

Erindale College

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

Specific Unit Goals

This unit should enable students to:

- 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

- analyse how student personal narratives influence creativity and response to artworks
- 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

Context

- analyse the impact of a range of contexts to understand narratives in artworks, for example, movement, social, historical, political and/or cultural

Creative Process

- analyse research to critically analyse the construction of narratives in artworks and their place in dominant discourses
- analyse examples of narrative forms to refine and extend own artistic practice reflexively
- 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

- analyse 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
- 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 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"> ● analyses styles, forms, processes, practices, and theories to communicate meaning to an audience ● analyses the significance of art works in a diverse range of contexts ● compares and analyses research on theories, ideas, and practices to present a reasoned and independent response ● communicates complex ideas with coherent and sustained arguments with analysis of evidence and metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> ● explains styles, forms, processes, practices, and theories to communicate meaning to an audience ● explains the significance of art works in a broad range of contexts ● compares and explains research on theories, ideas, and practices to present an independent response ● communicates complex ideas and coherent arguments using appropriate evidence, metalanguage and applies the principles of academic integrity 	<ul style="list-style-type: none"> ● describes styles, forms, processes, practices, and theories to communicate meaning to an audience ● describes the significance of art works in a range of contexts ● describes research on theories, ideas, and practices with some evidence of an independent response ● communicates ideas and arguments using appropriate 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 ● identifies research on theories, ideas, and practices with some evidence of an independent response ● applies the principles of academic integrity with some use of appropriate 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 ● identifies research on theories, ideas, and practices 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"> ● analyses ideas using sustained and innovative creative practice, employing a range of familiar and unfamiliar techniques ● analyses art practice, using the creative process to investigate and solve complex problems and evaluates own application of technology ● creates imaginative and innovative art works with control and precision; analyses 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 analyses inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> ● explains ideas using sustained and creative practice, employing familiar and unfamiliar techniques ● explains 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; explains 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 explains inter and intrapersonal skills and capacity to work both independently and collaboratively 	<ul style="list-style-type: none"> ● describes ideas using creative practice, employing familiar techniques ● describes art practice, using the creative process to investigate and solve familiar problems and describes own application of technology ● creates imaginative art works with control; describes 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 describes 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 familiar 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 intended 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