












# Lanyon High School



## Visual Art

<b>Curriculum</b>	<b>Achievement standard</b>	<p>By the end of Year 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks.</p> <p>Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.</p>
<b>Teaching and learning</b>	<b>Term overview</b>	<p style="text-align: center;"><b>Semester</b></p> <p><b>Unit Overview</b> In year 7 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><b>Understandings and skills</b></p> <ul style="list-style-type: none"> <li>● Conceptual meaning in artworks</li> <li>● Artistic techniques</li> <li>● Safety precautions and Procedures</li> <li>● Evaluating and critiquing</li> <li>● Planning and designing</li> <li>● Reviewing and developing projects</li> </ul>
	<b>Cross curriculum priorities</b> <b>General capabilities</b>	<p>  Literacy                Numeracy                ICT capability                Critical and creative thinking                Ethical behaviour                Personal and social capability   Intercultural understanding    Aboriginal and Torres Strait Islander histories and cultures      Asia and Australia's engagement with Asia      Sustainability         </p>
<b>Assessment</b>	<b>Evidence types</b>	<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>

Teachers will make judgements and provide feedback	<b>Assessment Task</b>	<b>Due Date</b>
	<b>Unit 1 - Fantastic Front Covers</b> The focus of this unit is for students to explore the Art Elements to create a front cover for their visual diary.	<b>Week 2</b>
	<b>Unit 2 - Urban Landscape</b> The focus of this unit is to explore Urban Landscapes and the Artist Jeffrey Smart. Students will go onto create their own landscape artwork.	<b>Week 7</b>
	<b>Unit 3 -Kungkarangkalpa: Seven Sisters</b> The focus of this unit is for students to explore the work of the APY Lands women's collaborative and then create their own anti-hero or villain in response to their exploration of existing anti-heroes and villains.	<b>Week 9</b>
	<b>Visual Diary Tasks</b>	<b>Ongoing</b>