

# Erindale College

<b>Assessment Period:</b>	2021 S2
<b>Course:</b>	VISUAL ARTS
<b>Unit:</b>	Printmaking (1.0)
<b>Accreditation:</b>	T
<b>Year:</b>	11

## Unit Goals

- investigate, plan, create and reflect ideas for art making using the creative process
- evaluate and implement WHS the safe and responsible use of tools and materials
- investigate and manipulate a variety of art media and techniques
- select appropriate art making techniques to develop a body of work
- evaluate artworks using the Aesthetic Qualities Frameworks and at least two other Interpretive Frameworks
- analyse art movements, periods and styles

## Content Description

- explore a variety of printmaking techniques such as relief, silkscreen, intaglio/ etching, lithography, digital technologies
- use of printmaking as a form of design in a variety of media, also for communication and artistic expression
- produce a body of work
- safe management of tools and materials
- understand and demonstrate WHS practices
- management of time
- 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

## Assessment Tasks

Name	Due Date	Weighting
Essay/Report	12 August	20%
Teacher Directed	2 September	30%
Student Directed	11 November	30%
VAPD/Test/Workbook	11 November	20%

## Specific Unit Information

**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.

## 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 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>
Making	<ul style="list-style-type: none"> <li>critically analyses art practice, using the creative process to investigate and solve complex problems</li> <li>creates and refines imaginative and innovative art works with control and precision; synthesises 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 intended meaning to targeted audiences</li> <li>reflects with insight on their own art practice, thinking processes; and evaluates inter and intrapersonal skills and capacity to work both independently and collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>analyses art practice, using the creative process to investigate and solve problems</li> <li>creates imaginative and innovative art works with control; analyses 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 intended meaning to targeted audiences</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>explains art practice, using the creative process to investigate and solve familiar problems</li> <li>creates imaginative art works with control using 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 intended 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 problems</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 intended 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 basic features of art practice, with little or no connection to creative processes</li> <li>creates art works using familiar technical skills with little or no reflection on strengths and weaknesses</li> <li>presents own and/or group art practice using familiar techniques to communicate messages</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>
Responding	<ul style="list-style-type: none"> <li>critically analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>evaluates the significance of art works in a diverse range of contexts</li> <li>synthesises research on theories and ideas</li> <li>communicates complex ideas with coherent and sustained arguments with analysis of evidence, using metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>analyses styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>analyses the significance of art works in a broad range of contexts</li> <li>compares and analyses research on theories and ideas</li> <li>communicates complex ideas and coherent arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>explains styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>explains the significance of art works in a range of contexts</li> <li>compares and explains research on theories and ideas</li> <li>communicates ideas and arguments using relevant evidence, metalanguage and applying the principles of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>describes styles, forms, processes, practices, and theories to communicate meaning to an audience</li> <li>describes the significance of art works in context</li> <li>describes research on theories and ideas</li> <li>applies the principles of academic integrity with some use of relevant evidence and metalanguage to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>identifies styles, forms, processes and practices, theories, and techniques to communicate meaning to an audience</li> <li>identifies the significance of art works in context</li> <li>identifies research on theories and ideas</li> <li>communicates limited ideas and information with little or no application of academic integrity</li> </ul>