Visual arts Stage 4 (Years 7–8)

100-hour sample scope and sequence

**Consulted with**: Curriculum and subject matter experts

**Creation date**: 17 February 2025

# EAT! Exploring artistic tastes (25 hours)

Table 1 – Term 1

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Learning overview | How do artists explore ideas about culture through representations of food? How can we use drawing and painting techniques to communicate ideas about culture and identity to audiences?  Students adopt the role of the artist to explore their cultural experiences and identity through representations of food. They explore relationships between artists, artworks, audiences and the world to explain how artists from different contexts represent cultural, community and social perspectives in artworks. Students identify the way selected artists use materials and approaches to represent ideas and apply these to their own art making practice. They experiment with drawing and painting to develop their own visual language that communicates meaning. Students select and refine their use of materials and techniques to create a 2D artwork that explores a food related memory or experience to represent social and cultural perspectives about their world. |
| Assessment outcomes | **VA4-AMC-01** makes artworks to represent ideas that explore Artworld concepts and their relationships  **VA4-CHC-01** explains Artworld concepts in Art critical and historical studies |
| Assessment | Students are provided with regular formative assessment opportunities as they document their process of refining preliminary and experimental art making to create a 2D artwork. They construct a critical and historical response to selected artists’ works. |

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# Mapping memory (25 hours)

Table 2 – Term 2

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| Essentials | Unit and assessment overview |
| Learning overview | How do artists represent ideas about the significance of place in their artworks? How can we use symbolism and printmaking techniques to communicate ideas about our world?  Students develop intention, make choices and initiate art making actions as they construct a personal visual language to represent the significance of place in an artwork. In critical and historical studies, they learn to interpret examples of visual and symbolic language developed by artists to represent personal and cultural meanings, including ways Aboriginal and/or Torres Strait Islander artists express lived experiences and social perspectives of Country and Place. Students learn to apply protocols for art making with respect to Aboriginal and/or Torres Strait Islander Communities, practitioners and/or Knowledges. They investigate and use printmaking materials, techniques and procedures to create their own set of signs and symbols to represent a site that has personal significance to them. |
| Assessment outcomes | **VA4-AMP-01** uses aspects of Practice in artworks  **VA4-CHP-01** explains aspects of Practice to represent Art critical and historical perspectives |
| Assessment | Students are provided with regular formative assessment opportunities as they document their process of making conceptual and material choices to create a 2D artwork. They compose a multimodal critical and historical account of works by selected artists. |

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# Creatures of consequence (25 hours)

Table 3 – Term 3

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Learning overview | How do artists’ individual experiences and perspectives influence their art making choices? How can we communicate ideas about personal experiences, imagination and memories in ceramic artworks?  Students make 3D artworks using clay forms as vessels for storytelling, exploring personal, imaginative, intuitive and expressive meaning shaped by investigations of their world. They explore how artists create artworks inspired by personal or sensory experiences, imagination and memories. In their own art making, students explore and apply aspects of these artists' practices to build meaning in their artworks using imaginative forms, symbols and figuration that conveys a personal narrative. They experiment with hand-building and expressive surfaces to develop technical skills in ceramics, considering the relationship between material choices and concepts. |
| Assessment outcomes | **VA4-AMV-01** uses Viewpoints to explore and develop artistic intent and represent meaning in artworks  **VA4-CHV-01** explains meaning in artworks and the artworld using Viewpoints |
| Assessment | Students are provided with regular formative assessment opportunities as they document their process of developing a 3D artwork. They compose a critical review that explains how artists shape meaning and engage audiences. |

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# Australiana – remixed (25 hours)

Table 4 – Term 4

|  |  |
| --- | --- |
| Essentials | Unit and assessment overview |
| Learning overview | How do artists represent and challenge ideas about Australian culture? How can we make contemporary artworks that critique and reimagine ideas and assumptions about Australian culture?  Students explore how to represent meaning in art making, making conceptual and material choices that challenge and reimagine accepted ideas or assumptions about the world. They investigate the works of artists with different cultural backgrounds born and/or living in Australia who critique and reassess accepted ideas about art and the world. Students make artworks that represent ideas about contemporary Australia, developing symbols to represent culture and meaning. Through a process of experimentation, refinement and making curatorial decisions about their works, students recognise how hybrid forms and contexts represent meaning to audiences. |
| Assessment outcomes | **VA4-AMP-01** uses aspects of Practice in artworks  **VA4-CHP-01** explains aspects of Practice to represent Art critical and historical perspectives |
| Assessment | Students are provided with regular formative assessment opportunities as they document their process of working with hybrid forms to develop a contemporary artwork. They construct a critical and historical response that interprets selected artists’ works using the contemporary viewpoint. |

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NESA (NSW Education Standards Authority) (2021) ‘[Advice on scope and sequences](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences)’, Programming, NESA website, accessed 11 March 2024.

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