



Sample Scope and Sequence

Arts, ART115123

Scope and sequence

Below is a possible sequence of content for Arts, ART115123 in the chosen discipline of Visual Arts. This example supports teachers to develop their own scope and sequence documents to meet the needs of learners.

Work requirements have been identified within this possible sequence of content. Providers must ensure there are sufficient opportunities for learners to demonstrate improvement over time and/or consistency of achievement against each criterion.

This sample scope and sequence must be adapted by schools in order to meet the Office of TASC's [Standards for Providers](#)¹ including ensuring that internal assessments are fair, equitable and comparable.

Providers can use the [Assessment Documentation: Self-Evaluation Toolkit for Teachers](#)² to check their plans for assessment, assessment tools and assessment records.

The Office of TASC have specific advice and requirements for the development of school-based scope and sequence documents. Please visit the [TASC website](#)³ for more information.

Context statement

This scope and sequence was developed for a class of 12-16 learners in a 7-12 secondary college environment. Learners participate in 3 x 90-minute lessons per week. Learners have access to a device at school. This sample scope and sequence is based on *Visual Arts*. It should be customised to suit specific contexts. It has been developed assuming a proportion of the cohort of learners are on Individual Learning Plans and the class is a mix of Level 1 and Level 2 *Visual Art* learners.

Course specific advice

This document is part of a set of baseline resources to support teachers to implement Arts, ART115123. When developing their own scope and sequence, teachers should view the accredited [Course Document](#)⁴ and [Course Implementation Guide](#)⁵. A Community of Practice exists for this course, please visit our [website](#)⁶ for more information.

¹ <https://www.tasc.tas.gov.au/providers/quality-assurance/standards-for-providers/>

² https://www.tasc.tas.gov.au/wp-content/uploads/2022/06/SelfEvaluation_AssessmentDocumentation.pdf

³ <https://www.tasc.tas.gov.au/>

⁴ <https://www.tasc.tas.gov.au/students/courses/the-arts/>

⁵ <https://1and12.education.tas.gov.au/learning-areas/the-arts/>

⁶ <https://1and12.education.tas.gov.au/communities-of-practice/>

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 1 - Week 1 Module 1 - Principles and Elements	Inspiration and Experimentation: <ul style="list-style-type: none"> Getting to know your students. Introduction and general overview of course structure and content (but keep to a minimum at this early stage). Develop a personal understanding of creative thought and idea generation. Teacher centred scaffolded tasks discovering how to generate ideas and how to expand these ideas into artworks. 	<ul style="list-style-type: none"> Use some ice breakers to get to know each other. Know me teach me activities designed to develop personal interaction and an understanding of the individuals within the classroom. The journal is where their thoughts and processes should be documented. It can be introduced as a 'fantastic working tool' Use of familiar art materials. Show art works to stimulate ideas and ask learners to share perhaps any favourite art works they enjoy (for example anime). 					
Term 1 - Week 2 Module 1 - Principles and Elements	Introduction of Compositional Elements: <ul style="list-style-type: none"> Expanding art ideas into completed work, through the understanding of the use of line and shape in 2D art works. Expanding mediums to include colour both in wet and dry mediums. Focus on exploration and confidence in making art. 	<ul style="list-style-type: none"> Drawing from observation using objects or images as a reference point. Use of journal to develop a personal understanding of creative thought and idea generation. 	Module 1 - Work Requirement 1 of 4 (Task 1) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C2 C3	E1, E2 E3
Term 1 - Week 3 Module 1 - Principles and Elements	<ul style="list-style-type: none"> Expanding art ideas into completed work, through the understanding of the use of line and shape in 2D art works. Expanding mediums to include both wet and dry mediums and colour. Focus on exploration and confidence in making art. 	<ul style="list-style-type: none"> Drawing from observation using objects or images as a reference point. Use of journal to develop a personal understanding of creative thought and idea generation. 					
Term 1 - Week 4 Module 1 - Principles and Elements	Resolving Ideas into Completed Works of Art: <ul style="list-style-type: none"> Teacher centred but with an individual student focus on how to expand practical skills to complete art works. 	<ul style="list-style-type: none"> Completion of first activity and extension work for students who need further stimulus. Use of journal to develop a personal understanding of creative thought and idea generation. 					
Term 1 - Week 5 Module 1 - Principles and Elements	Gathering of Ideas - Principles and Elements of Design. Line Shape Colour Space Form Texture Value: <ul style="list-style-type: none"> Introduction to the use of DAIE - Describe, Analyse, Interpret, Evaluating. Introduce new mediums. This is where you can start to diversify the types of mediums covered in 	<ul style="list-style-type: none"> Use of multimedia or online resources to highlight the fundamental role the principles and elements of design are to making art. Discussion of an artist/s work to highlight how to use. 	Module 1 - Work Requirement 1 of 4 (Task 2) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C1 C2 C3 C4 C5 C6	All All All All All All

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
	class, such as paint, clay, printmaking, digital art/photography and sculpture.	<ul style="list-style-type: none"> How to describe what we see in art works. Have tasks and material prepared to cover skills in chosen medium. Use of journal to develop a personal understanding of creative thought and idea generation. 	Module 1 - Work Requirement 3 of 4 (Task 1) Title of work requirement: short response Mode or format: short response See the course document for more information.	Minor	Yes	C5	All
Term 1 - Week 6 Module 1 - Principles and Elements	Identifying Ideas: <ul style="list-style-type: none"> Development of skills in new medium. Cover fundamental areas of skill acquisition and classroom safety and routines. Subject matter or starting point for work is variable and personalised to fit with student needs. 	<ul style="list-style-type: none"> In journal plan and refine ideas for new task. Students should have the opportunity to experiment with a new medium such as clay or printmaking. Use of journal to develop a personal understanding of creative thought and idea generation. 	Module 1 - Work Requirement 1 of 4 (Task 3) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C1	All
			Module 1 - Work Requirement 2 of 4 (Task 1) Title of work requirement: Completed artwork or performance Mode or format: artefact See the course document for more information.			C2	All
			Module 1 - Work Requirement 4 of 4 (Task 1) Title of work requirement: Support material 1 Mode or format: short response See the course document for more information.			C3	All
Term 1 - Week 7 Module 1 - Principles and Elements	Continued development of skills in chosen medium: <ul style="list-style-type: none"> Plan extension activity for advanced students. 	<ul style="list-style-type: none"> Look at practising artist who use similar materials and mediums to expand ideas and technical skills. This can take the form of a more challenging task or further development of their own designs. Use of journal to develop a personal understanding of creative thought and idea generation. 	Module 1 - Work Requirement 1 of 4 (Task 4) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C4	All
			C5			All	
			C6			All	
Term 1 - Week 8	Continued development of skills in chosen medium: <ul style="list-style-type: none"> Plan extension activity for advanced students. 	<ul style="list-style-type: none"> Look at practising artist who use similar materials and mediums to expand ideas and technical skills. 	Module 1 - Work Requirement 2 of 4 (Task 2)	Minor	Yes	C1	All
			C2			All	
			C6			All	

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Module 1 - Principles and Elements		<ul style="list-style-type: none"> This can take the form of a more challenging task or further development of their own designs. Use of journal to develop a personal understanding of creative thought and idea generation. 	<p>Title of work requirement: Completed artwork or performance</p> <p>Mode or format: artefact</p> <p>See the course document for more information.</p>				
Term 1 - Week 9 Module 1 - Principles and Elements	Reflecting and Responding: <ul style="list-style-type: none"> Continued development of practical skills in selected medium. How to infer meaning from artworks with a focus on histories and cultures from Australian and the world. Expand the understanding and depth of the use of art terms in relation to the artworks of others. 	<ul style="list-style-type: none"> Continued development of practical skills in selected medium. Use of journal to develop a personal understanding of creative thought and idea generation. 	<p>Module 1 - Work Requirement 3 of 4 (Task 2)</p> <p>Title of work requirement: short response</p> <p>Mode or format: short response</p> <p>See the course document for more information.</p>	Major	Yes	C5	All
Term 1 - Week 10 Module 1 - Principles and Elements	<ul style="list-style-type: none"> Continued development of practical skills in selected medium. 	<ul style="list-style-type: none"> Use of journal to develop a personal understanding of creative thought and idea generation. Make use of any opportunity to visit galleries or have artists talk to students about their thinking and making processes at any stage of the year. 	<p>Module 1 - Work Requirement 1 of 4 (Task 5)</p> <p>Title of work requirement: Work diary</p> <p>Mode or format: extended response</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C3 C4 C5 C6	All All All All All All
			<p>Module 1 - Work Requirement 2 of 4 (Task 3)</p> <p>Title of work requirement: Completed artwork or performance</p> <p>Mode or format: artefact</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C6	All All All
			<p>Module 1 - Work Requirement 4 of 4 (Task 2)</p> <p>Title of work requirement: Support material I</p> <p>Mode or format: short response</p> <p>See the course document for more information.</p>	Major	Yes	C6	All

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 2 - Week 1 Module 2 - Imagination and Expression	Cultural Knowledge: <ul style="list-style-type: none"> How Indigenous cultures view the landscape. 	<ul style="list-style-type: none"> Introduce the work of at least 4 Indigenous artists from Australia and overseas. Use PowerPoints, online programs, or images to highlight the variety of ways diverse cultures view the landscape through art. This learning activity can have a focus on painting and expressing a sense of place. Use journals to brainstorm ideas for final design. Focus on mixing secondary colours and the use of white and black paint to create tints and tones. 					
Term 2 - Week 2 Module 2 - Imagination and expression	<ul style="list-style-type: none"> How Indigenous cultures view the landscape. 		Module 2 – Work Requirement 1 of 4 (Task 1) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C1 C3 C4 C5 C7	All All All All All
		<ul style="list-style-type: none"> Introduce the work of at least 4 Indigenous artists from Australia and overseas. Use PowerPoints, online programs, or images to highlight the variety of ways diverse cultures view the landscape through art. This learning activity can have a focus on painting and expressing a sense of place. Use journals to brainstorm ideas for final design. Focus on mixing secondary colours and the use of white and black paint to create tints and tones. Extension activity could include the use of different surfaces, such as canvas, wood or bark. 	Module 2 – Work Requirement 3 of 4 (Task 1) Title of work requirement: completed artwork or performance Mode or format: artefact See the course document for more information.	Minor	Yes	C1 C2 C3	All All All
Term 2 - Week 3 Module 2 - Imagination and expression	Meaning through Making: <ul style="list-style-type: none"> Introduce monoprints/collagraph to students. Create multiple prints using a variety of coloured paper and ink. 		Module 2 – Work Requirement 1 of 4 (Task 2) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C1 C3 C4 C5 C7	All All All All All

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		<ul style="list-style-type: none"> Collect a wide variety of flat objects that have different textures and shapes, such as leaves, fabric and plastics. Discuss the importance of Shape and pattern in art. Use examples of printmakers through the history of art. Use block printing ink to cover each object and take a print on paper. If you have a press, use that, or create the print with hand pressure rubbing. You can encourage each student to cut or tear the materials to create new designs. They may create realistic images or keep the work purely abstract concentrating on shape and pattern. Multiple prints can be placed together in a grid. A good example of this is Sid Nolan's Rainbow Serpent. 	<p>Module 2 – Work Requirement 3 of 4 (Task 2)</p> <p>Title of work requirement: completed artwork or performance</p> <p>Mode or format: artefact</p> <p>See the course document for more information.</p>	Minor	Yes	C1 C2 C3	All All All
Term 2 - Week 4 Module 2 - Imagination and expression	<p>Meaning through Making:</p> <ul style="list-style-type: none"> Introduce monoprints/collagraph to students. Create multiple prints using a variety of coloured paper and ink. 	<ul style="list-style-type: none"> Collect a wide variety of flat objects that have different textures and shapes, such as leaves, fabric and plastics. Discuss the importance of Shape and pattern in art. Use examples of printmakers through the history of art. Use block printing ink to cover each object and take a print on paper. If you have a press, use that, or create the print with hand pressure rubbing. You can encourage each student to cut or tear the materials to create new designs. They may create realistic images or keep the work purely abstract concentrating on shape and pattern. Multiple prints can be placed together in a grid. A good example of this is Sid Nolan's Rainbow Serpent. Extension activity: Use water colour paints to hand colour the prints. 					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 2 - Week 5 Module 2 - Imagination and expression	Meaning through Making: • Found object sculptures.		Module 2 – Work Requirement 1 of 4 (Task 3) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C7	E2
		<ul style="list-style-type: none"> Collect a wide variety of objects such as old toys, junk from the tip shop, recycled items, small boxes or picture frames, and soft try wire. Use your imagination and be resourceful. Look at soft sculpture artists online, there is a wonderful variety of different works on offer. Use animals or fantasy creatures as a starting point. Draw original designs in journal. Wire or hot glue guns are cheap and a great way to create shapes and connect different objects and materials. 	Module 2 – Work Requirement 3 of 4 (Task 3) Title of work requirement: completed artwork or performance Mode or format: artefact See the course document for more information.	Minor	Yes	C1 C2 C3	All All All
Term 2 - Week 6 Module 2 - Imagination and expression	Meaning through Making: • Found object sculptures.	<ul style="list-style-type: none"> Collect a wide variety of objects such as old toys, junk from the tip shop, recycled items, small boxes or picture frames, and soft try wire. Use your imagination and be resourceful. Look at soft sculpture artists online, there is a wonderful variety of different works on offer. Use animals or fantasy creatures as a starting point. Draw original designs in journal. Wire or hot glue guns are cheap and a great way to create shapes and connect different objects and materials. Extension activity: Create plinths of devices to hang creations from ceiling, tables, or walls. 					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Term 2 - Week 7 Module 2 - Imagination and expression	Accumulation of Experiences: • Art from the last 100 years.	• Great resources online by accessing national galleries.	Module 2 – Work Requirement 1 of 4 (Task 4) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C1 C3 C4 C5 C7	All All All All All
		• Focus on the creation of art over the last 100 years in a PowerPoint or digital presentation.	Module 2 – Work Requirement 2 of 4 Title of work requirement: Reflection Mode or format: short response See the course document for more information.	Major	Yes	C7	All
		• Each student can re-create an artwork in their choice of drawing material. Oil pastel, Conte, Charcoal, Markers, you are only limited by what you have in the storeroom.	Module 2 – Work Requirement 3 of 4 (Task 4) Title of work requirement: completed artwork or performance Mode or format: artefact See the course document for more information.	Minor	Yes	C1 C2 C3	All All All
		• Students can research an artist or movement that they find interesting.	Module 2 – Work Requirement 4 of 4 (Task 1) Title of work requirement: Support material 2 Mode or format: artefact See the course document for more information.	Minor	Yes	C7	All
Term 2 - Week 8 Module 2 - Imagination and expression	Accumulation of Experiences: • Art from the last 100 years.	<ul style="list-style-type: none"> • Focus on the creation of art over the last 100 years in a PowerPoint or digital presentation. • Great resources online by accessing national galleries. • Students can research an artist or movement that they find interesting. • Each student can re-create an artwork in their choice of drawing material. Oil pastel, Conte, Charcoal, Markers, you are only limited by what you have in the storeroom. • Extension activity: Modify the context of the work to create a new image 					

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		incorporating aspects of the landscape where each student lives.					
Term 2 - Week 9 Module 2 - Imagination and expression	Traditional Cultural Art Forms: <ul style="list-style-type: none"> Adopting the ideas of others. Students can select a logo or design from popular culture/art and combine this with aspects of the art from the traditional owners of this land. The ideas of post modernism can be introduced if applicable. Gordon Bennett is an artist who refers to the combination of different cultural imagery. Students could focus on contrasting colour, shape, or mark making. They can select any medium that has been covered in Module 1 and 2. 		Module 2 – Work Requirement 1 of 4 (Task 5) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Major	Yes	C1 C3 C4 C5 C7	All All All All All
			Module 2 – Work Requirement 3 of 4 (Task 5) Title of work requirement: completed artwork or performance Mode or format: artefact See the course document for more information.	Major	Yes	C1 C2 C3	All All All
			Module 2 – Work Requirement 4 of 4 (Task 2) Title of work requirement: Support material 2 Mode or format: artefact See the course document for more information.	Major	Yes	C7	All
Term 2 - Week 10 Module 2 - Imagination and expression	Traditional Cultural Art Forms: <ul style="list-style-type: none"> Adopting the ideas of others. 	<ul style="list-style-type: none"> Students can select a logo or design from popular culture/art and combine this with aspects of the art from the traditional owners of this land. The ideas of post modernism can be introduced if applicable. Gordon Bennett is an artist who refers to the combination of different cultural imagery. Students could focus on contrasting colour, shape, or mark making. They can select any medium that has been covered in Module 1 and 2. Extension activity: Students can photograph their works of art and use simple editing software on their phones or computers to create new images. 					
Term 3 - Week 1	Selecting and Using Materials.	<ul style="list-style-type: none"> Work with students to select and refine 2 or 3 different materials/mediums that 					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
Module 3 Connections and Context		<p>they have worked with over the course Term 1 and 2 that they find the most enjoyable.</p> <ul style="list-style-type: none"> • Make notes on this process keeping a record of what they have experienced. • Students can then identify a style of working such as landscape, portrait, still life or abstraction to form the basis of a completed artwork. 					
Term 3 - Week 2 Module 3 - Connections and context	Selecting and Using Materials.	<ul style="list-style-type: none"> • Make notes on this process keeping a record of what they have experienced. 	<p>Module 3 – Work Requirement 1 of 3 (Task 1)</p> <p>Title of work requirement: Work diary</p> <p>Mode or format: extended response</p> <p>See the course document for more information.</p>	Minor	Yes	C1 C2 C3 C4 C5 C8	All All All All All All
		<ul style="list-style-type: none"> • Work with students to select and refine 2 or 3 different materials/mediums that they have worked with over the course of Term 1 and 2 that they find the most enjoyable. 	<p>Module 3 – Work Requirement 2 of 3 (Task 1)</p> <p>Title of work requirement: Completed artwork or performance</p> <p>Mode or format: artefact</p> <p>See the course document for more information.</p>	Minor	Yes	C1 C3 C8	All All All
		<ul style="list-style-type: none"> • Students can then identify a style of working such as landscape, portrait, still life or abstraction to form the basis of a completed artwork. 	<p>Module 3 – Work Requirement 3 of 3 (Task 1)</p> <p>Title of work requirement: Support material 3</p> <p>Mode or format: short response</p> <p>See the course document for more information.</p>	Minor	Yes	C8	All
Term 3 - Week 3 Module 3 - Connections and context	Demonstrating Techniques.	<ul style="list-style-type: none"> • With assistance and guidance from teacher students continue to develop skills and techniques in the selected mediums. 					
Term 3 - Week 4 Module 3 - Connections and context	Demonstrating Techniques.	<ul style="list-style-type: none"> • Use journals to record progress and refine ideas. 	<p>Module 3 – Work Requirement 1 of 3 (Task 2)</p> <p>Title of work requirement: Work diary</p> <p>Mode or format: extended response</p> <p>See the course document for more information.</p>	Minor	Yes	C1 C2 C3 C4 C5	All All All All All

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
						C8	All
		<ul style="list-style-type: none"> With assistance and guidance from teacher students continue to develop skills and techniques in the selected mediums. 	Module 3 – Work Requirement 2 of 3 (Task 2) Title of work requirement: Completed artwork or performance Mode or format: artefact See the course document for more information.	Minor	Yes	C1 C3 C8	All All All
			Module 3 – Work Requirement 3 of 3 (Task 2) Title of work requirement: Support material 3 Mode or format: short response See the course document for more information.	Minor	Yes	C8	All
Term 3 - Week 5 Module 3 - Connections and context	Exploring Connections between Research and Application.	<ul style="list-style-type: none"> With assistance and guidance from teacher students continue to develop skills and techniques in the selected mediums. Use journals to record progress and refine ideas. Students should be guided to research and explore artists who work in a similar style or medium to the one selected by the student. 					
Term 3 - Week 6 Module 3 - Connections and context	Exploring Connections between Research and Application.	<ul style="list-style-type: none"> Use journals to record progress and refine ideas. 	Module 3 – Work Requirement 1 of 3 (Task 3) Title of work requirement: Work diary Mode or format: extended response See the course document for more information.	Minor	Yes	C1 C2 C3 C4 C5 C8	All All All All All All
		<ul style="list-style-type: none"> With assistance and guidance from teacher students continue to develop skills and techniques in the selected mediums. 	Module 3 – Work Requirement 2 of 3 (Task 3) Title of work requirement: Completed artwork or performance Mode or format: artefact See the course document for more information.	Minor	Yes	C1 C3 C8	All All All

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		<ul style="list-style-type: none"> Students should be guided to research and explore artists who work in a similar style or medium to the one selected by the student. 	<p>Module 3 – Work Requirement 3 of 3 (Task 3)</p> <p>Title of work requirement: Support material 3</p> <p>Mode or format: short response</p> <p>See the course document for more information.</p>	Minor	Yes	C8	All
Term 3 - Week 7 Module 3 - Connections and context	<p>Resolving Work Editing and Refining:</p> <ul style="list-style-type: none"> Start the process of critiquing student work. Students should develop the capacity to see links to their work and the work of others. The aim to provide students with the opportunity to be self-directed and make artistic decisions on the future pathways for their art. 	<ul style="list-style-type: none"> Students should have the opportunity to lay out all their work undertaken in previous Modules. With teacher guidance suggest or highlight areas of success and have each student make notes in their art journal about this process. Provide examples of artists work that each student should look at and incorporate into their next piece of work. 					
Term 3 - Week 8 Module 3 - Connections and context	<p>Resolving Work Editing and Refining:</p> <ul style="list-style-type: none"> Start the process of critiquing student work. Students should develop the capacity to see links to their work and the work of others. The aim to provide students with the opportunity to be self-directed and make artistic decisions on the future pathways for their art. 	<ul style="list-style-type: none"> Students should have the opportunity to lay out all their work undertaken in previous Modules. With teacher guidance suggest or highlight areas of success and have each student make notes in their art journal about this process. Provide examples of artists work that each student should look at and incorporate into their next piece of work. 					
Term 3 - Week 9 Module 3 - Connections and context	<p>Resolving Work Editing and Refining:</p> <ul style="list-style-type: none"> Start the process of critiquing student work. 	<ul style="list-style-type: none"> Students should have the opportunity to lay out all their work undertaken in previous Modules. With teacher guidance suggest or highlight areas of success and have each student make notes in their art journal about this process. Provide examples of artists work that each student should look at and incorporate into their next piece of work. The aim to provide students with the opportunity to be self-directed and make artistic decisions on the future pathways for their art. 	<p>Module 3 – Work Requirement 1 of 3 (Task 4)</p> <p>Title of work requirement: Work diary</p> <p>Mode or format: extended response</p> <p>See the course document for more information.</p>	Minor	Yes	C1 C2 C3 C4 C5 C8	All All All All All All
		<ul style="list-style-type: none"> Provide examples of artists work that each student should look at and incorporate into their next piece of work. The aim to provide students with the opportunity to be self-directed and make artistic decisions on the future pathways for their art. 	<p>Module 3 – Work Requirement 2 of 3 (Task 4)</p> <p>Title of work requirement: Completed artwork or performance</p> <p>Mode or format: artefact</p> <p>See the course document for more information.</p>	Minor	Yes	C1 C3 C8	All All All

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
		<ul style="list-style-type: none"> Students should develop the capacity to see links to their work and the work of others. 	<p>Module 3 – Work Requirement 3 of 3 (Task 4)</p> <p>Title of work requirement: Support material 3</p> <p>Mode or format: short response</p> <p>See the course document for more information.</p>	Minor	Yes	C8	All
Term 3 - Week 10 Module 3 - Connections and context	Reflecting and Making Judgments about Artworks.	<ul style="list-style-type: none"> Students should select one or two of their artworks and make direct comparisons to the work of others. 	<p>Module 3 – Work Requirement 1 of 3 (Task 5)</p> <p>Title of work requirement: Work diary</p> <p>Mode or format: extended response</p> <p>See the course document for more information.</p>	Major	Yes	C1 C2 C3 C4 C5 C8	All All All All All All
		<ul style="list-style-type: none"> Develop a teaching bank of visual resources of practicing artists work from which students can select images. This can be in any of the selected mediums undertaken in Module 3. 	<p>Module 3 – Work Requirement 2 of 3 (Task 5)</p> <p>Title of work requirement: Completed artwork or performance</p> <p>Mode or format: artefact</p> <p>See the course document for more information.</p>	Major	Yes	C1 C3 C8	All All All
		<ul style="list-style-type: none"> Students should be able to make informed decisions about differences and similarities between their work and the work of others. 	<p>Module 3 – Work Requirement 3 of 3 (Task 5)</p> <p>Title of work requirement: Support material 3</p> <p>Mode or format: short response</p> <p>See the course document for more information.</p>	Major	Yes	C8	All
Term 4 - Week 1 Opportunity for teachers to review and revisit any areas of previous modules.	Reflecting and Making Judgments about Artworks: <ul style="list-style-type: none"> Students should be able to make informed decisions about differences and similarities between their work and the work of others. 	<ul style="list-style-type: none"> Students should select one or two of their artworks and make direct comparisons to the work of others. Develop a teaching bank of visual resources of practicing artists work from which students can select images. This can be in any of the selected mediums undertaken in Module 3. 					
Term 4 - Week 2 Opportunity for teachers to review and revisit	Responding to Artworks.	<ul style="list-style-type: none"> Students continue the process of self-directed creation of artworks while making notes in journal about why they have followed a given way of working. 					

Time / Module	Mapping to course content	Example learning activities	Assessment Task	Relative Weighting	Work Requirement	Criterion	Criterion Elements
any areas of previous modules.		<ul style="list-style-type: none"> Students begin the process of selecting 2 works of art produced in class to present for display. 					
Term 4 - Week 3 Opportunity for teachers to review and revisit any areas of previous modules.	Identifying Meaning and Exposure to Artists.	<ul style="list-style-type: none"> Undertake a reflective task highlighting what they consider to be their most successful artworks. Students should be able to discuss materials, mediums, different styles of art making and why is making art important to them. Make links to the work of other artists. 					
Term 4 - Week 4 Opportunity for teachers to review and revisit any areas of previous modules.	Identifying Meaning and Exposure to Artists.	<ul style="list-style-type: none"> Undertake a reflective task highlighting what they consider to be their most successful artworks. Students should be able to discuss materials, mediums, different styles of art making and why is making art important to them. Make links to the work of other artists. 					

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