



Highfields State
Secondary College

Semester 2 Course Overview

Faculty: The Arts
Subject: Visual Art
Year level: 11

Course Outline

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Semester 2 2023

Unit 2: Art as Code

In Unit 2, students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas. Although both spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time and geography.

Students apply the contexts, foregrounding the formal and the cultural contexts to analyse and interpret visual communication and meaning in artworks. As students make and respond, teachers unpack the art processes of creating a body of work. Students are guided through the development of an individualised focus through learning experiences that facilitate more student-directed investigation and experimentation. Students use a range of materials, techniques and processes to create a folio, including experimental work, artist research and at least one resolved artwork. Through the inquiry learning process, students explore how visual language, symbol systems and art conventions can express ideas and feelings in images, objects and experiences. They experiment with language in art that can be verbal, inaudible, literal or implied, narrative, metaphoric, persuasive, or decorative. They employ a range of materials, techniques, processes and technologies to make artworks that may be ephemeral or permanent, physical or digital. As audience, students examine the art practices, and read and interpret artworks of Australian and international artists who innovatively exploit cross-cultural meaning and communication through visual language. As artists, students communicate fluently and expressively through visual forms and engage with audiences to express their ideas.

Assessment:

FA3	FA4
Project - Experimental Folio	Exam
Making & Responding	Responding
Student Choice - written, multi-modal, presentation	Exam - Response to Unseen Stimulus
Resolved Artwork, Experimental Folio & Response	2hrs & 10mins, 800 - 1000 words
1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 5, 8