

Innovation and the Arts Academy

SEMESTER 1 2018

Course Title	VISUAL ART (T) & (A)	Course Code	7495 T 7496 A
---------------------	---------------------------------	--------------------	---------------

Unit Title	EXPLORING VISUAL ART	Unit Code	79193 T 79283 A	1.0,
-------------------	-----------------------------	------------------	-----------------	------

MATERIALS / COURSE CONTRIBUTUION: \$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.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> plan, create and reflect ideas for art making using the creative process 	<ul style="list-style-type: none"> investigate, plan, create and reflect ideas for art making using the creative process 	<ul style="list-style-type: none"> create ideas for art making using the creative process
<ul style="list-style-type: none"> demonstrate WHS the safe and responsible use of tools and materials 	<ul style="list-style-type: none"> evaluate WHS and implement the safe and responsible use of tools and materials 	<ul style="list-style-type: none"> demonstrate WHS and the safe and responsible use of tools and materials
<ul style="list-style-type: none"> investigate and manipulate art media and techniques 	<ul style="list-style-type: none"> investigate and manipulate a variety of art media and techniques 	<ul style="list-style-type: none"> investigate some art media and techniques
<ul style="list-style-type: none"> select appropriate art making techniques to develop a body of work 	<ul style="list-style-type: none"> select appropriate art making techniques to develop a body of work 	<ul style="list-style-type: none"> select art making techniques to develop a body of work
<ul style="list-style-type: none"> describe, interpret and critique artworks using the Aesthetic Qualities Frameworks and Personal Frameworks A description of the Interpretive Frameworks – Aesthetic Qualities and Personal 	<ul style="list-style-type: none"> evaluate artworks using the Aesthetic Qualities frameworks and at least two other Interpretive Frameworks A description of the Interpretive Frameworks – Aesthetic Qualities, Conceptual, Cultural, Historical and Personal 	<ul style="list-style-type: none"> identity artworks using the aesthetic qualities framework A description of the Interpretive Frameworks
<ul style="list-style-type: none"> explain art movements, periods and styles 	<ul style="list-style-type: none"> analyse art movements, periods and styles 	<ul style="list-style-type: none"> identify art movements

Content

A Course	T Course	M Course
<ul style="list-style-type: none"> investigate elements of art and design (eg colour and tone, shape and form, line and texture) 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 	<ul style="list-style-type: none"> evaluate elements of art and design (eg colour and tone, shape and form, line and texture) 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 	<ul style="list-style-type: none"> basic elements of art and design basic principles of art and design basic techniques and material 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.

CHANGES TO ASSESSMENT WEIGHTINGS

Task	Due	Weight
Literacy task – T essay or A research	Week 6	25%
Teacher Directed tasks	Week 9	20%
Student directed task	Week 16	25%
Visual Diary	Week 18	30%

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

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

The following assessment criteria are a focus for assessment and reporting in this unit. Criteria are the essential qualities that teachers look for in student work. These criteria must be used by teachers to assess student's performance, however not all of them need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

ACHIEVEMENT STANDARDS FOR COURSES

(See attached sheet)

Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

CONDITIONS SPECIFIED BY THE BSSS

ATTENDANCE AND PARTICIPATION

Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK

ACCREDITED COURSES

Students are encouraged to submit work on time, as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved e.g. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit, will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

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. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Visual Art Teacher:

Jodie Dehelean

Date: 19/02/2018

Visual Arts Achievement Standards for Year 11 T Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses formal qualities styles, forms, processes, practices and discusses the representation of identity and culture analyses art works, art practices, theories, concepts, practitioners and evaluates their significance analyses 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 	<ul style="list-style-type: none"> analyses visual art elements, styles, genres, forms, processes, practices and explains the representation of identity and culture analyses art works, art practices, theories, concepts, practitioners and explains their significance discusses the purpose of art works in personal, cultural, historical and social contexts communicates complex ideas and coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains visual art elements, styles, genres, forms, processes, practices and describes the representation of identity and culture explains art works, theories, concepts, practitioners and describes their significance explains the purpose of art works in personal, cultural, historical and social contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes visual art elements, styles, genres, forms, processes, practices with some reference to the representation of identity and culture describes art works, theories, concepts, practitioners and outlines their significance describes the purpose of art works in personal, cultural, historical and social contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies visual art elements, styles, genres, forms, processes, practices with little or no reference to the representation of identity and culture identifies art works, theories, concepts and practitioners with little or no discussion of their significance identifies the purpose of art works in personal, cultural, historical and social contexts communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> creates art works with control and precision, displaying problem solving and refinement of technical skills creates imaginative and innovative art works that are informed by insightful understanding of theories, 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 analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates art works with control, displaying effective problem solving and refinement of technical skills creates imaginative art works that are informed by detailed understanding of theories, concepts and practices creates a variety of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates art works with control, displaying appropriate problem solving and technical skills creates imaginative art works that are informed by an understanding of concepts and practices creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates art works with minimal control, displaying some practical problem solving and technical skills creates art works that make some reference to concepts and practices creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates art works with minimal problem solving and technical skills creates some art works with little or no reference to concepts and practices creates art works, makes limited or no aesthetic choices, uses some materials and techniques documents with little or no reflection on the creative process, works safely under direct instruction

Visual Arts Achievement Standards for Year 12 A Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> • analyses formal qualities styles, forms, processes, practices and explains the representation of identity and culture • analyses art works, theories, concepts and practitioners and explains their significance • analyses the nature and purpose of art works in personal, cultural, historical and social contexts • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • explains formal qualities styles, forms, processes, practices and describes the representation of identity and culture • explains art works, theories, concepts and practitioners and describes their significance • explains the nature and purpose of visual art in personal, cultural and historical contexts • communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> • describes formal qualities styles, forms, processes, practices and outlines the representation of identity and culture • describes art works, theories, concepts and practitioners and outlines their significance • describes the nature and purpose of visual art in personal, cultural and historical contexts • communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> • identifies formal qualities styles, forms, processes and practices • identifies art works, theories, concepts and practitioners • identifies the nature and purpose of visual art in personal, cultural and historical contexts • communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> • identifies some formal qualities styles, forms, processes and practices • identifies some art works, art practices, theories, concepts and practitioners • identifies the nature and purpose of visual art with little or no reference to personal, cultural and historical contexts • communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> • creates art works with control and precision, displaying problem solving and refinement of technical skills • creates imaginative and innovative art works that are informed by insightful understanding of theories, 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 • analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> • creates art works with control, displaying effective problem solving and refinement of technical skills • creates imaginative art works that are informed by detailed understanding of theories, concepts and practices • creates a body of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose • explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> • creates art works with control displaying appropriate problem solving and technical skills • creates imaginative art works that are informed by understanding of concepts and practices • creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose • describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> • creates art works with minimal control, displaying some practical problem solving and technical skills • creates art works that make some reference to concepts and practices • creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose • outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> • creates art works with minimal problem solving and technical skills • creates art works with little or no reference to concepts and practices • creates art works, makes limited or no aesthetic choices, uses some materials and techniques • documents with little or no reflection on the creative process, works safely under direct instruction

Visual Arts Achievement Standards for Year 11 A Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Responding	<ul style="list-style-type: none"> analyses formal qualities styles, forms, processes and practices analyses art works, theories, concepts and practitioners analyses the purpose of art works in personal, cultural, historical and social contexts communicates ideas and arguments with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains formal qualities styles, forms, processes and practices explains art works, theories, concepts and practitioners explains the purpose of visual art in personal, cultural and historical contexts communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes formal qualities styles, forms, processes and practices describes art works, theories, concepts and practitioners describes the purpose of visual art in personal, cultural and historical contexts communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> identifies formal qualities styles, forms, processes and practices identifies art works, theories, concepts and practitioners identifies the purpose of visual art in personal, cultural and historical contexts communicates ideas and arguments with minimal referencing 	<ul style="list-style-type: none"> identifies some formal qualities styles, forms, processes and practices identifies some art works, art practices, theories, concepts and practitioners identifies the purpose of visual art with little or no reference to personal, cultural and historical contexts communicates limited ideas and information with minimal referencing
Making	<ul style="list-style-type: none"> creates art works with control and precision, displaying problem solving and refinement of technical skills creates imaginative and innovative art works that are informed by insightful understanding of theories, 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 analyses and reflects with insight on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates art works with control, displaying effective problem solving and refinement of technical skills creates imaginative art works that are informed by detailed understanding of theories, concepts and practices creates a body of art works, makes thoughtful aesthetic choices, selects forms, styles, processes, practices, material and techniques effectively for purpose explains and reflects in detail on the creative process, works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates art works with control, displaying appropriate problem solving and technical skills creates imaginative art works that are informed by understanding of concepts and practices creates art works, makes considered aesthetic choices, selects forms, styles, processes, practices, material and techniques appropriate for purpose describes and reflects on the creative process and works safely, collaboratively and independently 	<ul style="list-style-type: none"> creates art works with minimal control, displaying some practical problem solving and technical skills creates art works that make some reference to concepts and practices creates art works, makes limited aesthetic choices, uses some forms, styles, processes, practices, materials and techniques for a purpose outlines the creative process with some reflection and works safely and independently 	<ul style="list-style-type: none"> creates art works with minimal problem solving and technical skills creates art works with little or no reference to concepts and practices creates art works, makes limited or no aesthetic choices, uses some materials and techniques documents with little or no reflection on the creative process, works safely under direct instruction