# Stage 4 Visual Arts – Sample scope and sequence

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

## Year 7

Table – Year 7 sample scope and sequence

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| Stage 4 Visual Arts | Visual language | Mapping memory | Lost and found | Another world |
| Duration | 8 weeks | 10 weeks | 12 weeks | 10 weeks |
| Term | 1 | 1-2 | 2-3 | 4 |
| Unit overview | In this introductory unit, students will learn about how artists communicate meanings through a visual language.  Students will explore elements such as line, shape, texture, tone, and colour through interpreting and making art, and develop an understanding of how signs and symbols can be intentionally used by artists to represent ideas to audiences.  Students will create an abstract visual composition using a range of elements and drawing, painting and/or collage techniques in response to a piece of music. | In this unit, students will investigate the artmaking practice of Barkindji artist Badger Bates, with a focus on how a visual language can be used to represent personal and cultural meanings.  Students will then develop their own set of signs and symbols to create a lino print or other print-based artwork that represents a site that has personal and/or cultural significance to them.  Students will interpret and make art informed by the perspectives of the structural, subjective, and cultural frames. | Students will develop their own artmaking practice through an exploration of found objects and contemporary sculpture.  Exploring the postmodern frame, students will appropriate everyday objects from their environment to create hybrid forms and creatures.  Students will then develop a small body of work, including drawings, photographs, prints and/or stop-motion animations of their sculptures.  Students will investigate how to develop meanings through their body of work and present their work to an audience. | This unit will engage students in practical, critical, and historical investigations of how artists represent places and different points of view.  Students will learn about how space has been historically represented across diverse cultures, including perspective drawing.  Students will investigate how contemporary artists explore personal and cultural journeys and experiences, then create a wire or ceramic sculpture that proposes another world.  Students will combine their sculptures to form a collaborative installation and document this through photography and/or video. |
| Outcomes | 4.1, 4.2, 4.3, 4.4, 4.7, 4.9 | 4.1, 4.2, 4,3, 4.4, 4.5, 4.6, 4.8, 4.9 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.10 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10 |
| Assessment | Written response to an artwork using the structural and subjective frames, experimentation in visual arts diary, resolved visual composition, artist statement. | Written response to Badger Bate’s artwork using cultural frame questions, artmaking process as documented in visual arts diary, students’ resolved lino print(s) or print-based artwork(s), artist statement. | Structured written analysis of an artist and artwork using the conceptual framework, artmaking process as documented in visual arts diary, presentation of body of work including resolved sculpture(s) and artist statement. | Pair or small group research and presentation of an artist’s practice, artmaking process as documented in visual arts diary, perspective drawing(s), resolved sculpture, documentation of collaborative installation, artist statement. |
| Due | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 10 | Term 4 Week 8 |

## Year 8

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| Stage 4 Visual Arts | Framing portraiture | Soft serve | Compositions within landscapes | Graffiti art |
| Duration | 10 weeks | 10 weeks | 12 weeks | 8 weeks |
| Term | 1 | 2 | 3-4 | 4 |
| Unit overview | Through this unit, students will develop their material and conceptual practice in portraiture.  Students will apply the perspectives of the structural, subjective, cultural, and postmodern frames in their artmaking, and through critical and historical interpretations of a range of portrait artworks.  Students will explore realistic and experimental drawing techniques to complete a portrait drawing.  Students will engage with digital drawing, photography and/or mixed media to create a contemporary self-portrait artwork. | This unit will engage students with experimental painting, digital editing, and sculpture techniques inspired by the movements of Surrealism and Pop Art.  Students will investigate how everyday consumer items and objects can be transformed through distortion, scale, exaggeration, and the postmodern strategy of appropriation.  Students will create an experimental painting and a digital artwork by distorting a photograph of an everyday consumer item or object. They will then construct a large-scale sculpture using textiles and/or recycled materials and document this as an installation or performance via photography, video and/or animation. | In this unit, students will explore a range of approaches in representing landscapes, including painting, drawing, printmaking and/or ceramics.  Students will investigate the practices of historical and contemporary artists, with a focus on how features, stories, and experiences of natural and/or built landscapes and sites can be captured through the selection, manipulation, and layering of materials, elements, and symbols within a composition.  Students create a small body of work composed of paintings, drawings, prints and/or a ceramic sculpture based on a selected landscape or site. | Students investigate the significance of graffiti in the contemporary artworld, focusing on the driving question ‘when does graffiti become art?’  Students explore the role of art and artists in advocating for change within society, exploring roles and relationships of the conceptual framework and perspectives of the cultural and postmodern frames.  Students work in small groups to propose a billboard or street artwork, creating a digital mock-up of their design and presenting this to the class. |
| Outcomes | 4.1, 4.2, 4.4, 4.5, 4.8, 4.9 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10 | 4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.9 | 4.1, 4.2, 4,3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.10 |
| Assessment | Written analysis of an artwork, resolved portrait drawing, artmaking process as documented in visual arts diary, resolved self-portrait artwork and artist statement. | Review of an artwork or exhibition, artmaking process as documented in visual arts diary, experimental painting, digital artwork, resolved sculpture, documentation of installation or performance, artist statement. | Written comparison of artworks, artmaking process as documented in visual arts diary or via a multimedia blog, resolved body of work and artist statement. | Class debate, webpage, or blog curating a selection of artworks or short documentary film, artmaking process as documented in visual arts diary or multimedia blog, billboard or street artwork proposal (digital mock-up). |
| Due | Term 1 Week 10 | Term 2 Week 10 | Term 4 Week 2 | Term 4 Week 8 |