation (photographs of student work)
13	WRITING AN ARTIST STATEMENT (laptops) Provide examples of artist statements and demonstrate the way an artist statement can be structured. Explain that artist statements are short and are a personal articulation of the work from the artists point of view. Give students a template that will assist in them writing their artist statement. Ensure students are aware of the word limit.		<input type="checkbox"/>
13.4	ARTIST STATEMENT DUE Students must submit their artist statement via email.	ARTIST STATEMENT DUE <i>HW: studio work</i>	<input type="checkbox"/> Format artist statements
13.5	Finish up UNIT 1. Make any final changes to studio work for exhibition purposes		<input type="checkbox"/>

Year 11 General Studies Visual Arts

UNIT 2 'EXPLORATIONS' (14 Weeks)

2017 PROGRAMME

UNIT DESCRIPTION: Explorations is the theme studied throughout this unit. Students explore ways to generate and develop ideas using a variety stimulus and materials from their local environment. Students engage in broad and innovative inquiry practices that conclude in a resolved body of work that reflects their chosen area.

While studying this unit students immerse themselves within the art world through analysis and investigation tasks. They analyse art using the frameworks, and consider the context and place in which the work was created. Students in this unit focus on modernism. Initial stages of art theory revolve around understanding traditional art and the canons of modernism. They also study art using the conceptual framework (artist, artworks, audience, world), and further their knowledge of the role art plays in today's society. Students select an appropriate modernist artist that influences their individual practice to conduct a case study on.

ASSESSMENT:

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MATERIALS:

Cambridge Senior Visual Arts Stage 6

A3 3-ring PVC Folio

A3 plastic sleeves

1 x 2b pencil

High quality coloured pencils

2 x black fine line pens

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		Visual Arts – Year 11 General Studies Unit 2 – ‘EXPLORATIONS’			
Assessment Type	Assessment Task Weighting	Assessment Task	DUE DATE	UNIT WEEK	CONTENT
PRACTICAL - Art Making	PRODUCTION	TASK 4 Visual Inquiry & Investigations Review of body of work and documentation of visual inquiry thinking and working practices for the production of TASK 5 the production of your final studio piece. TASK 4a) Exploration Proposal TASK 4b) Visual Diary TASK 4c) Artist Statement	23/05	TERM 2 Wk15	Art Making <ul style="list-style-type: none"> ✍ Visual Inquiry ✍ Visual Language ✍ Visual Influence ✍ Art forms, media and techniques.
		TASK 5 Studio Piece Production of resolved artwork and reflection	08/09	TERM 3 Wk8	
WRITTEN - Art Interpretation	ANALYSIS	TASK 6 Critical Analysis/ Comparative Essay Use a critical analysis framework to analyse, compare and contrast two artworks from the Modernist Era. Students must use Visual Language as well as making reference to the Elements and Principles of Art and Design. Students will be assessed during class time under examination conditions.	23/06	TERM 2 Wk19	Art Interpretation <ul style="list-style-type: none"> ✍ Visual Analysis ✍ Personal Response ✍ Visual Language ✍ Elements and Principles of Art & Design
	INVESTIGATION	TASK 7 Written Case Study Research the media, techniques, and styles used by a Modernist artist. Use your investigation and case studies to inform the development of your own studio work. Research will be focussed on Australian and International Arts Practice.	20/10	TERM 4 Wk12	Art Interpretation <ul style="list-style-type: none"> ✍ Visual analysis ✍ Visual Language ✍ Meaning and purpose ✍ Social, Cultural and historical contexts

ASSESSMENTS

PRACTICAL ART MAKING	WRITTEN ART INTERPRETATION
<p>PRODUCTION: Resolved Artwork - 'Explorations'</p> <p>The production is comprised of four components: inquiry (visual diary), resolved artwork/s, and artist statement.</p> <ul style="list-style-type: none"> ▪ Inquiry (Visual Diary) <p>Complete a series of investigative drawings varying from still life, portraiture, gestural, etc. Both decorative and plastic space should be explored (2D and 3D drawing). Document your thinking process (annotation) and material explorations (art practice) in your visual diary.</p> <ul style="list-style-type: none"> ▪ Resolved artwork/s <p>Using a range of media construct a resolved piece of artwork that responds to the theme 'Explorations'. Careful consideration of the construction of the composition should be taken when making the work. Your piece must express your individual interpretation of the theme through use of visual language.</p> <ul style="list-style-type: none"> ▪ Artist Statement <p>Write approximately a 300 word paragraph that summarises your work. Your statement should explain the development of your ideas as well as the main messages and meanings that you are attempting to communicate within your work. Include descriptions and reasons for choices of materials, techniques and processes used. Your statement should also include influences and inspirations, in particular other artists.</p>	<p>ANALYSIS - CRITICAL ANALYSIS</p> <p>Using the critical analysis frameworks students will complete a comparative essay based on unknown artworks. Students need to demonstrate their ability effectively communicate their interpretation of an artwork utilising visual language. Students should offer both subjective and objective readings and consistently refer to components of the artwork to support their responses.</p> <p>INVESTIGATION - CASE STUDY</p> <p>Students are to select an artist that influences their production work directly. Conduct their own research and develop a report that looks at the artist's significance and artistic practice. Analyse the artist using the conceptual framework.</p>

Year 11 General Studies Visual Arts UNIT 2 2017

<p>UNIT WEEK 1</p> <p>TERM 2 WEEK 14</p>	<p>Introduction to Visual Arts General Studies Unit 2</p> <ul style="list-style-type: none"> ▪ Unit Outline - Explorations <p>Art interpretation (110 mins)</p> <ul style="list-style-type: none"> ▪ Modernism: Futurism ▪ Introduction to Production Unit 2 <p>Art making (165mins)</p> <ul style="list-style-type: none"> ▪ '5 faces' drawing inquiry – line drawing. ▪ Brainstorming and initial development of ideas. 	<p align="center"><i>Introduction to production Unit 2</i></p>
<p>UNIT WEEK 2</p> <p>TERM 2 WEEK 15</p>		<p align="center"><i>Exploration proposals Unit 2 due TASK 4a</i></p>
<p>UNIT WEEK 3</p> <p>TERM 2 WEEK 16</p>	<p>Art interpretation (4 lessons)</p> <p>.</p> <p>Art making (1 lesson)</p> <p>Art practice: demonstration of chosen medium.</p>	
<p>TERM 2 WEEK 17–18</p>	<p align="center"><i>Year 11 & 12 examinations</i></p>	
<p>UNIT WEEK 4</p> <p>TERM 2 WEEK 19</p>	<p>Art interpretation (4 lessons)</p> <p align="center">Comparative Essay in class.</p> <p>Art making (1 lesson)</p> <p>Art practice: demonstration of chosen medium.</p>	<p>TASK 5 Comparative Essay In class</p>
<p>UNIT WEEK 5</p> <p>TERM 2 WEEK 20</p>	<p>Art interpretation (55 mins)</p> <ul style="list-style-type: none"> ▪ Introduction to female Surrealists. <p>Art making (220 mins)</p> <ul style="list-style-type: none"> ▪ Artwork 2 - Material exploration and symbolic investigation. 	<p align="center"><i>Artwork development needs to be finalised.</i></p>
<p align="center">End of Term 2</p>		

UNIT WEEK 6	Art interpretation (55 mins) ▪ Class Critical Analysis	
TERM 3 WEEK 1	Art making (165 mins) ▪ Presentation of final ideas for Artwork 2 to class for feedback. ▪ Begin initial stages of Artwork 2.	
UNIT WEEK 7	Art interpretation (55 mins) ▪ Modernism: Surrealism	TASK 4b Visual Diary Due
TERM 3 WEEK 2	Art making (220 mins) Art practice: studio work ▪ Execution of final artwork.	
UNIT WEEK 8	Art interpretation (55 mins) ▪ How to write a comparative essay.	
TERM 3 WEEK 3	Art making (220 mins) Art practice: studio work ▪ Execution of final artwork.	
UNIT WEEK 9	Art interpretation (55 mins) ▪ Modernism: Abstract Expressionism.	
TERM 3 WEEK 4	Art making (220 mins) Art practice: studio work ▪ Execution of final artwork.	
UNIT WEEK 10	Art interpretation (55 mins) Art making (110 mins)	
TERM 3 WEEK 5	Art practice: studio work ▪ Execution of final artwork.	
UNIT WEEK 11	Art making (110 mins) Art practice: studio work	
TERM 3 WEEK 6	▪ Execution of final artwork.	
UNIT WEEK 12	Artists Statement Students must submit their artist statement via email. Studio Work	TASK 4d Artist Statement due
TERM 3 WEEK 7		

UNIT WEEK 13 TERM 3 WEEK 8	Submission Production for UNIT 2 Students must prepare their studio work for exhibition at the College’s Arts Night Friday 9 th September, this includes set-up of exhibition and display of artists statements	TASK 4c Production DUE Arts Night
UNIT WEEK 14 TERM 3 WEEK 9	<i>Introduction to case study task.</i> library (research and preparation)	<i>Case Study</i>
UNIT WEEK 15 TERM 3 WEEK 10	Art interpretation (110 mins) <ul style="list-style-type: none"> ▪ Modernism: Pop Art Art making (165 mins) Art practice: studio work <ul style="list-style-type: none"> ▪ Execution of final artwork. 	
End of Term 3		
UNIT WEEK 16 TERM 4 WEEK 1	Case Study	
UNIT WEEK 17 TERM 4 WEEK 2	Case Study SUBMISSION of Case study	TASK 6 CASE STUDY DUE
UNIT WEEK 18 TERM 4 WEEK 3	Art making (5 lesson) Art practice: demonstration of chosen medium. Introduction to Unit 3 General Studies Visual Arts ‘INSPIRATIONS’	

UNIT WEEK 19 TERM 4 WEEK 4	Art making (5 lesson) Art practice: demonstration of chosen medium.	
UNIT WEEK 20 TERM 4 WEEK 5	Art making (5 lesson) Art practice: demonstration of chosen medium.	
UNIT WEEK 21 TERM 4 WEEK 6	EXPLORATION PROPOSALS UNIT 3 DUE TASK 1a 2018	EXPLORATION PROPOSALS UNIT 3 DUE TASK 1a 2018
EXAMS		