# Stage 6 Visual Arts – Sample scope and sequence

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

## Preliminary course

Table 1 – Preliminary course sample scope and sequence

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| Stage 6 Visual Arts | Cutting edge: Art as social commentary | Thinking big: Dimensions of space | Body language: Representation and re-presentation |
| Term | 1 | 2 | 3 |
| Duration | 10 weeks | 10 weeks | 10 weeks |
| Unit overview | This introductory investigation will develop students’ understanding of how artists communicate meanings through a visual language of signs and symbols, prompting them to consider how artworks function as texts that challenge existing images and ideas.  Students will investigate collage as a material and conceptual strategy pivotal to the development of modern art, and the concept that art can borrow and combine found imagery and materials from the reality of everyday life.  Through their critical, historical, and artmaking investigations, students will focus on the role of audiences in decoding meanings, and how artists and artworks respond to events and issues in contemporary society.  Students will develop a body of work that communicates their response to a selected topic using collage, drawing, painting and/or printmaking techniques. | This investigation will develop students’ understanding of how the meanings of artworks are shaped and informed by personal, cultural, and collective experiences.  Students will focus on the material and conceptual aspects of practice, exploring the concept of space through multiple dimensions. They will investigate how and why artists experiment with space and time, challenging the definition of art and role of audiences.  Students will examine the development of conceptual and land art, and consider art as an idea and process.  Students will develop a body of work based on a selected space or site, consisting of drawing and/or painting, a site-specific installation, and documentation of the installation via photography and/or video. | Students will develop their understanding of how cultural beliefs inform the production and reception of artworks, and why artists deconstruct traditional images and ideas.  Students will investigate the human body in art and how it has acted as a site for the representation and re-presentation of cultural perspectives and identity throughout art history.  Students will focus on how the practice of art history involves interpretations of the significance of artworks at a certain time and over time.  Though their critical, historical, and artmaking investigations, students will re-examine the story of art and propose diverse responses.  Students will develop a body of work in response to a particular identity or aspect using drawing, painting, sculpture, wearable art, performance, installation, photography, digital imaging, video and/or animation. |
| Outcomes | P1, P2, P3, P4, P5, P7, P8, P9, P10 | P1, P2, P3, P4, P5, P6, P7, P8 | P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 |
| Assessment | 1A artmaking – development of a body of work (20%).  1B art criticism and art history – written responses to 3 questions, each addressing 1 area of content (practice, conceptual framework, frames) (10%). | 2A artmaking – development of a body of work (20%).  2B art criticism and art history – extended written response addressing the conceptual framework (15%). | 3A artmaking – development of a body of work (10%).  3B art criticism and art history – formal written examination (25%). |
| Due | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 8 |
| Total | 30% | 35% | 35% |