

# Discipline-based Study

# The Arts

## Visual Arts 3

COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Educator  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

# Table of Contents

Phase 3 Consultation Draft Published: March 2021

Visual Arts, 150 hours – Level 3.....	4
Aims.....	4
Focus Area – Discipline-based Study.....	4
Rationale.....	5
Integration of General Capabilities and Cross-Curriculum Priorities.....	5
Course Description.....	5
Pathways.....	6
Course Requirements.....	6
Course Structure, Delivery and Progression.....	6
Structure.....	6
Delivery.....	6
Developmental Progression.....	7
Module 1 - Visual thinking – interpreting art.....	7
Module 1 Learning Outcomes.....	7
Module 1 Content.....	7
Module 1 Work Requirements.....	8
Module 1 Assessment.....	8
Module 2 - Investigation and exploration.....	8
Module 2 Learning Outcomes.....	9
Module 2 Content.....	9
Module 2 Work Requirements.....	9
Module 2 Assessment.....	10
Module 3 - Context and resolution.....	10
Module 3 Learning Outcomes.....	10
Module 3 Content.....	10
Module 3 Work Requirements.....	11
Module 3 Assessment.....	11
Assessment.....	11
Criteria.....	12
Standards.....	12
Quality Assurance.....	15
Qualifications and Award Requirements.....	15
Course Evaluation.....	16
Course Developer.....	16

Accreditation and Version History .....	16
Appendix 1 - Line of Sight.....	17
Appendix 2 - Alignment to Curriculum Frameworks.....	18
Appendix 3 - Work Requirements .....	18
Module 1 Work Requirements Specifications.....	18
Module 2 Work Requirements Specifications.....	20
Module 3 Work Requirements Specifications.....	21
Appendix 4 – General Capabilities and Cross-Curriculum Priorities.....	23
Appendix 5 – Glossary.....	24

## Visual Arts, 150 hours – Level 3

This course is the Level 3 component of the Visual Arts program.

### Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

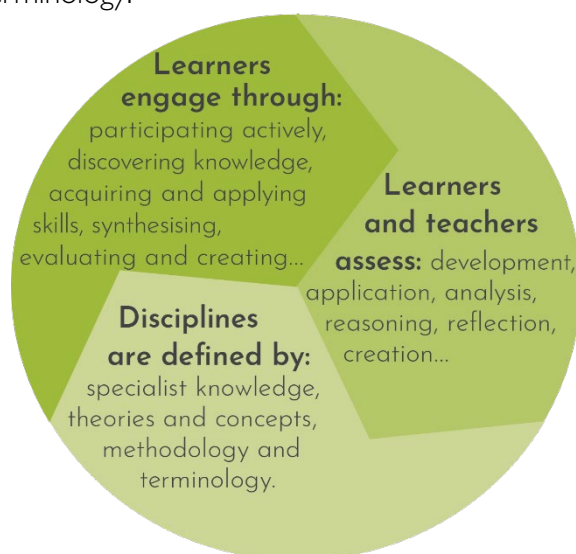
*Visual Arts* Level 3 is a Discipline-based Study course.

### Focus Area – Discipline-based Study

Discipline-based Study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Students consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based Study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.



In this course learners will do this by:

- deepening and broadening their skills, techniques and problem-solving skills in a specialist studio area
- applying the concepts and theories that underpin their chosen studio area and the arts more generally including the concept that artistic conventions can be adhered to or subverted
- using and applying the appropriate methodologies and terminology in their art making and art analysis including visual literacy methodologies and language.

## Rationale



Art is an intrinsic human activity and people have made and responded to the visual arts since the beginning of civilisation. Art is created to understand or reflect upon the world, to communicate meaning, and express how it feels to be human. The visual arts play a significant role in recording, shaping and reflecting the culture and context of society.

Study of the visual arts promotes innovation and creative and critical thinking skills, emotional resilience, empathy and self-efficacy, all of which are vital for a rapidly changing world. These transformative skills have been identified by the global Organisation for Economic Co-operation and Development (OECD) as helping students to thrive and shape a better future. Creating art involves the cognitive, aesthetic and practical domains. Research has shown overall better academic outcomes for arts learners.

Tasmania's value and support creative and cultural industries which significantly contribute to the economy and Tasmanian cultural identity. *Visual Art* Level 3 has been developed for learners seeking a pathway to tertiary studies or a visual arts career. It allows learners to broaden and deepen their understandings and application of artistic practice, perception and visual literacy. The course encourages learners to apply problem-solving skills, think creatively and analytically, engage with traditional, modern and contemporary art forms, and display their artworks to an audience. Learners apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and cultural contexts and express and identify meaning in artworks in increasingly sophisticated ways.

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Intercultural understanding 

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

## Course Description

*Visual Art* Level 3 is a course for learners who would like to broaden and deepen their understanding and application of artistic practice, perception and visual literacy. *Visual Art* Level 3 has been developed for learners seeking a pathway to tertiary studies or a career within the visual arts. Learners develop a resolved body of work in a single studio area which demonstrates their aesthetic understanding and use of visual language. The course encourages learners to apply problem-solving skills, think creatively and analytically, and engage with traditional, modern and contemporary art forms. Learners apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and

cultural contexts and express and identify meaning in artworks in increasingly sophisticated ways. Study of *Visual Art* Level 3 promotes skill refinement, confidence, self-direction and innovation, all of which help prepare learners for their future.

## Pathways

Pathways into the *Visual Art* Level 3 course enable learning continuity from *Visual Art* Level 2, or for students who may have completed the Years 9-10 band of the *Australian Curriculum: The Arts* or for students who have some prior arts experience.

Pathways out of *Visual Art* Level 3 include opportunities for learners to undertake *Art Studio Practice* Level 3 course, courses in Visual Arts at a tertiary level or pursue a visual arts career.

## Course Requirements

### Access

Learners who have completed *Visual Art* Level 2 will have been introduced to key knowledge, skills and understandings to support their further study in this course. However, *Visual Art* Level 2 is not a mandatory entry requirement to this course.

### Resources

In certain studios such as printmaking, photography and ceramics, specific resources such as printing presses, photo editing software (e.g., Photoshop), potters' wheels and kilns may be required. Providers are advised to research the technical requirements for individual studios.

## Course Structure, Delivery and Progression

### Structure

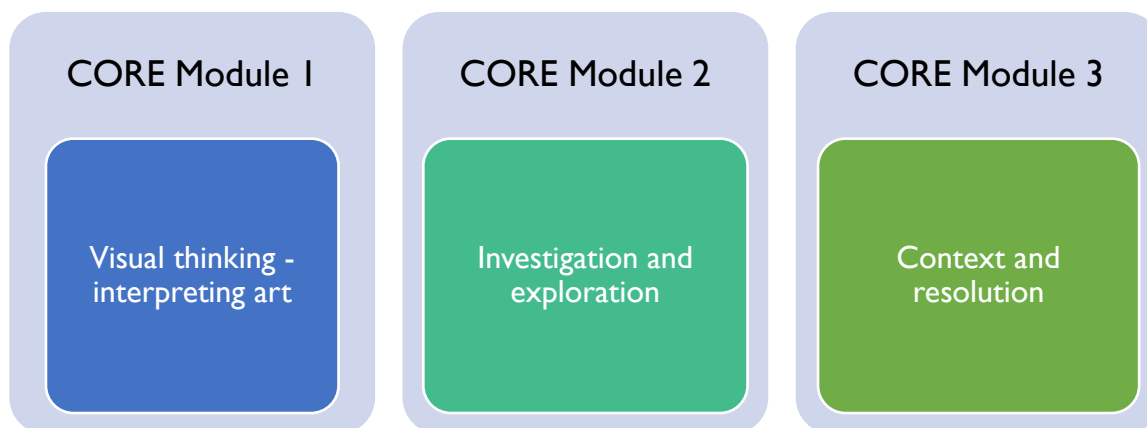
This course consists of three 50-hour modules.

Modules Available:

Core Module 1: Visual thinking – interpreting art

Core Module 2: Investigation and exploration

Core Module 3: Context and resolution



### Delivery

The three modules should be delivered in order 1, 2, 3.

## Developmental Progression

Module 1 introduces the learner to key ideas, concepts, skills, knowledge and understanding. Module 2 enables the learner to build upon these key ideas, concepts, skills, knowledge and understanding. Module 3 enables the learner to further build on these key ideas, concepts, skills, knowledge and understanding.

The progression of learning is evidenced through assessment opportunities which provide feedback to promote further learning. A culminating performance of understanding is reflected in the final work requirements.

## Module 1 - Visual thinking – interpreting art

Learners understand and apply visual thinking skills. Visual thinking skills include the ability to:

### view works of art or design

- understanding the visual codes and conventions (principles and elements of design) in order to describe, explain, analyse, interpret — and ultimately to develop a personal visual aesthetic.

### visually record

- inspirations, influences, ideas, thoughts, messages, media, analysis of works of art or design — using technology, developing and refining ideas and skills, and working towards resolution of works of art or design.

Learners develop visual thinking skills in order to analyse and interpret the artwork of others and refine their own artmaking process.

## Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. select and apply elements and principles of design to solve problems
2. use appropriate technologies, techniques and conventions
3. communicate ideas, emotion and information successfully to others when creating art
4. critically analyse and evaluate art ideas and information.

## Module 1 Content

Learners develop visual thinking skills in order to analyse and interpret the artwork of others and refine their own artmaking process.

Learners are exposed to artworks from pre and post 1990 (which may include Australian works and those of Aboriginal or Torres Strait Island culture) and respond verbally, practically and in written form as they clarify and expand their understanding of art as a means of communication.

Learners use their knowledge to deconstruct and appraise the use of:

### materials, techniques and processes

- the ways in which artworks are produced, and the materials and techniques used
- how materials, techniques and processes help to determine the appearance and subsequent interpretation of artworks

## ideas, concepts and approaches

- the meaning or intention behind an artwork and the understanding that meaning is subjective and influenced by social, historical and cultural context
- how artists use artmaking as a voice to communicate ideas and concepts as well as manipulate the response of an intended audience.

Learners use the knowledge gained above to experiment with their own art making in response to teacher directed tasks, recording their exploration in visual diaries/journals for future development and refinement.

### Key Knowledge:

- the principles and elements of design
- the use of materials, techniques and processes specific to studio areas
- ways in which artists work is influenced by socio/historical and cultural context
- how meaning is made and communicated in artwork.

### Key Skills:

- using vocabulary to describe and analyse own work and the work of others
- applying techniques, processes and technologies to own artmaking
- employing the principles and elements of design to communicate artistic intent.

## Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

The work requirements for this module include:

- One (1) X Extended response (Use of Visual Diary/Journal)
- Two (2) X Short response (Interpretation and Analysis) (Inspiration and Influences)
- Two (2) X Extended response (Completed artwork)
- One (1) X Extended response (Support Material)

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

## Module 2 - Investigation and exploration

Learners use the artmaking process to develop their own art responses; inspired by ideas, concepts and observations. Learners explore and consider approaches to artmaking in the broader classifications of Pre-Modernism, Modernism and Post-Modernism. Learners use their investigation and research to support and drive their own artmaking and development of a personal visual aesthetic.

A personal visual aesthetic is developed through:

- exposure to diverse forms and ideas
- encouraging self-analysis and exploration of personal beliefs/ideas/values
- recording processes and ideas visually
- annotating artworks to justify decision making



- developing works of art to communicate specific ideas.

## Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. select and apply elements and principles of design to solve problems
2. use appropriate technologies, techniques and conventions
3. communicate ideas, emotion and information successfully to others when creating art
5. observe, critically analyse and creatively respond to a range of cultural influences and artworks.

## Module 2 Content

Learners will engage in artmaking in their preferred studio and utilise inspiration in various forms to enhance their work such as gallery visits, researching artists, engaging with art communities and sensory experiences.

Learners begin to apply processes to develop their personal artmaking practice:

### Experimentation

- exploring related techniques and processes to further develop their practical work
- manipulating their medium to develop new skills and enhance their artistic practice.

### Refinement

- employing refinement process: explore/experiment/reflect/analyse/evaluate/apply
- justifying choices and processes: verbally and through annotation.

Learners apply reflective processes to document the progress of their work. They are encouraged and supported to link theoretical understanding with practical application.

Key Knowledge:

- influences and inspirations in own and others' artwork
- primary and secondary visual influences
- broad exposure to art making/makers.

Key Skills:

- processes for developing and refining artwork
- applying techniques and approaches demonstrating expressive and technical competence
- selecting, manipulating and refining media to create communicate artistic intent.

## Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

The work requirements for this module include:

- One (1) X Extended response (Use of Visual Diary/Journal)
- Two (2) X Short response (Viewpoint/Commentary) (Response to Issue/Context)
- Two (2) X Extended response (Completed artwork)
- One (1) X Extended response (Support Material)

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

## Module 3 - Context and resolution

Learners will consider context, viewpoints and commentaries in relation to artworks.

They explore the roles of:

- the artist
- the audience
- the context in which an artwork is created
- the context in which an artwork is subsequently viewed.

Information from visiting artists, galleries, lectures, online programs, journals, podcasts, catalogues, newspapers as well as texts from critics, historians and curators may be used to support the learners understanding of the way in which art can affect the way people think.

Diverse approaches to both the creation of artwork and the ideas and approaches behind works of art are explored in relation to societal changes including post-modernism, post-colonialism, globalization and environmental issues.

Learners will use the art process to continue to develop a cohesive body of work inspired by ideas, concepts and observations. They engage in ongoing development and refinement. They document and analyse their thinking and working practices through appropriate visual language and art specific terminology in visual diaries and reflection critiques.

### Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. select and apply elements and principles of design to solve problems
2. use appropriate technologies, techniques and conventions
3. communicate ideas, emotion and information successfully to others when creating art
6. create and display a resolved and cohesive body of artwork.

### Module 3 Content

Learners will expand upon personal points of view and opinion with evidence built from research and exposure to artists and artworks both contemporary and historical.

In their own artmaking, learners will apply their understanding of the significance of context, viewpoint and commentary to inform their own developing body of work through:

#### **making and documenting**

- developing a body of work that conveys a cohesive viewpoint or commentary
- identifying and explaining choices made throughout the artistic process

#### **reflecting and refining**

- reflecting on ideas and concepts to deepen and strengthen existing intention
- combining ideas, research and viewpoints to form a coherent argument or rationale.

The culmination of this Module requires learners to have produced a cohesive body of work suitable for exhibition with extensive support materials documenting their process. Learners are required to complete a major research task related to their own practice utilizing their expanded awareness of visual art language and context.

#### Key Knowledge

- the effect of context on artmaking
- how points of view influence the interpretation of artwork
- how the display and presentation of artwork influences opinion
- processes for reflecting and refining artwork to give coherence
- the characteristics of a cohesive body of work
- ways in which art is presented to enhance visual aesthetic and communicate intent
- broad exposure to art making/makers.

#### Key Skills

- applying processes for developing and refining artwork
- using appropriate techniques and approaches to communicate artistic intent
- thorough documentation of key ideas and concept that lead to the creation of resolved works
- conveying point of view in own artwork
- processes for developing and refining artwork
- refining techniques and approaches which demonstrate expressive and technical competence
- presenting artwork for an audience.

#### Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

The work requirements for this module include:

- One (1) X Extended response (Use of Visual Diary/Journal)
- One (1) X Completed body of work (Comprising of minimum six artworks)
- One (1) X Project (Research Assignment)
- One (1) X Extended response (Support Material)

See Appendix 3 for summary of Work Requirement specifications for this course.

#### Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

#### Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

### Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module

The assessment for *Visual Arts* Level 3 will be based on the degree to which the learner can:

1. use the elements and principles of design to solve problems
2. select and use technologies, techniques and conventions\*
3. communicate ideas, emotion and information when creating artworks\*
4. analyse and evaluate art ideas and information
5. observe, analyse and creatively respond to cultural influences and artworks
6. create and display a cohesive body of artwork\*

\*denotes criteria that are both internally and externally assessed.

### Standards

Criterion 1: use the elements and principles of design to solve problems

This criterion is only internally assessed.

Rating C	Rating B	Rating A
selects and modifies a limited range of artistic principles to achieve desired outcomes	selects, rejects and modifies a range of artistic principles to achieve desired outcomes	selects, deconstructs, translates and reconstructs a broad range of artistic principles to achieve desired outcomes
uses a limited range of artistic techniques to create real and/or pictorial space	uses a range of artistic techniques to create real and/or pictorial space	uses a broad range of artistic techniques to create real and/or pictorial space
selects and applies a limited range of strategies to solve minor artistic problems.	selects and applies a range of strategies to anticipate and solve minor artistic problems.	selects and applies a broad range of strategies to anticipate and solve artistic problems.

Criterion 2\*: Select and use technologies, techniques and conventions\*

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
selects and uses a broad range of technologies and techniques to develop and express own ideas and designs	selects and uses a range of technologies and techniques to develop and express own ideas and designs	selects and uses a limited range of technologies and techniques to develop and express own ideas and designs
demonstrates basic artistic techniques through the use of selected technologies and techniques	extends artistic techniques through the use of selected technologies and techniques	refines artistic techniques through the use of selected technologies and techniques
selects and modifies a limited range of artistic conventions to achieve desired outcomes.	selects, rejects and modifies a range of artistic conventions to achieve desired outcomes.	selects, deconstructs, translates and reconstructs a broad range of artistic conventions to achieve desired outcomes.

Criterion 3\*: communicate ideas, emotion and information when creating artworks\*

This criterion is externally and internally assessed.

Rating C	Rating B	Rating A
selects and uses a limited range of communication methods and styles to express ideas, emotions and information	selects and uses a range of communication methods and styles to express ideas, emotions and information	selects and uses a broad range of communication methods and styles to clearly express ideas, emotions and information
describes artistic styles, genres and processes using a limited visual arts vocabulary	describes artistic styles, genres and processes using an appropriate visual arts vocabulary	accurately describes artistic styles, genres and processes using a broad and appropriate visual arts vocabulary
produces artworks that convey a limited range of conceptual and expressive intentions.	produces artworks that successfully convey a range of conceptual and expressive intentions.	produces artwork that successfully conveys a broad range of conceptual and expressive intentions.

Criterion 4: analyse and evaluate art ideas and information

This criterion is only internally assessed.

Rating C	Rating B	Rating A
analyses and evaluates a limited range of art ideas and issues	analyses and evaluates a range of art ideas and issues	critically analyses and evaluates a broad range of art ideas and issues
identifies a variety of differing viewpoints that arise from art ideas and issues	identifies and discusses a variety of agreeing and opposing viewpoints that arise from art ideas and issues	identifies, critically analyses and discusses a variety of agreeing and opposing viewpoints that arise from art ideas and issues
uses appropriate grammatical conventions, spelling and punctuation in written responses and generally follows referencing conventions and methodologies correctly.	accurately uses grammatical conventions, spelling and punctuation in written responses and follows referencing conventions and methodologies correctly.	accurately uses appropriate grammatical conventions, spelling and punctuation in written responses and follows referencing conventions and methodologies with a high degree of accuracy.

Criterion 5: observe, analyse and creatively respond to cultural influences and artworks

This criterion is only internally assessed.

Rating C	Rating B	Rating A
examines and describes art works of self and others	examines and describes artwork of self and others with reference to appropriate contexts	evaluates the artwork of self and others with reference to appropriate contexts
recognises and discusses the historical and cultural contexts in which a limited range of artworks were produced	recognises and discusses the relationships between socio-historical factors and artists and their works	recognises, critically analyses and discusses the relationships between socio-historical factors and artists and their works
produces artworks that reveal an understanding of art within a limited range of cultural contexts.	produces artworks that reveal an understanding of art within a range of cultural contexts.	produces artworks that reveal a detailed and accurate understanding of art within a broad range of cultural contexts.

Criterion 6\*: create and display a cohesive body of artwork\*

This criterion is both internally and externally assessed.

Rating C	Rating B	Rating A
identifies and articulates artistic intent and developmental processes	identifies and evaluates articulates artistic intent and developmental processes	evaluates and critically analyses artistic intent and developmental processes
produces support material that reflects limited aspects of the developmental processes that led to the creation of finished artworks	produces support material that reflects some aspects of the developmental processes that led to the creation of finished artworks	produces support material that reflects a wide range of aspects of the developmental processes that led to the creation of finished artworks
resolves, as finished pieces, a body of work which reflects a limited degree of cohesion and some aspects of stated artistic intent.	resolves, as finished pieces, a body of work which reflects cohesion and most aspects of stated artistic intent.	resolves, as finished pieces, a body of work which reflects a high level of cohesion and all aspects of stated artistic intent.
manages a limited range of work tasks/activities within identified timelines.	responsibly manages a range of work tasks/activities within identified timelines.	responsibly manages a broad range of work tasks/activities within identified timelines.

## Quality Assurance

- This will be determined by TASC at time of accreditation.

## Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the 9 ratings (6 ratings from the internal assessment and 3 ratings from the external assessment).

The minimum requirements for an award in *Visual Arts* Level 3 are as follows:

### EXCEPTIONAL ACHIEVEMENT (EA)

8 'A' ratings, 1 'B' rating (2 'A' ratings, 1 'B' rating from external assessment)

### HIGH ACHIEVEMENT (HA)

4 'A' ratings, 4 'B' ratings, 1 'C' ratings (1 'A' rating, 1 'B' rating and 1 'C' rating from external assessment)

### COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 4 'C' ratings (1 'B' ratings, 2 'C' ratings from external assessment)

### SATISFACTORY ACHIEVEMENT (SA)

7 'C' ratings (2 'C' ratings from external assessment)

### PRELIMINARY ACHIEVEMENT (PA)

5 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

- This will be confirmed by time of accreditation.

## Course Developer

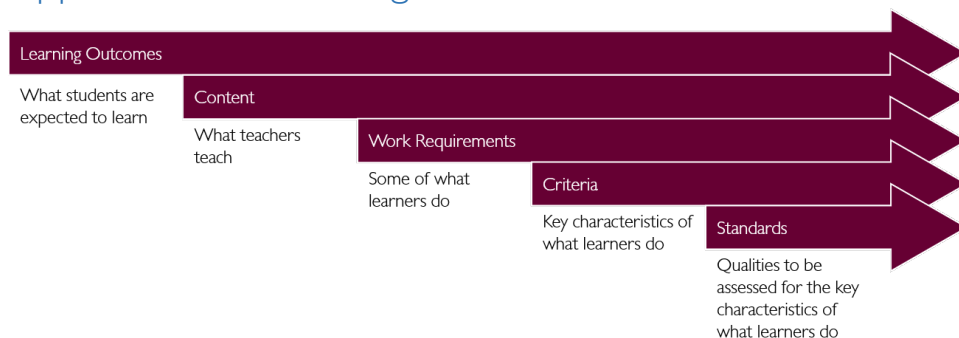
This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation and Version History

- Details to be determined by TASC at time of accreditation.



## Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Select and apply elements and principles of design to solve problems.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC: 
2. Use appropriate technologies, techniques and conventions.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC: 
3. Communicate ideas, emotion and information successfully to others when creating art.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC: 
4. Critically analyse and evaluate art ideas and information.	Module 1	Module 1	C 4	E 1, 2, 3	GC: 
5. Observe, critically analyse and creatively respond to a range of cultural influences and artworks.	Module 2	Module 2	C 5	E 1, 2, 3	GC: 
6. Create and display a resolved and cohesive body of artwork.	Module 3	Module 3	C 6	E 1, 2, 3	GC: 

## Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** One (1) x Visual Diary/ Journal

**Mode /Format:** Extended response

**Learning Outcomes:** 1, 2, 3

**Description:** Visual diaries/Journal. This is a by-product of the learner's involvement in visual art during the course. It is a personalised system of idea generation and development, experiments and references to the history/theory/research studies and can include but is not limited to:

- plans and sketches, mock-ups, drawings and/or proof sheets
- artist research
- reference images
- source material and annotated artworks
- media experimentation
- reflections
- personal notes and responses to discussion
- exhibition reviews

**Size:** 18 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Interpretation and Analysis

**Mode /Format:** 1 X Short response

**Learning Outcomes:** 4

**Description:** A short interpretation and analysis of selected artworks or artists

**Size:** 500 to 700 words

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)
- Criterion 4: (all standard elements)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Inspirations and Influences

**Mode /Format:** 1 X Short response

**Learning Outcomes:** 4

**Description:** A non essay-based assignment, outlining inspirations and influences on the learner's work (may take the form of virtual exhibition, PowerPoint, presentation etc.)

**Size:** 6 hours work

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)
- Criterion 4: (all standard elements)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Two (2) x Artwork

**Mode /Format:** 1 X Extended response

**Learning Outcomes:** 1, 2 and 3

**Description:** Completed artwork

**Size:** 12 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (Elements 1 and 3)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** One (1) x Support Material

**Mode /Format:** Extended response

**Learning Outcomes:** 3

**Description:** Support Material will be collected throughout the course of study and will include the following:

- evidence of all research activities such as on-line visits to gallery sites, library catalogue searches, downloads and image files
- an organised collection of gallery brochures, exhibition notes and flyers and individual investigation of particular artists
- a comprehensive glossary of art terms
- artist interviews
- completed works from previous Units
- class notes and all photocopied material such as notes on correct referencing procedures and plagiarism protocols.

**Size:** 6 hours on task

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

## Module 2 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** One (1) x Visual Diary/ Journal

**Mode /Format:** Extended response

**Learning Outcomes:** 1, 2, 3

**Description:** Visual diaries/Journal. This is a by-product of the learner's involvement in visual art during the course. It is a personalised system of idea generation and development, experiments and references to the history/theory/research studies and can include but is not limited to:

- plans and sketches, mock-ups, drawings and/or proof sheets
- artist research
- reference images
- source material and annotated artworks
- media experimentation
- reflections
- personal notes and responses to discussion
- exhibition reviews

**Size:** 12 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Viewpoint and Commentary

**Mode /Format:** 1 X Short response

**Learning Outcomes:** 5

**Description:** A response to the place of viewpoint/commentary in artwork

**Size:** 600 to 800 words

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)
- Criterion 5: (Elements 1 and 2)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Issues and Contexts

**Mode /Format:** 1 X Short response

**Learning Outcomes:** 5

**Description:** A response to an issue or context revealed through artwork

**Size:** 600 to 800 words

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)
- Criterion 5: (Elements 1 and 2)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Two (2) x Artwork

**Mode /Format:** 1 X Extended response

**Learning Outcomes:** 1, 2 and 3

**Description:** Completed artwork

**Size:** 6 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (Elements 1 and 3)
- Criterion 5: (Element 3)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** One (1) x Support Material

**Mode /Format:** Extended response

**Learning Outcomes:** 3

**Description:** Support Material will be collected throughout the course of study and will include the following:

- evidence of all research activities such as on-line visits to gallery sites, library catalogue searches, downloads and image files
- an organised collection of gallery brochures, exhibition notes and flyers and individual investigation of particular artists
- a comprehensive glossary of art terms
- artist interviews
- completed works from previous Units
- class notes and all photocopied material such as notes on correct referencing procedures and plagiarism protocols.

**Size:** 6 hours on task

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

### Module 3 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** One (1) x Visual Diary/ Journal

**Mode /Format:** Extended response

**Learning Outcomes:** 1, 2, 3

**Description:** Description: Visual diaries/Journal. This is a by-product of the learner's involvement in visual art during the course. It is a personalised system of idea generation and development, experiments and references to the history/theory/research studies and can include but is not limited to:

- plans and sketches, mock-ups, drawings and/or proof sheets
- artist research

- reference images
- source material and annotated artworks
- media experimentation
- reflections
- personal notes and responses to discussion
- exhibition reviews

**Size:** 6 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Six (6) x Artwork

**Mode /Format:** 1 X Product

**Learning Outcomes:** 1, 2, 3 and 6

**Description:** One completed body of work. It is expected that the learner's body of work will be comprised of a minimum of the equivalent of 6 resolved individual pieces of work. The completed body of work may or may not include artwork created in previous modules.

**Size:** 50 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (Elements 1 and 3)
- Criterion 6: (Element 3)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Major Research Assignment

**Mode /Format:** 1 X Project

**Learning Outcomes:** 3 and 6

**Description:** A major research assignment pertaining to learner's own work may include/focus on artworks, artists, movements or techniques that have influenced the learners own work

**Size:** 1500 to 2500 words

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)
- Criterion 6: (Elements 1 and 2)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** One (1) x Support Material

**Mode /Format:** Extended response

**Learning Outcomes:** 3 and 6

**Description:** Support Material will be collected throughout the course of study and will include the following:

- evidence of all research activities such as on-line visits to gallery sites, library catalogue searches, downloads and image files
- an organised collection of gallery brochures, exhibition notes and flyers and individual investigation of particular artists
- a comprehensive glossary of art terms
- artist interviews
- completed works from previous Units
- class notes and all photocopied material such as notes on correct referencing procedures and plagiarism protocols.

**Size:** 6 hours on task

**Relevant Criterion/criteria:**

- Criterion 3: (Element 2)
- Criterion 6 (Element 2)

**Relationship to External Assessment:** The work produced as part of this Work Requirement may inform part of the external assessment for this course.

## Appendix 4 – General Capabilities and Cross-Curriculum Priorities


Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 🖐
- Asia and Australia's Engagement with Asia 🇦🇺
- Sustainability 🌱

## Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.