

Teacher(s): Amber Quigley

Google Classroom Code: wcubsob

Faculty: The Arts

Unit Duration: Semester 1, 2024

The **Australian Curriculum Achievement Standards** in Visual Arts continues to build on each student's prior learning and experiences as students to develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

Australian Curriculum Achievement Standard: By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Unit Description

TERM ONE:

Students will explore a range of mediums to develop a folio of artworks utilising the "grid method" in arts. Students will extend their own understanding through analysis and study of Chuck Close's own realistic and abstract grid artworks. They will then create an original independent artwork utilising the Grid method and with stylistic reference to Close's artistic methods.

TERM TWO:

Students will study the historical evolution of Illustration and visual literacy as an artistic process with practical experimentation in some key media (Watercolour, paint, pencil and ink). Students will choose a context (from given criteria) to study in-depth. Students will develop a working portfolio of design and original illustrative content for a developed narrative with reference to their chosen context.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning.
2. Experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression.
3. Reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice.
4. Evaluate critical feedback when planning, developing and refining their visual arts practice.
5. Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that reflect personal expression, and represent and/or challenge, ideas, perspectives and/or meaning.

Materials and Equipment Required: Students are expected to arrive at every class with a Visual Diary (Blank page workbook) to write notes for that subject, and create samples and a Chromebook or similar, appropriate electronic device.

Absences from Class: Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

Use of IT in Class: A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring a personal device (not a smartphone) to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

Homework: Any homework will be directly related to instruction and course requirements, will be assessed appropriately and may impact upon student grades. Examples of homework may include; catch up on missed classwork, revision of classwork, study for tests, assignment work, or preparation for a class presentation.

Late Work: Extensions may be negotiated with individual teachers before the due date

Plagiarism: Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting and pasting text or using ideas directly from a text, the internet or some other source without appropriate referencing. The use of Generative AI to produce your work, or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

Assessment Portfolio: This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

Portfolio Assessment Tasks for this subject will include:

	Week / Date Due	Essential Learning
1. Portfolio of Artworks (full semester) and Visual Arts Diary	T1 W4, T1 W8, T2 W4, T2 W8	EL 2, EL 3, EL 5
2. Artist Study (Chuck Close)	T1 W6	EL 1, EL 2
3. Practical Task(s) 1: original grid artwork	T1 W8	EL 4, EL 5
4. Media Study (Illustration)	T2 W4	EL 1, EL 3
5. Illustration portfolio (Character design, cover content, narrative art)	T1 W8	EL 2, EL 5

A-E Reporting Grade Descriptors These are the grades and grade descriptors for reporting at the end of each Semester.

A Demonstrating **excellent** achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)

B Demonstrating a **high** achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings)

C Demonstrating **satisfactory** achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)

D Demonstrating **partial** achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)

E Demonstrating **limited** achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)

S **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the Principal.

Grade Descriptors and the "C" grade

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

Appeals

A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.

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