# HSC Visual Arts – scope and sequence sample

This scope and sequence is a sample of one way the HSC Visual Arts course can be structured. Teachers can use this resource as a model to develop their own scope and sequences that are most suited to their context. Artists named in this document are not mandated in the syllabus.

Note that the HSC course commences in Term 4 of a calendar year.

Table 1 – HSC Visual Arts sample scope and sequence

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| --- | --- | --- | --- | --- | --- | --- |
| Case study | Wunder world: Cabinets of curiosity | Isms: Ideas that changed art | Conversations and appropriation in the artworld | Free snags with tabouli | Temporal truths | HSC exam preparation |
| Duration | 8 weeks – Term 4 | 6 weeks – Term 4 to Term 1 | 6 weeks – Term 1 | 6 weeks – Term 2 | 6 weeks – Term 2 to Term 3 | 8 weeks – Term 3 |
| Overview | This introductory case study will support students in developing their understanding of the interconnections between the material and conceptual practice of artists to align with the development of their own HSC body of work.  They will examine the historical significance of the wunderkammer, or cabinet of curiosity, as a microcosm. Students consider how they can represent a particular point of view, time and/or place to audiences. | In this case study, students will investigate how the practice of artists is informed by a history of developments, innovations, and the revision of narratives and conventions.  Students will survey pivotal shifts and movements in the history of art, focusing on how the roles of the artist, artwork and audience have changed across different contexts and why.  Students continue to develop their body of work. | [Conversations and appropriation in the artworld](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-11-12/visual-arts-11-12#Stage4) focuses on an investigation of Australian artist, Margaret Preston’s appropriation of Aboriginal motifs in her practice. Preston’s artmaking and critical writing are considered from modernist and contemporary perspectives, in relation to bodies of work from contemporary artists Gordon Bennett and Tony Albert.  Students continue to develop their body of work. | Through [Free snags with tabouli](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-11-12/visual-arts-11-12#Stage4), students will explore how Australian artists address cultural diversity and equality in Australia.  Students will consider and debate the impact of issues and events on the intentions and strategies of artists, applying their understanding of the frames, conceptual framework, and practice to analyse artists and artworks in focus.  Students continue to develop their body of work. | Students investigate how time is a fluid entity that can be constructed, distorted, manipulated, memorialised, and interpreted subjectively, objectively and virtually.  Students examine how notions of ephemerality and change have influenced artists across art history, time and place.  Students continue to develop and refine their body of work. | Students revise case study content and complete past examination questions in preparation of the HSC examination.  Students workshop writing techniques and strategies to prepare for a range of HSC style questions.  Students continue to develop and refine their body of work. |
| Outcomes | **H1, H2, H4, H7, H8, H10** | **H7, H8, H9, H10** | **H1, H2, H3, H4, H5, H6, H7, H8, H9, H10** | **H1, H2, H3, H4, H5, H6, H7, H8, H9, H10** | **H7, H8, H9, H10** | **H1, H2, H3, H4, H5, H6, H7, H8, H9, H10** |
| Assessment | 20% making  **Part 1** – 10% artmaking  Develop a body of work, artmaking process as documented in Visual Arts Process Diary.  **Part 2** – 10% art criticism and art history  Artists’ practice research  Due Term 4 Week 8. | N/A | 30%  **Part 1** – 10% artmaking  Progress of body of work.  Part 2 – 20% criticism and art history  Research and extended written response.  Due Term 1 Week 8. | N/A | 20%  **Part 1** – 20% art criticism and art history  Trial examination.  Due Term 2 Week 8. | 30%  **Part 1** –artmaking  Body of work in progress.  Due Term 3 Week 4. |

## References

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[Visual Arts Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2016.

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