

Erindale College

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| Assessment Period: | 2022 S1 |
| Course: | VISUAL ARTS |
| Unit: | Narratives in Visual Arts (1.0) |
| Accreditation: | T |
| Year: | 12 |

Specific Unit Goals

This unit should enable students to:

- critically analyse the construction of a range of narrative forms in visual arts within works and around artists and art movements
- understand narrative techniques, conventions, structures, and forms
- apply familiar and unfamiliar technical skills and apply to their creative process
- conduct Creative Inquiry into narratives that justify, value, and promote personal, national, and cultural identities

Content Descriptions

Concepts and Theories

- evaluate how student personal narratives influence creativity and response to artworks, for example, social media identity, the curated self
- critically analyse artworks to understand that shared narratives can be found in art from many cultures that justify, value and promote personal, national and cultural identities, for example, Renaissance (Sandro Botticelli, Michelangelo), Pre-Raphaelites (Dante Rossetti and Lizzie Siddal), Romantic (Goya), Modern Australian (Sidney Nolan, Rover Thomas, Angelica Mesiti), Conceptual (Urs Fischer), Guernica (Picasso), Realism (Jan Van Eyck, Diego Velázquez), Modernism (Diego Riviera), Attic Vases
- critically analyse how narratives in art inform perception of artists, art works, art movements, the world and how we connect with each other, for example, narrative self, dialogical self, national foundation myths, patriotic stories

Context

- critically analyse the impact of a range of contexts to understand narratives in artworks, for example, movement, social, historical, political and/or cultural
- evaluate theoretical perspectives on narratives in artworks, for example, structures, forms, conventions, Analytical Frameworks

Creative Process

- evaluate research to critically analyse the construction of narratives in artworks and their place in dominant discourses
- evaluate examples of narrative forms to refine and extend own artistic practice reflexively
- critically analyse issues using Creative Inquiry to engage with, challenge or reject narratives from a range of forms and styles
- create narrative artworks using well-researched techniques and artistic practice to develop narratives of significance to them

Communication and Technical Skills

- evaluate technical choices, critical feedback, and self-reflection to refine communication to selected audiences

- evaluate conventions, forms, and styles and make choices to enhance creative goals and intended messages
- synthesise creative goals, technical skills, and conceptual development to enhance art practice
- create artworks using processes, conventions, familiar and unfamiliar technical skills
- synthesise complex ideas and coherent and sustained arguments in a range of modes, incorporating metalanguage and academic integrity
- apply ethical standards, and work, health and safety practices to classwork, experimentation, and final works
- apply professional work practice such as, meeting deadlines, documenting work accurately, storing and handling work appropriately

Reflection

- reflect on emerging art practice, learning style and strategies, including planning and time management, to improve outcomes

Assessment Tasks

| Name | Due Date | Weighting |
|--------------------------------|----------|-----------|
| Essay | 10 March | 20% |
| Prac 1 - Teacher Directed | 31 March | 30% |
| Prac 2 - Student Directed | 9 June | 30% |
| Journal/Test/VAPD and Workbook | 9 June | 20% |

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

For meshing procedures

See [BSSS Policy and Procedure Manual 5.4.1](#) for further information.

For method of unit score calculation

See [BSSS Policy and Procedure Manual 4.3.6.2](#) for further information.

For procedures for calculating course scores

See [BSSS Policy and Procedure Manual 4.3.13.2](#) for further information.

Achievement Standards for VISUAL ARTS T - Year 12

| | <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"> critically analyses styles, forms, processes, practices, and theories; and evaluates how they are integrated to position an audience and communicate meaning evaluates the significance of art works in a diverse range of contexts; and critically analyses attitudes and values synthesises wide research on theories, ideas, and practices to present a coherent and independent response communicates complex ideas with coherent and sustained arguments; analysing evidence and metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> analyses styles, forms, processes, practices, and theories; and analyses how they are integrated to position an audience and communicate meaning analyses the significance of art works in a broad range of contexts; and explains attitudes and values compares and analyses wide research on theories, ideas, and practices to present a reasoned and independent response communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> explains styles, forms, processes, practices, and theories; and explains how they are integrated to position an audience and communicate meaning explains the significance of art works in a range of contexts; and describes attitudes and values compares and explains research on theories, ideas, and practices to present an independent response communicates ideas and arguments using relevant evidence, metalanguage and applies the principles of academic integrity | <ul style="list-style-type: none"> describes styles, forms, processes, practices, and theories; and identifies how some techniques communicate meaning describes the significance of art works in context; with some reference to attitudes and values describes research on theories, ideas, and practices with some evidence of an independent responses applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas | <ul style="list-style-type: none"> identifies styles, forms, processes and practices, theories, and techniques with little or no reference to meaning identifies the significance of art works in context; with little or no reference to attitudes and values identifies research on theories, ideas, and practices own with little or no evidence of an independent response communicates limited ideas and information with little or no application of academic integrity |
| Making | <ul style="list-style-type: none"> synthesises ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques critically analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology creates and refines imaginative and innovative art works with control and precision; synthesises technical experimentation and reflects on strengths and opportunities creatively and insightfully presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> analyses ideas using sustained and creative practice, employing familiar and unfamiliar techniques analyses art practice, using the creative process to investigate and solve problems and explains own application of technology creates imaginative and innovative art works with control; analyses technical experimentation and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> explains ideas using creative practice, employing familiar techniques explains art practice, using the creative process to investigate and solve familiar problems and describes own application of technology creates imaginative art works with control using familiar technical skills, and reflects on strengths and opportunities creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences reflects on their own art practice, thinking and that of others and explains inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> describes creative practice, employing some familiar techniques describes art practice, using the creative process to investigate problems and identifies own application of technology creates art works using familiar technical skills and reflects on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate meaning to target audiences reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively | <ul style="list-style-type: none"> uses creative practice, employing little or no techniques identifies basic features of art practice, with little or no connection to creative processes or use of technology creates art works using familiar technical skills with little or no reflection on strengths and opportunities presents own and/or group art practice using familiar techniques to communicate messages with assistance reflects on their own art practice, thinking with little or no reference to inter and intrapersonal skills and capacity to work both independently and collaboratively |