

Unit Number & Title: Unit 2, Material World	Subject: Visual Art	Year Level: Year 9
Term/Semester: Term 3 & 4 / Sem2	Year: 2022	Teacher: [REDACTED]
Unit Overview		
<p>This unit explores how artists observe, interact with and communicate to the social and political world around them. Throughout the unit students will produce a series print based works that are conceptually linked to the 'Material World' and extend the development of their personal style.</p>		
Key Learning (Knowledge and skills)		
<ul style="list-style-type: none"> • Focus elements; shape, colour, space • Develop and explore a number of media techniques and processes: printmaking (WHS, stencil cutting, screen printing, spray can stencils, lino cutting), protest art (street art, political poster design, graphic qualities, symbolism) and artist books (2D and 3D manipulation of prints and mixed media) • Identify and apply formal conventions of composition (principles; contrast, movement, rhythm, space) to communicate ideas to an audience • Research and evaluate an understanding of printmaking, public art, protest art and artist books throughout diverse historical, social and political contexts, including contemporary and Indigenous Australian artworks • Identify and research a social, political or environmental issue as subject matter for a stencil and poster • Select, compare, analyse, evaluate and write an essay (exam conditions) that compares their own work to the work of a mentor artist in order to identify the connection between ideas, visual conventions, practice and points of view • Attend an excursion; Urban Walk, to gather source materials, observations and responses to the 'Material World' around them in preparation for making artworks • Design, plan and display a number of artworks and artist statements in response to 'protest art' and 'artist books' • Reflect to identify their own connections between intention, process, technique, media, composition, conceptual development in order to develop a personal style 		
Curriculum Intent		
Achievement Standard		
<p>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.</p> <p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>		
Content Descriptors (tick those which apply)		

- ✓ Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
- ✓ Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
- ✓ Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
- ✓ Plan and design artworks that represent artistic intention (ACAVAM128)
- ✓ Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
- ✓ Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR13)
- ✓ Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)

Assessment

Summative	<i>Task No. & Title</i>	Task 4 Political Posters	Task 5 Banksy Exam	Task 6 Urban Influences
	<i>Technique</i>	Making	Responding	Making
	<i>Mode</i>	Resolved Artwork	Exam – Response to Stimulus	Experimental Folio
	<i>Conditions</i>	Collaborative Display & Artist Statement (100 words)	Open book, unseen question (400 – 500 words, 70 mins)	Experimental Folio & Artist Statement (100 words)
	<i>Criteria Assessed</i>	R1, R2, M1	R1, R2	R1, R2, R3, M1
	<i>Due Date</i>	Term 3, Week 7	Term 3, Week 10	Term 4, Week 9

Formative

- Term 3:
- Week 6 – draft artist statement feedback provided
 - Week 8 – formative extended paragraphs with peer and teacher feedback
- Term 4:
- Week 2 – planning meeting, feedback provided
 - Week 4 – mentor artwork analysis paragraph submitted, feedback given
 - Week 7 - draft artist statement feedback provided
 - Week 8 - draft multimodal submission, feedback provided

Audit of Assessment Demands (General Capabilities)

<p>Cognitive Verbs</p> <p><i>Evaluate, analyse, identify, manipulate, develop, realise (refine), symbolise (represent)</i></p>	<p>Literacy (including vocabulary, genre, reading level) Vocabulary: elements, principles, appropriation, style, symbolism, composition, media, technique, process Criteria Elements: discerning, representations, intention, conventions, practice, influences, purposeful and skilful manipulation Genre: Self-portraiture, reflection, multi-modal presentations</p>	<p>Numeracy</p> <p>Composition construction, material amounts and technique considerations relevant to tasks.</p>	<p>ICT</p> <p>Word, PowerPoint DSLR camera techniques Lighting techniques Photo editing techniques</p>
<p>Critical & Creative Thinking</p> <p>Analyse/evaluate Manipulate/develop/symbolise Realise</p>	<p>Personal & Social Capabilities</p> <p>Self-discipline, goal setting, resilience (time management to reach deadlines) Gradual independence, initiative, confidence (planning and resolving)</p>	<p>Ethical Considerations</p> <p>Participation in group discussion and personal reflection on the influence of contexts and how they frame how an artwork is made, communicated and read</p>	<p>Intercultural Understanding</p> <p>Key artists viewed, researched and responded to</p>
<p>General Capabilities (HOW they will be embedded in this unit)</p> <p><i>Literacy, Numeracy, ICT Capability, Critical & Creative Thinking, Personal & Social Capability, Ethical Understanding, Intercultural Understanding</i></p>		<p>Cross-Curricular Priorities (HOW they will be embedded in this unit)</p> <p><i>Aboriginal & Torres Strait Islander Histories & Cultures, Asia & Australia's Engagement with Asia, Sustainability</i></p>	
<p>Lit: terminology – students keep glossary; provide labels for visual analysis tasks, palm cards, reading resources displayed in classroom and accessed during teaching and learning. Num: composition construction, material amounts and technique considerations relevant to teacher and student directed tasks. ICT: scaffolded multi-modal submissions of artworks, analysis and artist statements where required. Teach and practice photography and editing skills. CCT: demonstrate and scaffold inquiry learning model (Research, development, reflection and resolve) through planning tasks in order to develop student independence. PSC: provide opportunities for individual and collaborative tasks and artwork e.g. experimental portrait drawing tasks EU: group discussion and personal reflection on the influence of contexts and how they frame how an artwork is made, communicated and read. IU: through teacher and student directed tasks students must view, explore, experience, research, engage and use artworks as artist and an audience from diverse contexts (time and place)</p>		<p>ATSI & AA: mentors and genres chosen from international, contemporary and Australian contexts (Fiona Foley, Banksy, Howard Arkley, Victor Muniz, Brian Robinson, Anne Starling, Barbara Hanrahan, Deborah Klein) Sus: the role of political posters to social, political and environmental will be examined and students will select and research one for their assessment</p>	
<p>CARA Requirements & Considerations</p>			

See Oneschool planning and CARA Visual Art Activities 2022.pdf

Focus this semester: ceramic processes

Differentiation

Achievement Standard Level Below	Achievement Standard At Level	Achievement Standard Level Above
<p>By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</p>	<p>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>	<p>Making and responding: students make artworks informed by their knowledge and experiences as an audience of art forms. When students respond, they are informed by their knowledge and experiences as both artist and audience.</p> <p>Inquiry learning: students solve problems through questions that have more than one possible resolution, and emphasises the process of investigation when making and responding.</p> <p>Contexts: students engage in art-making and responding by employing different contexts to understand and appreciate how artists incorporate a range of influences and layers of meaning.</p> <p>Process documentation: students may document inquiry and investigation of ideas, subject matter, experimentation, reflection, interests, issues, processes, expressive forms, and/or inspirational materials. These may be used to annotate and document analysis, interpretation, evaluation and justification of the work of self and others.</p>

ICP achievement Standard

NA

Content Descriptors Level Below	Content Descriptors At Level	Content Descriptors Level Above
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<ul style="list-style-type: none"> Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118) Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119) Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120) Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121) Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122) Analyse how artists use visual conventions in artworks (ACAVAR123) Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124) 	<ul style="list-style-type: none"> Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125) Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126) Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127) Plan and design artworks that represent artistic intention (ACAVAM128) Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129) Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR13) Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131) 	<ol style="list-style-type: none"> implement ideas and representations to generate individual solutions for the depiction of the material world apply literacy skills to communicate understanding of visual language, expression and meaning in the work of self and others analyse and interpret art practices through the personal and contemporary contexts evaluate art practices, traditions, cultures, and theories to explore diverse figurative and non-figurative representations of the material world justify representation of artists' personal viewpoints experiment in response to artists' contemporary representations of people, place and objects create meaning through the knowledge and understanding of a range of two-dimensional, three-dimensional and time-based materials, techniques, technologies and art processes realise responses to communicate meaning through multiple viewpoints
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ICP Content Descriptors

NA

Students						
Name	AIMS Record	DDA Record	Personalised Learning Record	Medical/Other Record	Data Insights	Notes/Observations

Record of Assessment Adjustments

Task	Student	Adjustments

Unit Teaching & Learning Sequence					
Lesson/ Week	Learning Intent, Key Concepts & Success Criteria	GCs & CCPs	The HOW (Strategies, learning experiences, resources, evidence and feedback)		Differentiation (Support and extension)
			Core/Key strategies etc.	Teacher annotations	
T3W1	<ul style="list-style-type: none"> examine the assessment concept, criteria and task expectation explain how making and responding are intrinsically linked 	PSC	<ul style="list-style-type: none"> Review class discussions; college values, pbl, rules in the art classroom Review visual diaries expectations Examine the Semester focus; Material World – Political posters Brainstorm current concepts, issues and ideas relevant to political protests Look at example artworks Create an assessment checklist and draw a term planner, labelling key timelines (Making & Responding, Inquiry Learning Model – Research, Development, Resolve and Reflection), and deadlines 	<ul style="list-style-type: none"> - Reverse Graffiti video – sustainability - Vernon Ah Kee – indigenous perspectives 	
T3 W2W3	<ul style="list-style-type: none"> Identify and evaluate the work of mentors (Banksy, Graffiti art, First Coat Toowoomba) in order to develop and plan an individual idea to communicate through their work Analysis and evaluation skills 	Lit Num CCT ICT IC	<ul style="list-style-type: none"> Students brainstorm current political issues (STILE + Bookwork) – research issue details, select and arrange imagery and text into a composition Identify Puns, Visual puns and juxtaposition to challenge audiences – Banksy’s Walled Off Hotel Review cognitive verbs (ID, describe, analyse, interpret, evaluate and justify) Select a work by Banksy to analyse and evaluate– STILE + hard copy notes – use exam planning sheets to prepare notes to use later in term for exam Examine exemplar in order to identify vocabulary that demonstrate analysis, interpretation and evaluation 	<ul style="list-style-type: none"> - Cognitive Verbs cheat sheet - STILE lessons – analysis and evaluation (exam prep) - analysis exam planning sheet <p>NOTE: I’m on leave these two weeks</p>	
T3 W4W5	<ul style="list-style-type: none"> media exploration (stencil cutting, printing techniques, mono-printing, screen printing, 	Lit Num CCT PSC	<ul style="list-style-type: none"> Demonstrate stencil cutting and compositional features of political poster 	<ul style="list-style-type: none"> - reflection and feedback forms 	

Unit Teaching & Learning Sequence					
Lesson/ Week	Learning Intent, Key Concepts & Success Criteria	GCs & CCPs	The HOW (Strategies, learning experiences, resources, evidence and feedback)		Differentiation (Support and extension)
			Core/Key strategies etc.	Teacher annotations	
	spray painting, collage, stylisation, text) <ul style="list-style-type: none"> compositional exploration and graphic communication 	EU	<ul style="list-style-type: none"> Discuss collaborations in art – students explore ways their posters can work in collaboration and align their messages Students work individually to create a stencil and poster visually communicating their concern about a political, environment or social issue and demonstrating media techniques and processes Informal artwork displays and opportunities for peer and teacher feedback Reflection writing tasks 		
T3 W6W7	<ul style="list-style-type: none"> Resolve and refine a composition in a poster form incorporating their stencil design, printing techniques and mixed media Reflect and review task, mentors and own art making journey to develop and write and artist statement to accompany their resolved artwork 	Lit Num ICT CCT	<ul style="list-style-type: none"> Resolve and refine a composition in a poster form incorporating their stencil design, printing techniques and mixed media Reflect and review task, mentors and own art making journey to develop and write and artist statement to accompany their resolved artwork – submit draft for feedback Display work for public viewing – may display in collaboration Submit Task 5: Political Poster 	- artist statement template	
T3 W8W9	<ul style="list-style-type: none"> Examine the assessment concept, criteria and task expectation. Collaborative analysis writing – differentiating between cognitive verb evidence (identify, describe, analyse, interpret, evaluate & justify) 	Lit Num Sus EU CCT IU ICT	<ul style="list-style-type: none"> Task 2: Analytical Essay – Political Art – open book exam Unpack assessment task – open book exam Review work from week 2 and 3 – Banksy analysis and evaluation sheets Examine exemplar paragraphs and essay structure – review language conventions to identify evidence of analysis and evaluation Complete paragraph writing activities – individually and collaboratively 	<ul style="list-style-type: none"> Sustainability focus – Banksy Cognitive Verbs cheat sheet STILE lessons – analysis and evaluation (exam prep) analysis exam planning sheet 	
T3 W10	<ul style="list-style-type: none"> Examine and apply essay writing techniques within the time frame of 70min exam 	Lit Num ICT CCT	<ul style="list-style-type: none"> Complete exam prep by using graphic organisers Review cognitive verbs and examples Write within a structured scaffold during an exam Exam 		

Unit Teaching & Learning Sequence					
Lesson/ Week	Learning Intent, Key Concepts & Success Criteria	GCs & CCPs	The HOW (Strategies, learning experiences, resources, evidence and feedback)		Differentiation (Support and extension)
			Core/Key strategies etc.	Teacher annotations	
T4 W1W2	<ul style="list-style-type: none"> Examine the assessment concept, criteria and task expectation. 	PSC ATSI AA EU IU	<ul style="list-style-type: none"> Begin Task 3: Urban Influences Create an assessment checklist and draw a term planner, labelling key timelines (Making & Responding, Inquiry Learning Model – Research, Development, Resolve and Reflection), and deadlines. Students research historical, social and contextual information of the location before attending an excursion Students gather stimulus on excursion such as photographs, drawings, reflections, ideas, objects etc. Research and collaboratively discuss ceramic arts, clay masks and a diverse range of cultural masks and costumes 		
T4 W3W4	<ul style="list-style-type: none"> Planning and refining a series of mixed media lino prints that respond to the excursion through the local suburbs (the equivalent of 1 large mixed media work, 3 smaller mixed media works or 1 artist book) 	CCT Num PSC	<ul style="list-style-type: none"> Demonstrate and model lino printing design, cutting techniques and printing. Demonstrate exploration with mixed media printing and finishing techniques Demonstrate and model artist book design, construction techniques and display considerations Examine print artists – analysis and interpretation of visual language Students plan and design mixed media artworks incorporating lino printing in response to stimuli collected on excursion 	Artists to view: Technique focus - Jan Vormann, Lotti Jackson-Eeles, Olivia Kemp, Frank Poor Sustainability focus: Christopher Jobson, Gregory Euclide, Ian Strange, Anne Starling Indigenous Focus: Tony Albert, Brian Robinson	
T4 W5W6	<ul style="list-style-type: none"> Compositional exploration and display considerations 	Lit Num ICT CCT	<ul style="list-style-type: none"> Informal artwork displays and opportunities for peer and teacher feedback Reflection writing tasks 		
T4 W7W8	<ul style="list-style-type: none"> Resolve and refine artworks for submission Reflect and review task, mentors and own art making journey to develop and write an artist statement to accompany their resolved artwork 	Lit CCT ATSI AA ICT PSC	<ul style="list-style-type: none"> Students work individually to resolve, submit and display their work and artist statement drafts for feedback Explicitly teach and model writing an artist statement Examine and unpack artist statement exemplars 	Provide a variety of artist statements – ensure to encapsulate artist with a focus on indigenous perspectives (Tony Albert) or sustainability (Victor Muniz)	

Unit Teaching & Learning Sequence

<i>Lesson/ Week</i>	<i>Learning Intent, Key Concepts & Success Criteria</i>	<i>GCS & CCPs</i>	<i>The HOW (Strategies, learning experiences, resources, evidence and feedback)</i>		<i>Differentiation (Support and extension)</i>
			<i>Core/Key strategies etc.</i>	<i>Teacher annotations</i>	
T4 W9	<ul style="list-style-type: none"> Resolve and refine artworks for submission Display and review 	ICT PSC	<ul style="list-style-type: none"> Submit: Urban Influences Cooperate in class display of works Demonstrate photography of work and documentation 		

Evaluation, Reflections and Modifications for next time