

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **Visual Arts ~** Stage 5 Course Outline

INTRODUCTION TO VISUAL ARTS

COURSE OBJECTIVES AND OUTCOMES

Artmaking

*Students will develop knowledge, understanding and skills to* ***make artworks*** *informed by their understanding of practice, the conceptual framework and the frames*

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| ***Practice*** | 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks |
| ***Conceptual framework*** | 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience |
| ***Frames*** | 5.3 makes artworks informed by an understanding of how the frames affect meaning |
| ***Representation*** | 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts |
| ***Conceptual strength and meaning*** | 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks |
| ***Resolution*** | 5.6 demonstrates developing technical accomplishment and refinement in making artworks |

Critical and historical studies

*Students will develop knowledge, understanding and skills to* ***critically and historically interpret art*** *informed by their understanding of practice, the conceptual framework and the frames*

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| ***Practice*** | 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art |
| ***Conceptual framework*** | 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art |
| ***Frames*** | 5.9 demonstrates how the frames provide different interpretations of art |
| ***Representation*** | 5.10 demonstrates how art criticism and art history construct meanings |

**Stage 5 VISUAL ARTS – Year 10**

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| **Learning Context/ Units of Work:***“Sculpture By The Sea”, “Identity, Outsiders and Tragic Heroes”* |

**Types of Tasks:**

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**Formal Tasks for Evidence of Learning:** Ongoing throughout the term…

## Visual Arts ~ Performance Descriptor

### Areas for Assessment

**Artmaking
Critical and Historical Studies**

### Grade A

*A student at this grade typically:*

* makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
* demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.
* synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
* demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

### Grade B

*A student at this grade typically:*

* makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
* demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.
* interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.
* demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

### Grade C

*A student at this grade typically:*

* makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
* demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.
* interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.
* demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

### Grade D

*A student at this grade typically:*

* makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.
* represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.
* makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.
* recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

### Grade E

*A student at this grade typically:*

* makes simple artworks with an elementary understanding of the frames and the conceptual framework.
* recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment.
* makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.
* with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.