Analysing Art

Part 2 – the conceptual framework

Duration: 2 weeks

Overview

Students are introduced to the conceptual framework through analysis of practice by examining artworks and engaging in criticism.

| Stage 4 outcomes | Stage 5 outcomes |
| --- | --- |
| A student: | A student: |
| 4.7 explores aspects of practice in critical and historical interpretations of art | 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art |
| 4.8 explores the function of and relationships between the artist – artwork – world – audience4.9 begins to acknowledge that art can be interpreted from different points of view | 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art5.9 demonstrates how the frames provide different interpretations of art |

[Visual Arts 7-10 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

Content

The conceptual framework is used by students to explore the practice of artists within its holistic existence. Students will explore and investigate practice within a scenario that allows them to report their understanding of the frames.

| Cross-curriculum content and key competencies |
| --- |
| Literacy  |
| Information and communication technology  |

Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

Teaching and learning activities

Students will:

* read and complete the activities in [The Conceptual Framework slideshow](https://www.slideshare.net/laurajanefriend/theory-the-conceptual-framework?next_slideshow=2)
* read through the [Visual Arts Conceptual Framework posters (PDF 2.32MB)](https://schoolsequella.det.nsw.edu.au/file/f648daa1-8fe5-48a7-b802-d58a8d50e298/1/printversion.pdf)
* study, summarise and complete the tasks in the [Interactive study guide to Visual Arts website.](http://artsmartstudents.blogspot.com.au/p/conceptual-framework.html)

Critical analysis

In groups of 4-5, students will

* select a specific frame – subjective, structural, cultural or postmodern
* research and feature the work of an artist addressing each section of the conceptual framework. Answering the questions
	+ How was the artwork created?
	+ Who is the Artist and what is their background?
	+ Why did the Artist create this artwork?
	+ What influenced the artist?
	+ What is the Artwork (for example, a painting, sculpture etc)? What is the name and when was it made?
	+ How does the artwork make you feel?
	+ Identify the signs and symbols on the artwork.
	+ Who is the intended audience?
	+ What was the intentions of the artist and were they successful in portraying this to the audience?
	+ Has the audience changed over time? Does the meaning change over time?
* write and present an innovative presentation listing their findings from above
* share with the class
* design an interactive game to be played on a mobile phone, based on the artist and artwork of their favourite presentation. The game must journey a character through the perspectives and frames of the artwork, showing their understanding of the conceptual framework
* paint, draw, animate or use a computer software of their choice, to design the story of their game
* present to the class.

Communicate

Written responses are documented and shared within collaborative discussion facilitated by the teacher.

Multimedia blog

Students are to:

* document the process of their artmaking within a journal. This can be their visual arts process diary, or an online blog through sites such as [Google classroom.](https://edu.google.com/k-12-solutions/classroom/?modal_active=none)
* photograph or sketch the process used
* write a response to the process used following literacy structures, language forms and features, as seen in the [DoE text type support document.](https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf)

Differentiation

Extension

Students could:

* create a short film to about the conceptual framework and its role when analysing art.

Life skills

| Life skills outcomes |
| --- |
| A student: |
| LS.3 explores the function of a variety of artists and audiences |

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Students could:

* with one piece of art in mind, cut out images in magazines that represent
	+ the world
	+ the artist
	+ the artwork
	+ and themselves as the audience
* share with the teacher.
* repeat the activity focusing on another artist.

Evaluate

Feedback is formative for the duration of the project.

Reference list and resources

[Visual Arts 7-10 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2003.

[Art smart](http://artsmartstudents.blogspot.com.au/p/conceptual-framework.html), date accessed 09/03/18.

[Literacy structures, language forms and features](https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4108.pdf) date accessed 09/03/18.

[Slideshow defining the conceptual framework](https://www.slideshare.net/laurajanefriend/theory-the-conceptual-framework?next_slideshow=2), date accessed 09/03/18.

[The elements of design](http://www.j6design.com.au/6-principles-of-design/) date accessed 09/03/18.

[The frames and conceptual framework](http://www.artgallery.wa.gov.au/education/documents/NEWFRAMESSHEET.pdf) date accessed 09/03/18.