

Lanyon High School



3D Art

Curriculum	Achievement standard	<p>By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.</p> <p>Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.</p>	
Teaching and learning	Term overview	<p>Semester</p> <p>Unit Overview</p> <p>In 3D Art students learn about what drives their creative process and style. Students are guided through a series of activities to help develop techniques and skills. The theoretical component of the course will provide the opportunity for students to understand the importance of how other artists communicate ideas and concepts in their art. Students will draw inspiration from a variety of different artists, cultures and times.</p> <p>Understandings and skills</p> <ul style="list-style-type: none"> • Conceptual meaning in artworks • Artistic techniques • Safety precautions and Procedures • Evaluating and critiquing • Planning and designing • Reviewing and developing projects 	
	Cross curriculum priorities General capabilities	<div> Literacy Numeracy ICT capability Critical and creative thinking Ethical behaviour Personal and social capability Intercultural understanding </div> <div> Aboriginal and Torres Strait Islander histories and cultures </div> <div> Asia and Australia's engagement with Asia Sustainability </div>	
Assessment	Evidence types Teachers will make judgements and provide feedback	<p>Teachers make judgments about evidence of student learning against the Australian Curriculum achievement standard.</p> <p>During moderation processes, teachers engage in professional conversations to share their observations and judgments about evidence in student work. Schools and school clusters conduct moderation to improve the consistency, comparability and defensibility of teacher judgments, to ensure teacher judgments are as valid, reliable and fair as possible.</p>	
		Assessment Tasks	Due Date

		Unit 1 - Ceramic Vessel This unit will focus on Ceramic construction techniques and create a Ceramic Vessel inspired by a chosen ceramic artist.	Term 1 Week 6
		Unit 2 - Cardboard architecture Interior or Exterior This unit looks at different architectural and design styles, students will choose to focus on either interiors or exteriors for this task. The students will create a structure out of cardboard and other recycled materials as an individual piece but that can also be assembled as a collaborative work with other students.	Term 1 Week 10
		Unit 3 - Student Directed Task The focus of this unit is for students to explore a topic of their choosing in order to create a successful artwork. Students will develop their concept through a series of research and design stages.	Term 2 Week 7
		Visual Diary Tasks	Ongoing