



Visual Arts Levels 2-3

Overview and Key Features

Years 9 to 12 Learning 2020



The purpose of this paper

The purpose of this paper is to provide information regarding the overview and key features of the proposed *Visual Arts Level 2-3*.

It is designed to enable all interested stakeholders to reflect and provide feedback on key features including learning outcomes, structure, sequencing and likely content. This feedback will be considered in writing the draft course.

Consultation

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

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

This paper represents the second of four course consultation points for teachers to engage in the course development process for *Visual Arts 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. *Visual Arts Level 2* offers study in either a specialised studio area or offers technical focus in three studio areas to build technical skills and opportunities for developmental and conceptual learning. 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. The students focus on specialised studio areas in order to build deep technical skills and artistic knowledge in order to have a pathway to tertiary studies in the visual arts. *Visual Arts Level 3* is a formative developmental course culminating in an exhibition which models professional art practice.

Visual Arts 2-3 develops transferable workplace skills such as project and time management, cultural understanding and confidence and creativity.

Years 9 to 12 Curriculum Framework

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

Pathways in

Visual Arts Level 2-3 enables learning continuity from *Australian Curriculum*, The Arts Years 9-10 Band, or from *Art Making Level 1*.



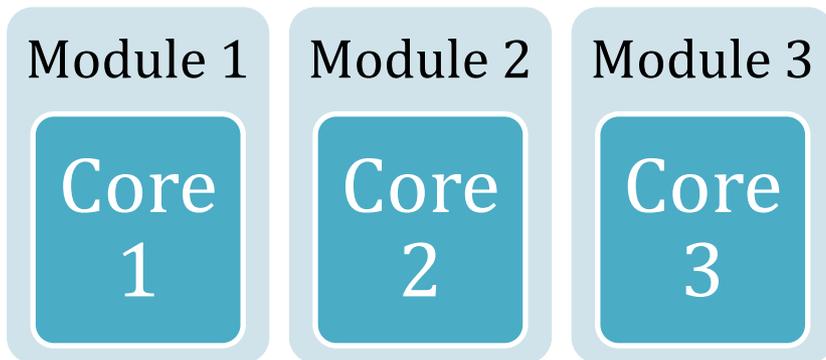
Level 2

Learning Outcomes

On successful completion of this course learners will be able to:

- develop and refine personal artistic techniques
- apply elements and principles of design when solving problems
- communicate ideas, emotions and information
- make informed aesthetic judgements on traditional, modern and contemporary art forms and assess art ideas and information
- identify relationships of artistic principles through a range of artistic conventions
- respond reflectively to cultural influences and art works including those of Aboriginal and Torres Strait Islander artists
- apply time management, planning and negotiations skills to Visual Arts activities
- create a body of work

Course Structure



Modules Available

Core 1: Artwork and Meaning

Core 2: Approaches to art Making

Core 3: Concepts, cohesion and consolidation

Course Delivery

The modules will be delivered sequentially.



Module Content

| Module 1 | Module 2 | Module 3 |
|--|--|--|
| Artwork and Meaning | Approaches to Art Making | Concepts, Cohesion and Consolidation |
| Depending on provider, students can choose: <ul style="list-style-type: none"> • Ceramics • Digital media • Mixed media • Painting • Photography • Printmaking | Depending on provider, students can choose: <ul style="list-style-type: none"> • Ceramics • Digital media • Mixed media • Painting • Photography • Printmaking | Depending on provider, students can choose: <ul style="list-style-type: none"> • Ceramics • Digital media • Mixed media • Painting • Photography • Printmaking |

Module 1 - Artwork and Meaning

Key Knowledge:

- the principles of art and design
- factors that influence personal response to artworks
- qualities and characteristics of materials and art forms and how they may be used to present concepts and images
- methods for experimenting and exploring materials
- presenting visual responses to personal interests and ideas.

Key Skills:

- acquire and use appropriate terminology to discuss artwork
- formulate and substantiate personal opinion
- use a range of styles and symbols to produce responses that realise personal interest
- investigate the practices of artists and apply these practices in their own work.

Module 2 - Approaches to art making

Key Knowledge:

- role and purpose of art in different times and places
- diverse and alternative approaches to making art
- qualities and characteristics of selected forms.

Key Skills:

- produce visual responses to cultural and contemporary ideas and issues through exploration and experimentation
- explore and document techniques and processes
- use appropriate terminology to discuss own artmaking and that of others
- develop skills in artistic practice using art processes.

Module 3 - Concepts, cohesion and consolidation

Key Knowledge:

- ways in which various artists have presented concepts or ideas
- methods and processes for completing, arranging, displaying and presenting artworks in specific forms
- how artists use cohesion or discord in artworks for a purpose.
- visual language used to communicate ideas or issues to an audience



- appropriate terminology to discuss the characteristics and success or otherwise of own and others artworks
- requirements and processes for exhibiting artwork.

Key Skills:

- develop skills in displaying and presenting artwork
- use techniques and processes to display work for an audience
- recognise decisions made by others in the presentation of artwork
- produce works that demonstrate some cohesion/clarity of intent.
- completing finished products using specific processes and techniques relevant to own studio
- displaying and exhibiting artwork
- realisation of an idea or concept through artistic means.

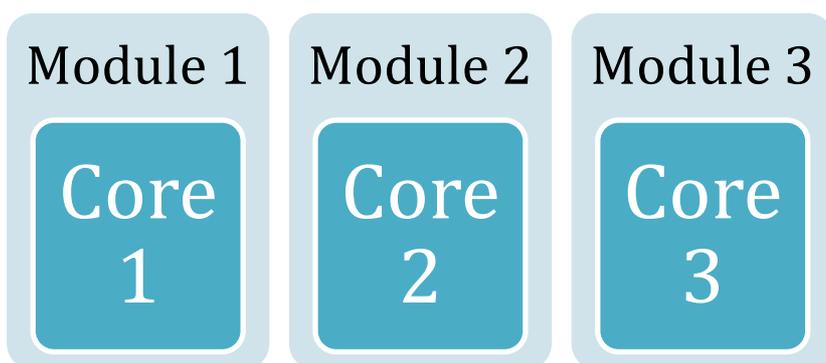
Level 3

Learning Outcomes

On successful completion of this course learners will be able to:

- select and use technologies and refine personal artistic techniques
- apply elements and principles of design when solving problems
- make informed aesthetic judgements
- communicate ideas, emotions and information
- identify relationships of artistic principles in the creation of real and pictorial space
- recognise and use a range of artistic conventions
- analyse and respond reflectively and creatively to cultural influences and art works
- communicate ideas, emotions and information
- analyse and evaluate art ideas and information
- apply time management, planning and negotiation skills to Visual Arts activities
- create and display a cohesive body of work from one artistic studio.

Course Structure





Modules Available

Core 1: Visual thinking – interpreting art

Core 2: Investigating and Interpreting through Art Making

Core 3: Art in Context and Resolution

Course Delivery

The modules will be delivered sequentially.

Module content

| Module 1 | Module 2 | Module 3 |
|---|---|-------------------------------|
| Visual Thinking, Interpreting Art | Investigating and Interpreting through Art Making | Art in Context and Resolution |
| Students choose specialised studio depending on provider, students can choose: <ul style="list-style-type: none"> • Ceramics • Digital media • Mixed media • Painting • Photography • Printmaking | | |

Module 1 – Visual Thinking – Interpreting Art

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 2 – Investigating and Interpreting through Art Making

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 3 – Art in Context and Resolution

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.

Relationship to possible Future Provision

| 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 | | | | |

Note: Subject to ongoing accreditation considerations in line with the Accreditation Framework