



# Visual Arts Level 2-3

## Scoping Paper

### Years 9 to 12 Learning 2020 Course Development

#### **The purpose of this scoping paper**

The purpose of this paper is to provide information regarding the scope of the proposed *Visual Arts course Level 2-3* including the:

- *Rationale*
- *Relationship to:*
  - *Senior Secondary Australian Curriculum (where applicable)*
  - *Years 9 to 12 Curriculum Framework*
  - *General Capabilities*
- Existing pathways and possible Future Provision
- Course Design

It is designed to enable all interested stakeholders to reflect and provide initial feedback on the rationale and relationships as italicised above. The additional information is included for noting.

Additionally in consideration of the information provided in this scoping paper we are seeking your suggestions for the core concepts, big ideas, essential learnings or important considerations you would like to see included in this proposed course.



## Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (November/December 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This scoping paper represents the first of four course consultation points for teachers to engage in the course development process for Visual Arts Course Level 2-3.

## Course Rationale

Visual Arts Level 2 is designed to allow learners to experience art making, and encourage skill and technique development in traditional, modern and contemporary art forms. The course aims to develop learners' aesthetic understanding and capacity to translate their visual thinking skills into the creation of a body of work.

Visual Arts Level 3 is designed to allow learners to develop art skills and techniques through the creation and refinement of their own art work and the critical analysis of the works of other artists. The course aims to broaden and deepen learners' understanding of artistic perception and the application of such understanding in their own and others art making.

Visual Arts 2-3 develops transferable workplace skills such as project and time management, cultural understanding and confidence and creativity. Tasmania has a thriving cultural and tourism industry sector, a strong Visual Arts sector and several national and internationally recognised artists and the arts identity have long been part of the Tasmanian 'brand'. ([https://www.stategrowth.tas.gov.au/business/sectors/culture\\_and\\_tourism\\_industry\\_sector](https://www.stategrowth.tas.gov.au/business/sectors/culture_and_tourism_industry_sector))

Visual Arts 2-3 explicitly and implicitly encourages creativity and creative thinking. Creative thinking will be one of the assessments (alongside reading, mathematics and science literacy) in the PISA (Programme for International Student Assessment) international assessment proposed for 2022 (originally proposed for 2021 before the pandemic).

## Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of *Visual Arts Level 2-3* and it fits within the Discipline focus area of the [Years 9 to 12 Curriculum Framework](#).

## Pathways

*Visual Arts Level 2-3* enables learning continuity from: the proposed Introductory Arts Level I and to Art Studio Practice in Years 11-12.

## Relationship to the Senior Secondary Australian Curriculum

*Not applicable.*

## Australian Curriculum General Capabilities

*Visual Arts Level 2-3* is designed to enable teachers to design courses of study which draw on the cross-curriculum priorities and develop the General Capabilities: Literacy, ICT, Critical and Creative Thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding.

### Relationship to Replacement courses

Visual Arts Level 2-3 is a replacement for Visual Arts Level 2, Art Practice Level 2 and Art Production Level 3.

### Senior Secondary Accreditation Framework

This course will be developed to address the Principles and Standards of the [Senior Secondary Accreditation Framework](#).

### Course Design

This proposal is in line with the draft Integrated Policy Model. From the Articulation, extension and enrichment: section this is a Level 2-3 course pair. Each course is 150 hours and will be divided into three equally weighted modules of 50 hours each.

### Relationship to possible Future Provision

Learning Area Roadmaps are available on the Years 11 & 12 website: <https://11and12.education.tas.gov.au/learning-area-road-maps/>

FOCUS AREA	P	I	2	3	4
Discipline-based		Introductory The Arts	Dance Drama Media Arts Music Visual Arts		Theatre Performance Art Studio Practice
Transdisciplinary			Art and Science Studio		
Professional Studies			Art and Design Theory Theatre Production and Design Audio Production Contemporary Music and Song Writing Practical Performance		
Work-based					
Personal Futures	Arts				