 HSC Visual Art

Scope and sequence

| Practice  (making) | Starting their body of work.  Students are to start their ideas in their visual art process diary, researching themes, techniques, traditional and contemporary practice of a wide range of artists from one or more of the expressive forms. | Body of work progression.  Students continue to develop their ideas in their process diary and start their body of work, with guidance and critique from the classroom teacher. | Body of work progression.  Students continue to develop and extend their ideas in their process diary and their body of work, with guidance and critique from the classroom teacher. | Body of work progression.  Students extend their practical ideas and refine them. Focus is on sophisticated technical consideration and conceptual resolution | Body of work  Students finalise their practical ideas and submit for final marking before handing over to NESA for external marking.  Curatorial editing and careful selection of submission is supported. |
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| Critical and Historical Studies | Case Study 1  “Free snag with tabouli” | Case Study 2  “Symbolism in art” | Case Study 3  “A Modern Asia pacific Landscape” | Case Study 4  “Emotional Art” | Case Study 5  “Architecture and furniture design” |
| Topics | Students will explore key artists and their personal response to racism in Australia.  Students will reflect on the Sydney Cronulla riots and look at artists that have addressed this in their art making practice.  A link to frames, conceptual framework and practice is created via lead topic questions and content. | Students will investigate symbolism in art referencing:   * Greek Vessels: their symbolism and shape. * Iconography of Annunciation. * Still life and vanitas * Symbols of wealth, power and importance   A link to frames, conceptual framework and practice is created via lead topic questions and content. | Student will investigate key modern and postmodern Asia pacific artists and their reflection on their environment. | Students will explore key artists that are subjective in their art making practice. They will investigate how artists reflect emotionally important events and/or use emotionally expressive gestures in their mark making.  A link to frames, conceptual framework and practice is created via lead topic questions and content. | Students will investigate key Architectural elements and the cultural importance of traditional, modern to post modern architecture and specific furniture design.  They will explore Materials and structural devises  A link to frames, conceptual framework and practice is created via lead topic questions and content. |
| Forms  Critical/ Historical | Photography, Painting, Installation | Ceramics, painting, sculpture, illuminated manuscripts, photography | Painting, ceramics, sculpture, fabric art, drawing, interactive art, photography and video. | Painting and installation | Architecture ( stone, wood, metal, glass) and furniture |
| Frames | Cultural and Post Modern | Structural, Cultural and Post Modern | Structural, Cultural, Subjective and Post Modern | Subjective and Post Modern | Structural, Cultural and Post Modern |
| Key  Artists/  Examples | * Abdul Adbullah- selection of works including "Radical” oil, acrylic, resin and pen on board * Vernon Ah Kee- selection of works including “Austracism”- Printed text on board, 2003 * Fiona Foley - selection of works including "Nulla 4 Eva"- Photography. | Traditional Symbolism   * Ancient Greek vessels including the aryballos. * Robert Campin and apprentice, Annunciation triptych, Merode Altarpiece, 1427-1430 * Vanitas from Netherland 16th and 17th centuries. * Twenty-four paintings on the life of Marie de' Medici, Peter Paul Rubens,1622   Postmodern symbolism.   * Contemporary vanitas * Ai Wei Wei, sunflowers. | Brief introduction into colonial history and early Australian art.  Investigate modern Australian artists including:   * Rosalie Gascoigne * John Olsen   Modern Aboriginal artists including:   * Jimmy Pike * Rover Thomas   Post Modern Aboriginal artists including:   * Danie Mellor   Asia / pacific triennial exhibition, GOMA, Queensland,   * Key artists and their responses to their environment. | Subjective artists including:   * German Expressionist’s Wassily Kandinsky and Kathe Kollwitz * Abstract Expressionist Willem de Kooning and Tony Tuckson * Peter Booth- selection of works including “painting” 1977 * Doris Salcedo- Colombian born artist key works including La Casa Viuda | Key Architectural sites and buildings.  Traditional buildings:   * Stonehenge * Egyptian stone, the Temple of Amon, Luxor. * Architecture of classical Greece, the Parthenon. * Architecture of Rome, the Colosseum. * Architecture of Constantinople, Byzantine, the Hagia Sophia cathedral * Romanesque architecture, Gloucester cathedral * Gothic Architecture, the Notre-Dame de Paris.   Modern Architecture, form follows function.   * Modern architects Frank Lloyd Wright * Mies Van der Rohe * Le Corbusier   Post modern architecture.   * Post modern architects Frank Gehry |
| Outcomes | H1-10 | H1-10 | H1-10 | H1-10 | H1-10 |

Assessment, weightings and outcomes

| Assessment | Body of work progression | In class written test | Trial HSC examination | Body of Work Final Submission |
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| Weighting | 10%  Term 1, week 7  Mini art exhibition and display of art diary for feedback  With accompanying student critique and peer assessment | 20%  Term 2, week 6  Case studies and general knowledge studied to date | 30%  Term 3, week 4  Conceptual framework, frames and practice relating to traditional and contemporary practice. | 40%  Term 3, week 7  Exhibition of body of work for CAPA showcase event |
| Outcomes | H1-6 | H7-10 | H7-10 | H1-6 |