

# Erindale College

<b>Assessment Period:</b>	<b>2022 S1</b>
<b>Course:</b>	<b>VISUAL ARTS</b>
<b>Unit:</b>	<b>Creativity in Visual Arts (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>11</b>

## Specific Unit Goals

This unit should enable students to:

- analyse various creative processes in Visual Arts
- analyse ideas and perspectives explored through the artistic movements that precede them
- apply familiar and unfamiliar technical skills conventions and forms and apply to their creative process
- conduct Creative Inquiry into significant issues and processes

## Content Descriptions

### Concepts and Theories

- analyse the value of creativity for self-expression, for example, art therapy, Expressionism (Egon Schiele), Surrealism (Frida Kahlo), Contemporary Australian (Gordon Bennett, Brett Whiteley)
- analyse art works to understand that creativity in visual arts is transforming materials and creating something that is imaginative or original, explores alternatives, and communicates ideas and perspectives, for example, Early Renaissance (Giotto), Baroque (Caravaggio), Contemporary Australian (Fiona Hall, Julie Rrap, Marc Quinn), Surrealism (Salvador Dali)
- analyse the concept that creativity follows diverse processes, is the bringing together of phenomena and influences that may not have been associated in the past, and values in breaks in tradition, for example, Modernism (Pablo Picasso), Neo-Expressionism (Basquiat), Hyperrealism (Patricia Piccinini), Contemporary Sculpture/ Ceramics ( Lei Xue, Anish Kapoor)

### Context

- analyse the impact of a range of contexts on the creative process to understand artworks, for example, art movement, social, historical, political and/or cultural

### Creative Process

- analyse research to inform critical analysis of artworks, artists, critics, and theorists
- analyse artistic practices through reflexive Creative Inquiry and refine their own practice and creativity
- analyse issues using Creative Inquiry to develop concepts and ideas in a range of conventions, forms, and styles
- create artworks using feedback to develop knowledge and understanding of skills, techniques, media, forms, and processes

### Communication and Technical Skills

- analyse technical choices, critical feedback, and self-reflection to refine communication to selected audiences
- analyse conventions, forms, and styles and make choices to enhance creative goals and intended messages
- combine creative goals, technical skills, and conceptual development to enhance art practice
- create artworks using processes, conventions, familiar and unfamiliar technical skills

- analyse ideas using coherent 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/Written Task	10 March	20%
Prac 1 - Teacher Directed	31 March	30%
Prac 2 - Student Directed	9 June	30%
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.

## Achievement Standards for VISUAL ARTS A - Year 11

	<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>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning</li> <li>analyses the significance of art works in a diverse range of contexts</li> <li>communicates complex ideas with coherent and sustained arguments using evidence and metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning</li> <li>explains the significance of art works in a broad range of contexts</li> <li>communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning</li> <li>describes the significance of art works in a range of contexts</li> <li>communicates ideas and arguments using appropriate evidence, metalanguage and applies the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes some styles, forms, processes, practices, and theories to communicate meaning</li> <li>identifies the significance of art works in context</li> <li>applies the principles of academic integrity with some use of appropriate evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories to communicate meaning</li> <li>identifies art works with little or no reference to their significance</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>
<b>Making</b>	<ul style="list-style-type: none"> <li>analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology</li> <li>creates imaginative and innovative art works with control and precision; analyses technical experimentation and reflects on strengths and opportunities</li> <li>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</li> <li>reflects with insight on their own art practice, thinking processes; and analyses inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>explains art practice, using the creative process to investigate and solve problems and explains own application of technology</li> <li>creates imaginative and innovative art works with control; explains technical experimentation and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar and unfamiliar techniques to communicate meaning to targeted audiences</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>describes art practice, using the creative process to investigate and solve problems and describes own application of technology</li> <li>creates imaginative art works with control; describes familiar technical skills, and reflects on strengths and opportunities</li> <li>creatively presents own and/or group art practice; drawing on theories and using familiar techniques to communicate meaning to targeted audiences</li> <li>reflects on their own art practice, thinking and that of others and describes inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of art practice, using the creative process to solve problems with application of technology</li> <li>creates art works using familiar technical skills and reflects on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate meaning to target audiences</li> <li>reflects on their own art practice, thinking with some reference to inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of art practice, with little or no connection to creative processes or use of technology</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and opportunities</li> <li>presents own and/or group art practice using familiar techniques to communicate messages with assistance</li> <li>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</li> </ul>