



Highfields State  
Secondary College

# Semester 2 Course Overview

**Faculty:** The Arts  
**Subject:** Visual Arts in Practice  
**Year level:** 11

## Course Outline

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, the student may also be asked to consider, use or appropriate aesthetic qualities from various sources, cultures, times and places. Students’ perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.

In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’.

In ‘Visual mediums, technologies and techniques’, students explore and apply the materials, technologies and techniques used in art-making both individually and in groups to express ideas that serve particular purposes. They examine how visual arts may be a vocation and identify vocationally transferable visual art skills. They investigate and apply display and curatorial skills. They will learn and apply safe visual art practices.

When students engage in subject matter from ‘Visual literacies and contexts’, they interpret, negotiate and make meaning from information presented in the form of visual texts. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

In ‘Artwork realisation’, students are asked to reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks.

## Semester 2 2023

### Unit 2

#### Module 3: Examining Me

This unit focuses on the creation of 2D artwork that examine personal identity and style and the use of visual literacies to make meaning in the form of visual artworks that reflect the context in which they are created.

#### Module 4: Marketing Me

This unit focuses on the creation of 2D artworks suitable for sale. Students investigate and explore techniques to produce a saleable artwork appropriate for a local market. Students also create a powerpoint that analyses and evaluates the choice of the 2D artwork and why it would sell.

#### Assessment:

Module 3	Module 4
Examining Me	Marketing Me
2D	2D
Product	Project
Product: folio of 2D artworks	Product: artwork Multi-modal: Yr11 2-4 minutes, Yr12 3-6 minutes
C1.1, C1.2, C1.3, C2.1, C2.2, C3.1, C3.2, C3.3	C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C3.1, C3.2, C3.3