Erindale College	**UNIT OUTLINE**	

Technology and the Arts Academy

SEMESTER 1 2021
YEAR 11

Course Title	**VISUAL ART** (T) (A) (M)	**Course Code**	7495 T 7496 A 7023 M	

Unit Title	**EXPLORING VISUAL ARTS**	**Unit Code**	79193T 79283A 70755M	1.0

MATERIALS / COURSE CONTRIBUTION: $60
Students are to ensure that they have appropriate materials and resources for the course. The payment of the contribution will provide students with materials aimed at assisting them in achieving the best possible results for this unit where practicable. Please be aware that the Front Office has EFTPOS facilities.

Unit description
Students explore the elements and principles of art, materials and techniques within their own and others' works. They examine, evaluate and apply the Interpretive Frameworks.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
● plan, create and reflect ideas for art making using the creative process	● investigate, plan, create and reflect ideas for art making using the creative process	● create ideas for art making using the creative process
● demonstrate WHS the safe and responsible use of tools and materials	● evaluate WHS and implement the safe and responsible use of tools and materials	● demonstrate WHS and the safe and responsible use of tools and materials
● investigate and manipulate art media and techniques	● investigate and manipulate a variety of art media and techniques	● investigate some art media and techniques
● select appropriate art making techniques to develop a body of work	● select appropriate art making techniques to develop a body of work	● select art making techniques to develop a body of work
● describe, interpret and critique artworks using the Aesthetic Qualities	● evaluate artworks using the Aesthetic Qualities frameworks and at	● Identify artworks using the aesthetic qualities framework

Frameworks and Personal Frameworks ● describe the Interpretive Frameworks – Aesthetic Qualities and Personal Frameworks	least two other Interpretive Frameworks ● Understand the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal	
● explain art movements, periods and styles	● analyse art movements, periods and styles	Identify art movements

Content

A Course	T Course	
• Investigate elements of art and design (eg: colour and tone, shape and form, line texture and space) • principles of art and design (eg: balance, contrast, harmony, proportion, emphasis, repetition and pattern) • techniques, materials, and purposes • safe management of tools and materials • understand and demonstrate WHS practices • management of time, working individually and collaboratively • Interpretive Frameworks - visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers	• Evaluate elements of art and design (eg: colour and tone, shape and form, line texture and space) • principles of art and design (eg: balance, contrast, harmony, proportion, emphasis, repetition and pattern) • techniques, materials, and purposes • safe management of tools and materials • understand and demonstrate WHS practices • management of time, working individually and collaboratively • Interpretive Frameworks - visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers • art critique metalanguage	• basic elements of art and design • basic principles of art and design • basic techniques and materials • safe management of tools and materials • management of time • understand and demonstrate WHS practices Interpretive Frameworks – visual material from techniques explored by other artists and designers

• art critique metalanguage		

ASSESSMENT WEIGHTINGS

Task	Due	Weight
Literacy task – Essay T and A	Thursday 11 March 2021	20%
Teacher Directed tasks	Thursday 1 April 2021	25%
Student directed task	Thursday 27 May 2021	25%
Visual Art Process Diary	Thursday 3 June 2021	30%

This is a semester unit however there is a term exit if required.

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Tasks (Non-Test Tasks)
Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. The following policy is to ensure equity for all students:

• All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
• Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
• Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached.
• **If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required.**
• Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
• It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'.

The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros
Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice
The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:
• submitting all or part of another person's work with/without that person's knowledge

- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal
The ACT system operates a hierarchy of reviews and appeals:
- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/__data/assets/pdf_file/0004/479803/_P_and_P_Manual_2021_v4.pdf

Executive Teacher: Clinton Codey   Class Teacher: Thea Katauskas

Visual Arts Achievement Standards for Year 11 A Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	• analyses formal qualities styles, forms, processes and practices	• explains formal qualities styles, forms, processes and practices	• describes formal qualities styles, forms, processes and practices	• identifies formal qualities styles, forms, processes and practices	• identifies some formal qualities styles, forms, processes and practices
	• analyses art works, theories, concepts and practitioners	• explains art works, theories, concepts and practitioners	• describes art works, theories, concepts and practitioners	• identifies art works, theories, concepts and practitioners	• identifies some art works, art practices, theories, concepts and practitioners
	• analyses the purpose of art works in personal, cultural, historical and social contexts	• explains the purpose of visual art in personal, cultural and historical contexts	• describes the purpose of visual art in personal, cultural and historical contexts	• identifies the purpose of visual art in personal, cultural and historical contexts	• identifies the purpose of visual art with little or no reference to personal, cultural and historical contexts
	• communicates ideas and arguments with coherent arguments using appropriate evidence, language and accurate referencing	• communicates ideas and arguments using appropriate evidence, language and accurate referencing	• communicates ideas and arguments with referencing	• communicates ideas and arguments with minimal referencing	• communicates limited ideas and information with minimal referencing
Making	• creates art works with control and precision, displaying problem solving and refinement of technical skills	• creates art works with control, displaying effective problem solving and refinement of technical skills	• creates art works with control, displaying appropriate problem solving and technical skills	• creates art works with minimal control, displaying some practical problem solving and technical skills	• creates art works with minimal problem solving and technical skills
	• creates imaginative and innovative art works that are informed by insightful understanding of theories, concepts and practices	• creates imaginative art works that are informed by detailed understanding of theories, concepts and practices	• creates imaginative art works that are informed by understanding of concepts and practices	• creates art works that make some reference to concepts and practices	• creates art works with little or no reference to concepts and practices
	• creates a body of art works, makes astute aesthetic choices, manipulates and adapts a wide range of styles, processes, practices, material and techniques discerningly for purpose	• creates a body of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose	• creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose	• creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose	• creates art works, makes limited or no aesthetic choices, uses some materials and techniques

• analyses and reflects with insight on the creative process, works safely, collaboratively and independently	• explains and reflects in detail on the creative process, works safely, collaboratively and independently	• describes and reflects on the creative process and works safely, collaboratively and independently	• outlines the creative process with some reflection and works safely and independently	• documents with little or no reflection on the creative process, works safely under direct instruction

Visual Arts Achievement Standards for Year 11 T Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	• analyses formal qualities styles, forms, processes, practices and discusses the representation of identity and culture	• analyses visual art elements, styles, genres, forms, processes, practices and explains the representation of identity and culture	• explains visual art elements, styles, genres, forms, processes, practices and describes the representation of identity and culture	• describes visual art elements, styles, genres, forms, processes, practices with some reference to the representation of identity and culture	• identifies visual art elements, styles, genres, forms, processes, practices with little or no reference to the representation of identity and culture
	• analyses art works, art practices, theories, concepts, practitioners and evaluates their significance	• analyses art works, art practices, theories, concepts, practitioners and explains their significance	• explains art works, theories, concepts, practitioners and describes their significance	• describes art works, theories, concepts, practitioners and outlines their significance	• identifies art works, theories, concepts and practitioners with little or no discussion of their significance
	• analyses the purpose of art works in personal, cultural, historical and social contexts	• discusses the purpose of art works in personal, cultural, historical and social contexts	• explains the purpose of art works in personal, cultural, historical and social contexts	• describes the purpose of art works in personal, cultural, historical and social contexts	• identifies the purpose of art works in personal, cultural, historical and social contexts
	• communicates complex ideas with coherent and sustained arguments with analysis of evidence, using appropriate language and accurate referencing	• communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing	• communicates ideas and arguments using appropriate evidence, language and accurate referencing	• communicates ideas and arguments with referencing	• communicates limited ideas and information with minimal referencing
Making	• creates art works with control and precision, displaying problem solving and refinement of technical skills	• creates art works with control, displaying effective problem solving and refinement of technical skills	• creates art works with control, displaying appropriate problem solving and technical skills	• creates art works with minimal control, displaying some practical problem solving and technical skills	• creates art works with minimal problem solving and technical skills
	• creates imaginative and innovative art works that are informed by insightful understanding of theories, concepts and practices	• creates imaginative art works that are informed by detailed understanding of theories, concepts and practices	• creates imaginative art works that are informed by an understanding of concepts and practices	• creates art works that make some reference to concepts and practices	• creates some art works with little or no reference to concepts and practices

• creates a comprehensive body of art works, makes astute aesthetic choices, manipulates and adapts a wide range of styles, processes, practices, material and techniques discerningly for purpose	• creates a variety of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose	• creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose	• creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose	• creates art works, makes limited or no aesthetic choices, uses some materials and techniques
• analyses and reflects with insight on the creative process, works safely, collaboratively and independently	• explains and reflects in detail on the creative process, works safely, collaboratively and independently	• describes and reflects on the creative process and works safely, collaboratively and independently	• outlines the creative process with some reflection and works safely and independently	• documents with little or no reflection on the creative process, works safely under direct instruction

Visual Arts Achievement Standards for M Course

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Responding	• describes formal qualities styles, forms, processes and practices with independence	• describes formal qualities styles, forms, processes and practices with some assistance	• recounts formal qualities styles, forms, processes and practices with occasional assistance	• identifies formal qualities styles, forms, processes and practices with continuous guidance	• identifies some formal qualities styles, forms, processes and practices with direct instruction
	• describes the purpose of art works in personal and cultural contexts with independence	• describes the purpose of art works in a personal context with some assistance	• recounts the purpose of art works in a personal context with occasional assistance	• identifies the purpose of art works in a personal context with continuous guidance	• identifies the purpose of art works in a personal context with direct instruction
	• communicates ideas using evidence, appropriate language and referencing	• communicates ideas using evidence and appropriate language with some assistance	• communicates ideas with occasional assistance	• communicates ideas with continuous guidance	• communicates ideas with direct instruction
Making	• creates art works, selects forms, styles, processes, practices, material and techniques appropriate for purpose with independence	• creates art works, selects forms, styles, processes, practices, material and techniques appropriate for purpose with some assistance	• creates art works, selects forms, styles, processes, practices, material and techniques appropriate for purpose with occasional assistance	• creates art works, uses some forms, styles, processes, practices, materials and techniques for a purpose with continuous guidance	• creates art works, uses some materials and techniques with direct instruction

	creates imaginative art works that are informed by understanding of concepts and practices with independence	creates imaginative art works that are informed by understanding of concepts and practices with some assistance	creates imaginative art works that are informed by understanding of concepts and practices with occasional assistance	creates imaginative art works that make some reference to concepts and practices with continuous guidance	creates imaginative art works with direct instruction