# Stage 5 Visual Arts – Sample scope and sequence (200 hours)

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

## Year 9

Table 1 – Year 9 sample scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Stage 5 Visual Arts | Mad tea party | Human nature | Take a line for a walk |
| Term | 1-2 | 2-3 | 4 |
| Duration | 15 weeks | 15 weeks | 10 weeks |
| Unit overview | In this unit, students will investigate the continued significance of the still life genre, through a contemporary lens.  Students will explore its historical development then stage a mad tea party, photographing it before and after to capture the passing of time.  Students will edit a photographic series and/or create a painting based on a selected photo.  Students then design and construct a surrealist wearable hat sculpture which is documented via a photoshoot and/or performance video.  Students will interpret and make art informed by the conceptual framework, perspectives of the structural, subjective, and cultural frames. | This unit will engage students in an investigation of the relationships between humans and nature.  Students will explore how art and science influence and inform one another, with a focus on historical and contemporary developments in technology and cultural understandings.  Students will develop a small body of work, including hybrid collages of plant, animal and human forms, and a series of prints.  Students will then design, create, and document a collaborative site-specific installation informed by land art, ephemeral art and sustainable art. | In this unit, students will explore contemporary drawing approaches and techniques.  Students will explore how artists push the medium of drawing through their artmaking process and practice, thinking beyond the frame and conventional ways of seeing and representing the world.  Students will create a series of experimental drawings, curate these, and present them in the form of a 3D concertina, an artist’s book, or zine. |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8 | 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 |
| Assessment | Structured critical and historical analysis of 2 selected artworks, artmaking process as documented in visual arts diary, resolved photographic series and/or painting, wearable hat sculpture and documentation, artist statement. | In-class written responses to artworks using the conceptual framework, artmaking process as documented in visual arts diary, resolved body of work, site-specific installation and documentation, artist statement. | Online blog curating selected artworks, artmaking process as documented in visual arts diary, resolved drawing series, 3D presentation of series, artist statement.  Yearly written examination. |
| Due | Term 2 Week 5 | Term 3 Week 10 | Term 4 Week 8 |

## Year 10

Table 2 – Year 10 sample scope and sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Stage 5 Visual Arts | Bust it out: signs and symbols | Ctrl + alt + shift | Public art |
| Term | 1-2 | 2-3 | 4 |
| Duration | 15 weeks | 15 weeks | 10 weeks |
| Unit overview | In this unit, students engage with the perspectives of the subjective, structural, and cultural frames to create a sculptural self-portrait using an additive approach.  Students will use materials such as newspaper, plaster bandages, or clay to create a bust and head. They will then apply a symbolic surface design or treatment that could incorporate painting, drawing, collage, and/or text.  Students’ artmaking will be informed by investigations of how historical and contemporary artists have represented identity through the medium of sculpture. | Through this unit, students will investigate contemporary intersections between art, technology, storytelling, social change, and collaboration.  They will focus on the practice of contemporary Australian artists who create artworks that reconsider history and the role of the audience, address social concerns, and shift perspectives.  Students will make photographic, digital, film/4D and/or virtual reality artworks informed by contemporary artistic practice, the conceptual framework, and the frames. | Students will investigate the role and significance of contemporary public art, focusing on relationships between the artist, artwork, world, and audience.  Students will explore the importance of collaborative art practices and examine the stakeholders of Australian public exhibition spaces.  Working in groups, they will research, propose, and design an innovative public artwork in response to an existing public art prize or exhibition or one that they propose. |
| Outcomes | 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10 |
| Assessment | Critical and historical interpretation of an artwork using the frames and conceptual framework, artmaking process as documented in visual arts diary, resolved self-portrait sculpture and artist statement. | Critical and historical analysis of focus artworks, artmaking process as documented in visual arts diary, resolved photographic, digital, film/4D and/or virtual reality artwork(s) and artist statement. | Journal article or video news clip promoting public art, artmaking process as documented in visual arts diary, public artwork proposal, presentation of proposal to an audience, groupwork.  Yearly written examination. |
| Due | Term 2 Week 5 | Term 3 Week 10 | Term 4 Week 8 |