

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Visual Arts**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

Visual Arts involves students in artmaking, art criticism and art history. Students develop their own artworks, culminating in a ‘Body Of Work’ in the HSC course. Students critically and historically investigate artworks, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

The *Preliminary course* is broadly focused,

**Preliminary Course** learning opportunities focus on:

* the nature of practice in artmaking, art criticism and art history through different investigations
* the role and function of artists, artworks, the world and audiences in the artworld
* different ways Visual Arts may be interpreted and how encourages students to develop their own points of view
* how students may develop meaning and focus and interest in their work
* building understandings over time through various investigations of artists and media.

**PARTICULAR COURSE REQUIREMENTS:**

* Students will need to purchase a Visual Arts Diary.
* Artworks in at least two expressive forms and use of a process diary
* a broad investigation of ideas in art making, art criticism and art history.

**SYLLABUS OUTCOMES**

*A student …*

**P1**: explores the conventions of practice in artmaking

**P2**: explores the roles and relationships between the concepts of artist, artwork, world and audience

**P3**: identifies the frames as the basis of understanding expressive representation through the making of art

**P4**: investigates subject matter and forms as representations in artmaking

**P5**: investigates ways of developing coherence and layers of meaning in the making of art

**P6**: explores a range of material techniques in ways that support artistic intentions

**P7**: explores the conventions of practice in art criticism and art history

**P8**: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

**P9**: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

**P10**: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Component** | **Weighting** |
| A | Artmaking  | 50 |
| B | Art criticism and art history  | 50 |
|  | **100** |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B |
| 1 | P 1 – 6P 7 - 10 | The Natural Environment | Mid Course Examination  *- Art Making* *- Written* | Term 1Week 10 | 15% | 15% | 30% |
| 2 | P 1 – 6  | The Natural Environment | Case StudyRelated Art work | Term 2Wks 5 / 8 | 15% |  | 15% |
| 3 | P 7 – 10  | Street Art and Arti Art | Case study – Critical and historical component | Term 2Week 5 |  | 15% | 15% |
| 4 | P 1 – 6 P 7 – 10 | The female body | End of Course Examination  *- Art Making* *- Written* | Term 3Wks 9-10 | 20% | 20% | 40% |
| **TOTAL** | **50%** | **50%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |