

VISUAL ART

SENIOR SCHOOL AVIATION HIGH

COURSE ORGANISATION

This course of study is based on developing students' understanding and interpretation of their visual and intellectual experiences. The course is presented as six **Units of Work** over the two years. Each unit runs between 6 to 18 weeks and involves students undertaking either an Appraising and/or Making Task.

A **Making task** requires students to construct, record, read and think with images. The making process involves creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations. Students will also experiment with ways to use and manipulate art materials, techniques, technologies and art processes.

An **Appraising Task** requires the student to critically analyse and interpret information about visual language, expression and meanings in artworks, relevant to the concept, context and media' It also requires a considered viewpoint justified by adequate research, development, resolution and reflection, using relevant visual art terminology, referencing and language conventions.

Weekly Class Allocation and Structure

Senior Visual Art is designed specifically to provide students with knowledge and skills – in preparation for Tertiary studies or the world of work associated with Art & Design.

Students undergo 3 x 70 minute lessons per week each semester over the two year course of study with students alternating between practical and theoretical lessons.

UNITS

1. Representations

This unit looks at the way an artist's environment can be used as a starting point to study, explore and find meaning within visual reality. Students will focus on exploring a range of traditional and contemporary visual arts processes and practices, to make objective representations of everyday objects and surroundings:

- objects
- environments
- bodies
- things

2. Redesigning Reality

This unit extends on the representation of objects to consider the transformation and manipulation of form as a way of constructing meaning to convey a more personal interpretation or message. Focuses could include the abstraction of form and/or purposely altering the context of an object to affect how its meaning is perceived by an audience. Students will use a range of approaches, media and techniques:

- wrappings and layerings
- distortion/exaggeration
- extraction/adaptation

3. Identity

This unit extends students' awareness of historical and contemporary questions and expressions about cultural and personal identity. It focuses on the physical nature of identity as well as the construction of identity as an expression or reaction to social issues and events. It encourages students to explore the role and power of language used together with visual representations in shaping identity, culture and history.

4. Where We Live

Students determine their own focus, exploring the nature and meaning of how the physical and social aspects of their existence, influence and define them.

Students may explore the nature of one of:

- daily rituals *or*
- physical environment *or*
- social customs *or*
- community

5. Who We Are

Students determine their own focus, exploring and examining the nature and meaning of human behaviour, personality or character.

Students may explore the nature of one of:

- personal journeys *or*
- belief systems *or*
- state of mind *or*
- excess and restraint.

6. Personal extension

- Students resolve an appraising work that contributes to Body of Work 2: Who We Are.

When developing a folio, students need to consider:

- How are the Art Elements and Principles utilised in your compositions?
- How does the quality of your technique affect the overall interpretation of the work?
How do different marks and media convey different meanings?
- How do the reference artists reflect the idea of representing the concept? What different approaches do they bring to the focus?

When developing their artworks, students should consider:

- Draw, write or glue into your journal working processes and thoughts so as to record development of the focus areas in your visual journal.
- Concentrate on the exploring processes rather than the finished product.
- Which techniques and processes do you enjoy?
- Are you developing your skills by solving more complex problems?