

2022 Scope & Sequence

Faculty: CAPAL

Subject: Visual Arts

Year: 11

T E R M 1	1	2	3	4	5	6	7	8	9	10	
	<p>Professional Development Day:</p>	<p>Case Study 1: Art Movements Through Time <u>Overview:</u> In this Case Study, students are introduced to Preliminary Visual Arts responsibilities, guidelines, and reporting. Additionally, students study major art movements and address the agencies of the world (the Conceptual Framework) enabling students begin to gain an understanding of the practice of art. <u>Artmaking</u> - P1, P4, P5, P6 - Examining Artmaking in various forms to create successful Bodies of Work through research and exploration. - Experimenting with processes and techniques from various artistic styles. <u>Art Criticism and Art History</u> - P8, P9 - Assessing and responding to particular artists and artworks throughout the module to further develop a repertoire of skills in comprehending and learn how to make judgement about artworks. - In verbal and written format, students make judgments to justify and to argue qualities and meaning of a range of artwork or an event as represented through art history. - Students use the Frames and Conceptual Framework to analyse a broad range of artists and their artworks using a variety of methods including written short answer response questions under timed conditions.</p>			<p>Case Study 2: Landscapes <u>Overview:</u> In this Case Study, students will investigate a range of artworks from traditional landscape paintings to contemporary installations. They will explore different 2D forms and techniques to prepare for a major work. Case studies of selected artists will encourage understanding of the Frames and the Conceptual Framework. <u>Artmaking:</u> P1, P2, P3, P4, P5, P6 - Learn how to make art in its various forms exploring the theme of the environment. - Planning and experimentation in preparation for Body of Work. - Documentation of thinking and working processes in relation to n artmaking to plan courses of action and make judgements about ways to organise ideas, images and materials to represent a point of view in the works they make. <u>Art Criticism and Art History</u> - P7, P8, P9, P10 - Students explore key artists and their personal response to themes linked to landscape. Focus on text types and essay styles including explanation, description, investigation, and analysis of artworks. - Refining skills in grammar, vocabulary and the structure, content and purposes of an introduction, body and conclusion in formal writing under timed conditions. - Explicit, complex and specific metalanguage is taught to help with the understanding and use of symbolism, visual elements, principles and technical - linked to the three content areas is the Frames, Conceptual Framework and Practice. -Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own writing skills to answer past HSC questions and answer concise and accurate Section 1 responses under timed conditions.</p>						

T E R M 2	1	2	3	4	5	6	7	8	9	10
	<p>Case Study 2: Landscapes continued.</p>		<p>Assessment Task 1 – Landscapes Body of Work + VAPD & Case Study Response - 40% Outcomes: P1, P4, P5, P6, P7, P8, P9</p>	<p>Case Study 3: Exploring the Figure <u>Overview:</u> In this unit, students explore contemporary and historical representations of the figure (figurative art) and the representation of the figure over time, with a focus on a specific body part. <u>Artmaking</u> – P1, P2, P3, P4, P5, P6 -Body of Work progression - students continue to develop their ideas in their process diary and continue their Body of Work development, with guidance and critique from the classroom teacher and peer feedback. - Students continue to keep a sequential record in their Visual Arts Process Diary that reflects the collecting, sorting, analysing, organising and problem solving of ideas. - Using mathematical ideas and techniques, students develop mathematical skills in relation to space – BoW Dimensions. <u>Art Criticism and Art History</u> - P7, P8, P9, P10 - Students interpret and analyse this source material explicit, complex and specific metalanguage is taught to help with the understanding and use of symbolism, visual elements, principles and technical considerations - Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own writing skills developing scaffolds and responses that express ideas through comprehension and interpretation of images. - Write under timed conditions to demonstrate evidence of their learning in a format that will assist their preparations for the HSC Visual Arts examination – Section 1 & 2. - Review and annotate HSC Examiner comments.</p>						

T E R M 3	1	2	3	4	5	6	7	8	9	10
	<p>Case Study 3: Exploring the Figure <i>Continued.</i></p>	<p>VAPPD Assessment Task 2 – Exploring the Figure Body of Work + 30% Outcomes: P1, P2, P3, P6</p>	<p>Case Study 4: The Object of my Obsession <u>Overview:</u> In this unit, students explore everyday objects and select one that will become ‘the object of their obsession’. Student’s research and evaluate the works of visual artists who have used everyday or mundane objects as stimuli for artworks. <u>Artmaking</u> – P1, P2, P3, P4, P5, P6 - Students continue use their diaries to formulate ideas and intentions relating to resolution of material, physical and virtual properties of expressive forms and their significance and meanings within the traditions of the Visual Arts. <u>Art Criticism and Art History</u> - P7, P8, P9, P10 - Preparation for Final Exams - Practise papers - Timed responses - Past HSC questions - HSC Examiner comments/ annotations / reviewing past students’ exemplars - Revision activities, graphic organisers, group work and note-making - Revision of key concepts from Case Study 1, 2, 3 and 4. - Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own writing skills developing scaffolds and responses that express ideas through comprehension and interpretation of images. - Write under timed conditions to demonstrate evidence of their learning in a format that will assist their preparations for their Yearly Examination – Section 1 & 2. - Review and annotate HSC Examiner comments.</p>					<p>Assessment Task 3: Year 11 Yearly Examination - 30% Outcomes: P7, P8, P9, P10</p>	<p>Year 11 Preliminary Examination</p>	<p>Feedback on exam and prep information on HSC Course.</p>