Subject – Visual Arts Group - Baggup

**Unit Planner 2016/17**

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| **Name of Unit:**  **Visual Arts Project 3 – My Home** | **Teaching & Learning Activities** | **Assessment** |
| **Aim:**  **To develop student portfolios of work using students cultural content through diverse visual arts media** |
| **Curriculum focus** | **By working with family and the visual arts teacher students will begin to express their particular country and culture through painting, print-making and other visual media – in this instance painting. The teacher will work with the students to perfect technique and understanding of the media whilst liaising with community to ensure culture is expressed accurately and respectfully**  **Lesson 1-2**  **Learning Focus – to respond to a creative brief**  Students are asked to decide upon a content focus that relates to their home or home country. This needs to be planned out and sketched. Relevant elders need to be consulted at intervals.  **Lesson 3-4**  **Learning Focus – to build technical skills around the use of acrylic paint and canvas**  Working with the visual arts teacher, students are required to understand more about colour blending and manipulation of acrylic paints as well as utensils used. They will work on some formative tasks to demonstrate proficiency.  **Lesson 5-6**  **Learning Focus – develop the relationship between planning and execution of work**  Working with the drafts and plans as well as visual diaries students have developed, students need to begin planning for the final piece of work  **Lesson 7-14**  **Learning Focus – folio piece**  By working with the visual arts teacher and community elders, students develop a piece of work that reflects the subject Home. They will use acrylic paints and hand stretch canvas to produce this work using painting traditions and conventions from their particular community and culture.  **Lesson 15-16**  **Learning focus – presentation of work**  Students will work with their art teacher and the school gallery director to consider how they will present their work and what is required of artists when it comes to presenting in a gallery. They will work with these experts as well as their English teacher to develop information about their work that can be displayed to inform patrons of the gallery space. | ***For* Learning:**  ***Teachers use frequent, formal or informal assessment (e.g. questioning, anecdotal notes, multimodal written tasks), which provide evidence that informs short term planning.***  ***As* Learning:**  ***Students reflect on progress in regularly occurring, formal or informal assessment (e.g. peer feedback buddies, formal self assess.), which help in the setting and monitoring of explicit learning goals.*** **Years 9 and 10 Content Descriptions**  Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)  Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)  Plan and design artworks that represent artistic intention (ACAVAM128)  Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)  Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)  Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131) **Years 9 and 10 Achievement Standard** By the end of Year 10, students [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how representations communicate artistic intentions in artworks they make and view. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) artworks and displays from different cultures, times and places. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) connections between visual conventions, practices and viewpoints that [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent)their own and others’ ideas. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) influences of other artists on their own artworks.  Students [manipulate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) materials, techniques and processes to [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and refine techniques and processes to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas and subject matter in their artworks. |
| **Years 9 and 10 Band Description**  In Visual Arts, students:  build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints  refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience  identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints  research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints  adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form  draw on artworks from a range of cultures, times and locations as they experience visual arts  explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region  learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies  reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts  identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts  use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks |
| **Glossary** | **Common Assessment Task** |
| Visual arts terminology  Sharing of Aboriginal symbols and conventions where appropriate and not in breach of cultural protocols | ***Of*** Learning:  ***Teachers*** *use evidence to make judgements against goals and standards. It is usually formal, frequently occurring at the end of units of work.* |
| **Differentiation** |
| Students are provided a range of ways in which they can express themselves and are focused upon their own unique portfolio of work that shows development and progression of skills |
| **Links to Aboriginal Language & Culture** | | **Resources** |
| ABORIGINAL AND TSI HISTORIES AND CULTURES **Country/Place**  **OI.1** Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples  **OI.2** Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.  **OI.3** Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.  **Culture**  **OI.4** Aboriginal and Torres Strait Islander societies have many Language Groups.  **OI.5** Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.  **OI.6** Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.  **People**  **OI.7** The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.  **OI.8** Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.  **OI.9** Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally. | | Gallery Director – Lisa Hodgson  Cultural Consultant – Home Community Elders  Acrylic paints, canvas, paper and pencil and brushes  Art histories and texts  Power point of Aboriginal art |
| **Homework** |
| Students are encouraged to research Aboriginal and other artists whose work they admire. They are encouraged to collect images and elements that inspire them |