

**Teacher(s):** Amber Quigley

**Google Classroom Code:** r7rmkbe

**Faculty:** The Arts

**Unit Duration:** Semester 1, 2024

The **Australian Curriculum Achievement Standards in Visual Arts** builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers. Students explore visual arts in local, regional, national and global contexts, such as visual arts in countries or regions of Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living visual artists and expand their awareness of the diversity of artworks and visual arts practices.

**Australian Curriculum Achievement Standards in Visual Arts** By the end of Year 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks. Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.

### Unit Description

*Visual Arts in year 8 extends on student's practical and theoretical understanding of the elements of art by experimenting with a range of different art styles and techniques. Students will work with primary media (paint, pencil, pastel and collage) to form a mixed media folio work (portrait). Students will then extend their abilities by developing, executing and evaluating an independent project utilising a chosen media.*

*Students will then study the inter-media arts topic of still life, contextualised through key historical and contemporary examples. Students will explore the concept of visual narrative through analysis of these artworks. Students will then design their own original 'flat lay' still life composition and artwork using a medium of choice (acrylic, watercolour or pencil).*

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

1. Investigate ways that visual conventions, visual arts processes and materials are manipulated to represent ideas, perspectives and/or meaning in artworks created across cultures, times, places and/or other contexts (**AC9AVA8E01**)
2. Experiment with visual conventions, visual arts processes and materials to develop skills (**AC9AVA8D01**)
3. Reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice (**AC9AVA8D02**)
4. Generate, document and develop ideas for artworks (**AC9AVA8C01**)
5. Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning (**AC9AVA8C02**)

**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. Mixed Media Portrait Task

2. Independent Project

3. Artist study

4. Portfolio of Artworks (full semester) and Visual Arts Diary

**T1 wk 7**

**T1 wk 10**

**T2 wk 6**

**T1 wk 10, t2 wk 8**

EL 1, EL 2, EL3

EL 2, EL 4

EL 1, EL 3

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.*

**Visual Arts Teacher: Amber Quigley**

[amber.quigley@ed.act.edu.au](mailto:amber.quigley@ed.act.edu.au)

**Executive Teacher: Michelle Coleman**

[michelle.coleman@ed.act.edu.au](mailto:michelle.coleman@ed.act.edu.au)

\_\_\_\_\_