

Year 12	1	2	3	4	5	6	7	8	9	10		
<b>Term 4 2021 11 weeks</b>	<p><b>Case Study 1: Art Movements</b> <u>Overview:</u> In this Case Study, students are introduced to HSC 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> - H1; H2; H3; H4 - Examining Artmaking in various forms to create successful Bodies of Work through research and exploration. - Documentation of thinking and working processes in relation to concept development based on Body of Work. - Experimenting with processes and techniques from various artistic styles. <u>Art Criticism and Art History</u> - H7; H8; H8; H9; H10 - 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 events 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><b>Case Study 2 – Free Snags with Tabouli</b> <u>Overview:</u> This Case Study focuses on Australian visual artists who provide a platform to address multiculturalism, tolerance and equality in Australia. It references to the Cronulla Riots and artists who reflect on this in their practice. <u>Artmaking</u> - H1; H2; H3; H4; H5 - Students are to collect, organise and analyse information about their own art making practice. Place into categories such as frames, conceptual framework and practice. - 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. - Apply mathematical ideas and techniques to develop skills in relation to space. <u>Art Criticism and Art History</u> - H7; H8; H8; H9; H10 - Students explore key artists and their personal response to racism in Australia reflecting on the Sydney Cronulla Riots with a 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. - Development of mind maps and responses to media publications. - 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.</p>				<p><b>Assessment Task 1 - Development of Body of Work and VAPP + Case Study Responses - 30%</b> Outcomes: H1, H3, H5, H7, H8, H9</p>		<p><b>Case Study 2 – Free Snags with Tabouli Cont.</b></p>	
	1	2	3	4	5	6	7	8	9	10	11	
<b>Term 1 2022 11 weeks</b>	<p><b>Case Study 3 – Still Life Fast Moving</b> <u>Overview:</u> In this Case Study, student will explore the history and genre of still life and investigate the practice of four contemporary Australian artists working in this genre. <u>Artmaking</u> - H1; H2; H3; H4; H5 - 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> – H7; H8; H8; H9; H10 - 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 1/2 responses in relation to possible questions about society, culture, or postmodernism investigation related to traditional and contemporary genre of still life artists and artworks. - Draft, appraise and refine responses linking their understanding to system of signs and symbols that can be read through artworks using Art terminology.</p>				<p><b>Case Study 4 – Art and Technology</b> <u>Overview:</u> In this Case Study, students explore artists who have used technology in their practice and through The Frames and The Conceptual Framework, students gain a deep understanding of artist practice in a modern and postmodern context. <u>Artmaking</u> - H1; H2; H3; H4; H5 - 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> - H7, H8, H9, H10 - Students will collect information from a broad range of sources, including by conducting guided research. They will then organise and analyse this information using the provided scaffolds. - Students will communicate their knowledge and understanding of content through short and extended writing activities throughout the duration of the case study. - Students use a range of online platforms to conduct research, including archival material, online publications, virtual exhibitions, website text, images, video and audio material.</p>				<p><b>Assessment Task 2 - Case Study - Extended Response - 25%</b> Outcomes: H7, H8, H9, H10</p>		<p><b>Case Study 4 – Art and Technology cont.</b></p>	

	1	2	3	4	5	6	7	8	9	10				
<b>Term 2 2022 10 weeks</b>	<b>Case Study 5 – Emotional Art</b> <u>Overview:</u> In this Case Study, students explore how artists Goya, Picasso and George Gittoes focus on the evolution of emotions and how these artists evoke these responses from the audience. <u>Artmaking</u> - H1; H2; H3; H4; H5; H6 - Body of Work progression - students extend their practical ideas and refine them focusing on sophisticated technical consideration and conceptual resolution. - 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. - Students may further develop meaning and focus in their work. <u>Art Criticism and Art History</u> - H7, H8, H9, H10 - 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.					<b>Case Study 6 – Interpretations of the Human Form</b> <u>Overview:</u> In this Case Study, students will explore figurative traditions. Examples used include a range of artists and their works illustrating different approaches to the representation of the figure/ body. <u>Artmaking</u> - H1; H2; H3; H4; H5; H6 - Body of work progression - students extend their practical ideas and refine them focusing on sophisticated technical consideration and conceptual resolution. - 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. - Students may further develop meaning and focus in their work. <u>Art Criticism and Art History</u> - H7, H8, H9, H10 - Students interpret and analyse this source material explicit, complex and specific metalanguage. - 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 student learning in a format that will assist students preparations for the HSC Visual Arts examination – Section 1 & 2.					<b>Case Study 6 – Interpretations of the Human Form</b>  <b>Assessment Task 3 - Body of Work In Progress - 20%</b> <b>Outcomes: H1, H2, H3, H4, H5, H6</b>			
	1	2	3	4	5	6	7	8	9	10				
<b>Term 3 2022 10 weeks</b>	<b>Assessment Task 4 - Trial/ HSC Examination - 15%</b> <b>Outcomes: H7, H8, H9, H10</b>		<b>Weeks 3 &amp; 4 –</b> Finalising BoW in preparation for Assessment Task 4.	<b>Assessment Task 4 – Resolving the BOW - 10%</b> <b>Outcomes: H1, H2, H3, H4, H5, H6</b>		<b>Body of Work + HSC Examination Preparation and Revision</b> <u>Overview:</u> The aim of this unit is to prepare students for the HSC Examination as well as working towards the completion of their Body of Work before the official lock up date. <u>Artmaking</u> - H1; H2; H3; H4; H5; H6 - Students finalise their practical ideas and refine their Body of Work leading up to completion date. - Students submit their Body of Works - NESA for external marking. - Curatorial editing and careful selection of submission is supported. <u>Art Criticism and Art History</u> - H7, H8, H9, H10 - Practise papers - Timed responses - Past HSC questions - Revision activities, graphic organisers, group work and note-making - Revision of key concepts from <b>Case Study 1, 2, 3, 4, 5 and 6.</b>								