# Stage 5 Visual Arts – Sample scope and sequence

This sample scope and sequence is provided as a guide only.

## Year 9

Table 1 – Year 9 sample scope and sequence

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| Stage 5 Visual Arts | Mad tea party | Human nature | Take a line for a walk |
| Term | 1-2 | 2-3 | 4 |
| Duration | 15 weeks | 15 weeks | 10 weeks |
| Unit overview | In this unit, students will investigate the continued significance of the still life genre through a contemporary lens.  Students will explore its historical development and then stage a mad tea party, photographing it before and after to capture the passing of time.  Students will edit a photographic series and/or create a painting based on a selected photo.  Students then design and construct a surrealist wearable hat sculpture which is documented via a photoshoot and/or performance video.  Students will interpret and make art informed by the conceptual framework, perspectives of the structural, subjective, and cultural frames. | This unit will engage students in an investigation of the relationships between humans and nature.  Students will explore how art and science influence and inform one another, with a focus on historical and contemporary developments in technology and cultural understandings.  Students will develop a small body of work, including hybrid collages of plant, animal and human forms, and a series of prints.  Students will then design, create, and document a collaborative site-specific installation informed by land art, ephemeral art, and sustainable art. | In this unit, students will explore contemporary drawing approaches and techniques.  Students will explore how artists push the medium of drawing through their artmaking process and practice, thinking beyond the frame and conventional ways of seeing and representing the world.  Students will create a series of experimental drawings, curate these, and present them in the form of a 3D concertina, an artist’s book, or zine. |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8 | 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 |
| Assessment | Structured critical and historical analysis of 2 selected artworks, artmaking process as documented in visual arts diary, resolved photographic series and/or painting, wearable hat sculpture and documentation, artist statement. | In-class written responses to artworks using the conceptual framework, artmaking process as documented in visual arts diary, resolved body of work, site-specific installation and documentation, artist statement. | Online blog curating selected artworks, artmaking process as documented in visual arts diary, resolved drawing series, 3D presentation of series, artist statement.  Yearly written examination. |
| Due | Term 2 Week 5 | Term 3 Week 10 | Term 4 Week 8 |