

2022 Scope & Sequence

Faculty: CAPAL

Subject: Visual Art

Year: 10

T E R M 1	1	2	3	4	5	6	7	8	9	10	11	
	<p>Professional Development Day:</p>	<p>Project/Essential Question: How do artists use tools and techniques to express their ideas? Topic/Unit: Bootcamp In this unit, students explore the elements and principles of design as the building blocks used to create a small series of works. Timing: 7 weeks; 9- 10 lessons Outcomes: 5.1; 5.; 5.5; 5.8; 5.9 Skills: Artmaking: Elements of Art; Principles of Design; Signs/Symbols; Art media; Techniques and processes work together to create works of art Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; The Frames; Conceptual Framework; Artistic traditions; Cultural values, Analysing and Critiquing an artwork; Art terminology. FoN: Illustrative graphs using real scientific data to create an artwork; Data Interpretation; Scientific data to raise awareness of a topic; Pie Graph - Colour Wheel; Comparing Units: Ratios of paint - Secondary + Tertiary colours. FoW: Cohesion - Theme Position/TEEEC/Connectives; Authority - SST For: Visualising; Predicting; Questioning 4C's: Collaboration, Communication, Creativity, Critical thinking. LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Empathy, Teamwork Assessment dates and weightings: N/A</p>					<p>Project/Essential Question: How do artists apply observational skills to create a still- life? Topic/Unit: Still Life In this unit of work students will understand the history and genre of still life and investigate the practice of four contemporary Australian artists working in this genre. Timing: 13 Weeks; 18- 19 lessons. Outcomes: 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.9; 5.10 Assessment dates and weightings: Assessment Task 1 - Term 2 - Week 5 - 20%. Art Movement Venn Diagram - 20%. <i>Critical & Historical</i> - 5.7, 5.8</p>					

T E R M 2	1	2	3	4	5	6	7	8	9	10
	<p>Topic/Unit: Still Life Cont. Skills: Artmaking: Art media, techniques and processes work together to create works of art; Use elements of art and principles of design to organize visual communication Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; The Frames; Conceptual Framework; Short answer responses; History & genre of still life painting; Signs & Symbols; Art terminology; Responding to unseen plates. FoN: Units of Measurement/Grid techniques; Proportion; Venn Diagrams - comparisons between art movements/genre. Understanding Geometric Properties - 3D forms. FoW: Cohesion - Theme Position/TEEEC/Connectives; Given and New; Authority - SS; Nominalisation - Precision: Packed Noun Groups For: Predicting; Monitoring; Questioning; Visualising 4C's: Collaboration, Communication, Creativity, Critical thinking. LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence, Teamwork Assessment dates and weightings: Assessment Task 2 - Term 2 - Week 10 - 40%Cont. Term 2. Still Life Body of Work - 40% Artmaking: - 5.1, 5.2, 5.3, 5.6</p>									

	1	2	3	4	5	6	7	8	9	10
T E R M 3	<p>Project/Essential Question: How can we develop public art that reflects the concerns of our citizens?</p> <p>Topic/Unit: Sustaining the Environment</p> <p>In this unit, students will explore key themes around sustainability and develop their creative art making skills, expressing their thoughts and feelings about the environment around them where they develop enquiry based learning skills around environmental sustainability issues through their artmaking practice exploring 2D and 3D forms.</p> <p>Timing: 10 weeks; 15 lessons</p> <p>Outcomes: 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8; 5.9; 5.10</p> <p>Skills:</p> <p>Artmaking: Apply media, techniques and processes to create 2D & 3D forms; Apply elements and organisational principles of art; Subject matter, symbols and ideas; Scale & proportion.</p> <p>Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; Reflect upon, describe, analyse, interpret and evaluate their own and others' work; Writing under timed conditions - short answer responses; Art terminology - building vocabulary.</p> <p>FoN: Scale & proportion; Units of Measurement; Graphing/Tally - Comparison of artistic themes featured in artists works.</p> <p>FoW: Cohesion - Theme Position/TEEEEC/Connectives; Given and New; Authority - SS; Nominalisation - Precision: Packed Noun Groups</p> <p>FoR: Predicting; Monitoring; Summarizing; Visualising; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking</p> <p>LDW: Focus, Grit, Curiosity, Think why and how, Make and express meaning, Build new ideas, Influence.</p> <p>Assessment dates and weightings:</p> <p>Assessment Task 3 - Term 3 - Week 10 - 40%. Artwork Analysis, Body of Work + VAPD - 40%</p> <p><i>Artmaking:</i> - 5.1, 5.4, 5.5, 5.6. <i>Critical & Historical:</i> - 5.9, 5.10</p>									

	1	2	3	4	5	6	7	8	9	10
T E R M 4	<p>Project/Essential Question: <i>What kinds of benefits might come from creating a community mural?</i></p> <p>Topic/Unit: Sustainable Goal Mural</p> <p>In this unit, students will work collaboratively in groups to produce a mural linked to a Sustainable Goal of student interest and apply 2D artmaking skills which add meaning to their concept.</p> <p>Timing: 10 weeks; 15 lessons</p> <p>Outcomes: 5.1; 5.2; 5.3; 5.4; 5.5; 5.6; 5.7; 5.8</p> <p>Skills:</p> <p>Artmaking: Apply media, techniques and processes to create 2D artwork; Apply elements and organisational principles of art; Subject matter, symbols and ideas; Proportion/Scale; Measurement; Grid technique.</p> <p>Critical/Historical Studies: Communicating through speaking, listening, reading, writing, viewing and representing; Kurri Kurri - The Town of Murals; Sustainable Goals - Sign & Symbols; Reflect upon, describe, analyse, interpret and evaluate their own and others' work; Writing under timed conditions - short answer responses; Art terminology - building vocabulary.</p> <p>FoN: Graph/Tally - Students interests based on themes; Proportion/Scale; Units of Measurement; Grid technique; Understanding Geometric Properties - 3D forms.</p> <p>FoW: Cohesion - Theme Position/TEEEEC/Connectives; Given and New; Authority - SS; Nominalisation - Precision: Packed Noun Groups</p> <p>FoR: Questioning; Monitoring; Summarizing; Making Connections</p> <p>4C's: Collaboration, Communication, Creativity, Critical thinking</p> <p>LDW: Teamwork; Empathy; Influence; Grit; Focus</p> <p>Assessment dates and weightings: N/A</p>									