



ART PRACTICE

TEACHING AND LEARNING SUPPLEMENT

Teaching and Learning Supplement

ART PRACTICE (ART215217)

ADVICE TO TEACHERS

This document helps to describe the nature and sequence of teaching and learning necessary for students to demonstrate achievement of course outcomes.

It suggests appropriate learning activities to enable students to develop the knowledge and skills identified in the course outcome statements.

Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills, and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

COURSE SPECIFIC ADVICE

This Art Practice level 2 Teaching and Learning Supplement must be read in conjunction with the Art Practice level 2 course document. It contains advice to assist teachers delivering the course and can be modified as required. This Teaching and Learning Supplement is designed to support teachers who are new to or returning to teaching this course.

Art Practice is the second in a suite of five Art courses. It is one of two level 2 courses offered. Learners in Art Practice create and experience artwork in three studios and develop understanding of the relationship between their work and artistic ideas, techniques and concepts. Innovation, collaborative practice and experimentation are recognised and encouraged.

Art Practice is designed as a standalone course of study and also provides learners with the skills and knowledge which may enable them to continue on to further studies in Art Production 3.

Learners in this course explore three separate studios (from a list which can be found in the syllabus document). Learning activities begin with a non-studio specific introductory unit which is followed by three studio specific units. The individual studio units stand alone and there is no end of course exhibition expectation. Each unit is comprised of Artmaking and Art interpretation. The units are designed to be delivered sequentially.

COURSE CONTENT

	Unit Title	Indicative Times
Unit 1	Experiences	39 hrs
Unit 2	Ideas (Studio 1)	37 hrs
Unit 3	Inspirations (Studio 2)	37 hrs
Unit 4	Communications (Studio 3)	37 hrs

TEACHING AND LEARNING

Unit 1 Experiences

In this introductory Unit learners are introduced to the principles and elements of Design.

They experience and experiment with a variety of appropriate materials in order to connect their understanding with the ability to apply these principles in artmaking.

Artmaking:

- experimenting with principles of art and design
- experimenting with different ways to represent own thoughts and feelings
- following processes to produce artworks
- developing visual language
- reflecting and finding ways to improve artwork

- investigating artists and artworks to learn about practice.

Art Interpretation:

- recording information and ideas in visual diary/journal
- referring to visual language in formal and informal contexts
- discussing how artworks are composed
- identifying features of artworks
- explaining personal opinions about artworks.

Examples of learning activities

Learners:

create a 'tip shop' sculpture using recycled objects to explore techniques and processes

complete a visual diary task; responding to and annotating appealing artworks using visual language

explore several studios and materials with the same intention/task brief in order to explore skills and preferences

explore artists interpretations of a similar theme and produce own response (e.g. dreams and visions: Munch, Dali, etc)

reinterpret Durer's 'Young Hare' in alternative form/style

visit galleries and exhibitions to familiarise themselves with a variety of artists and artworks

research a variety of given artists and list their influences and the key characteristics/themes and techniques used

Unit 2

Ideas (Studio 1)

In this Unit learners are introduced to artmaking from different times and places (including postmodernism).

They explore ways to represent ideas, beliefs, emotions and feelings through manipulating art elements, techniques and materials.

Through research and/or first-hand experience, learners explore how artists represent their ideas and develop artistic intent

Artmaking:

- exploring techniques used by different artists
- exploring ways to create artworks using stimulus materials
- reflecting on and refining own artmaking
- using own ideas and beliefs to create meaning through artmaking.

Art Interpretation:

- recording information and ideas in Visual Diary/Journal
- discussing the ideas of others
- identifying how time and place influence ideas in artwork
- describing concepts, materials and form
- outlining processes and steps undertaken to create artworks.

Examples of learning activities

Learners:

use a piece of work or experimentation for further development or translation into a new context

create a slideshow of artists, in their selected studio, (including Post-Modernist references where possible) exploring different themes

create an annotated timeline tracking the development of a piece of their own artwork

participate in mini 'masterclasses' to learn skills and techniques in selected studio

visit Art Rage/MONA and produce a written response to an artist and how they represent their ideas

produce a power point following the development of an idea or theme relevant to own work e.g. landscape, portrait, still life, abstraction, fantasy

research alternative and/or new ways to utilise a chosen medium and create an artwork based on new understandings

create a hybrid work using chosen medium and a complimentary form

Unit 3 Inspirations (Studio2)

This Unit focusses on inspirations. Learners are aware that artists gain inspiration and generate ideas from diverse sources.

Learners are given opportunities to find inspiration from a diverse array of stimuli and sources to create artwork in their second studio.

Artmaking:

- exploring the inspirations of other artists
- utilising sources of inspiration to guide artmaking
- viewing and responding to artworks of others
- experiencing a variety of stimuli to guide artmaking
- using direct observation to create artworks.

Art Interpretation:

- recording information and ideas in visual diary/journal
- selecting sources of information and inspiration
- commenting on subject matter, meaning and relationship to formal organisation – composition
- identifying own and others sources of inspiration
- discussing the ways in which inspiration has influenced the outcomes of own and others' work.

Examples of learning activities

Learners:

respond to an artwork in another medium by creating a modified artwork that explores inspiration and intention

select an issue of interest and create a piece that reflects their point of view on the issue

explore artists and artworks that use diverse approaches or alternative mediums to create art (e.g. Motoi Yamamoto)

use their visual diary to document similarities and differences in their ongoing approach to artmaking across their second medium

use stimuli such as music, poetry, newspaper articles as the inspiration for artmaking

view artworks in a gallery or online and deconstruct their subject matter, composition etc.

Unit 4 Communications (Studio3)

In this Unit learners examine how artists use artwork as a means of communication.

Learners understand how artists have communicated both in modern times and in the past through their own research and/or first-hand experience.

They use their third studio area to produce artwork that communicates and documents their thinking around an issue, event or concept.

Artmaking:

- exploring meanings and messages in artworks
- using observations and responses to guide artmaking
- gathering and collecting information to guide artmaking
- exploring ways to communicate through art.

Art Interpretation:

- recording information and ideas in visual diary/journal
- discussing ways artists have investigated issues or opinion in their artwork
- describing processes undertaken to refine and consider opinion on issues and ideas
- using research to inform and support own artmaking.

Examples of learning activities

Learners:

research the origins of their studio and note important artists across a breadth of time

explore how artists have created works in response to a political or environmental issue

document their approach to artmaking and detail the evolution of their concept, approach and artwork

expand on an idea covered in a previous studio and compare the difference the medium makes on the intended outcome

collate an experience bank capturing their skill/technique development, visual language and understanding/appreciation of artwork and artists across the year

compare the artworks of artists expressing a similar idea across a broad time period (e.g. a contemporary artist with one pre 1900)

SUPPORTING STUDENTS RESPONSES AND ELABORATIONS

The course aims to develop skills and knowledge and enable learners to engage with art work, artists and artmaking. Student research, practical experience and responses may be supported by:

- o facilitating collaborative group projects where learners are able to work together to create in a supported and non-threatening environment.
- o modelling of appropriate technique by teacher, artist in residence, visiting artist etc.
- o creating supportive group discussion where opinions are respectfully heard; encouraging all learners to contribute to group discussions
- o encouraging a wide range of activities in both the practical component as well as the theoretical component; visits to galleries, museums, exhibition etc. Flexibility of delivery is desirable and outcomes can be further supported and achieved through guided online or library research (art books, virtual galleries, interviews with artists etc.
- o utilising a range of communicative skills: writing short response, template responses, creating visual charts/timelines, posters, illustrated workbooks/diaries and multimedia presentations to increase understanding and support learning styles

Throughout the course learners are required to document their experimentation, thoughts, opinions, ideas in a visual diary. The use of visual diaries is a significant component of the course and providers are encouraged to ensure these are utilised thoroughly and correctly.

It is advisable that new providers consider (and consult with existing providers/TASC as to) the current expectations regarding completed artworks and aspects of presentation such as:

- o Resolution (e.g. photography)
- o Size (e.g. photography)
- o Appropriate thematic content

Learners are required to complete responses based on the topics covered in each unit. Responses must include at least two (2) written responses (200-600) words. Other responses may include: oral report, power point, annotated works, video, exhibition, interview or equivalent.

Learners, particularly those who intend to continue their studies in Art Production level 3, should be supported, as appropriate, to develop their literacy skills (particularly regarding written responses). This may include:

- o Modelling of responses
- o Supporting understanding of appropriate essay structure
- o Cloze tasks
- o Deconstruction and reconstruction
- o Collaborative responses



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