

| CURRICULUM              | YEAR 10  |   |  |  |
|-------------------------|--|---|--|--|
|                         | SEMESTER 1   |   | SEMESTER 2   |  |
|                         | Unit 1   | Unit 2  | Unit 3   | Unit 4   |
| <b>Unit name</b>        | <b>HUMANITY VERSUS NATURE</b>  | <b>BEAUTIFUL BENTLEY</b>  | <b>EMOTIONAL EXPOSURE</b>  | <b>FEATHER OR FUR</b>  |
| <b>Unit description</b> | <p>This unit explores how art has been a means of recording the relationships between humanity and nature. With the rise of such modern issues as global warming, conservation and endangered species, art has also become a powerful tool for creating awareness of our destructive ways.</p> <p>Students work will be informed by analysing and evaluating the art of Qiu ANXIONG, BLU, William KENTRIDGE, Giacomo COSTA, Andrew BROWNE who have captured a mood or communicated meaning through their explorations of digital and time based media. Through this they will identify influences of other artists on their own artworks.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>work in small groups to create a 1min stop motion animation using a range of materials such as ink, paint, charcoal and techniques such as cut outs, erasing, layering and over painting.</li> <li>explore the use of monochromatic black and white.</li> <li>learn the process of stop motion animation using SLR cameras and the iMovie or other video editing software or apps.</li> </ul> | <p>This unit explores buildings and interiors and how they are imagined, altered, responded to, designed and created. Starting with the familiar and mundane, and extending to the fanciful, extraordinary and conceptual, students will explore the built spaces around them.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>manipulate materials such as paint, techniques such as hard-edge painting and mixed media and processes such as stenciling to develop and refine their art works to represent ideas regarding their homes and living spaces.</li> <li>plan and create their own 2-dimensional painting (mixed media) vision of their Beautiful Bentley.</li> </ul> <p>inform their art making by analysing and evaluating the art of HUNDERTWASSER, Howard ARKLEY and Zaha HADID who have captured a mood or communicated meaning through their explorations of living spaces. Through this they will identify influences of other artists on their own artworks.</p> | <p>This unit explores 3 dimensional self-portraits through the creation of a ceramic bust.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>evaluate how representations of portraits can communicate artistic intentions in artworks they make and view.</li> <li>learn that portraits can give a likeness of a person and can be used also as a means of suggesting a personality or one's character, their interests and social position.</li> <li>inform their art making by analysing and evaluating the art of AH XIAN, Glenn BARKLEY and Peter LENZO who have captured a mood or communicated meaning through their explorations of ceramic objects. Through this they will identify influences of other artists on their own artworks.</li> <li>experiment and explore ways to represent human emotion with ceramic embellishment, exaggeration, personal symbols, facial expressions and adornments through creating a 3D ceramic self-portrait.</li> <li>explore how colour can enhance meaning with the glazing process.</li> <li>learn the basics of firing ceramics.</li> </ul> | <p>This unit is centred around printmaking, and gaining skills and knowledge of printmaking techniques and processes that will culminate in planning and producing a limited print edition of a reduction lino print.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>focus on fur and/or feathers and explore ways to capture texture, tone and a sense of movement.</li> <li>inform their art making by analysing and evaluating the art of Jazmina CININAS, Ian PHILLIPS and Brian ROBINSON who have communicated meaning through their explorations of lino and reduction lino. Through this they will identify influences of other artists on their own artworks.</li> </ul> |

| ASSESSMENT  |                     | YEAR 10  |  |   |  |  |  |
|---|---------------------|--|--|---|--|--|--|
|   |                     | SEMESTER 1   |  |   | SEMESTER 2                                       |  |  |
|   |                     | AT1<br>Humanity VS Nature<br>(Stop motion)                                   | AT2<br>Beautiful Bentley<br>(Painting)                               | AT3<br>Beautiful World  | AT4<br>Emo Expo<br>(Ceramics)                    | AT5<br>Emo Expo Exam   | AT6<br>Creatures<br>(Reduction lino)                                 |
| <b>Range and balance of summative assessment conventions</b>  | <b>Technique</b>    | Practical  | Extended Response  | Practical   | Practical  | Extended Response  | Practical  |
|   | <b>Type of text</b> | Time Based media<br>Folio<br>Artist statement<br>Display of resolved artwork | Folio<br>2D media<br>Display of resolved artwork                     | Critique  | Folio<br>2D media<br>Display of resolved artwork | Exam   | 2D media<br>Artist Statement<br>Display of resolved artwork          |
|   | <b>Mode</b>         | Practical  | Practical  | Written   | Practical  | Written  | Practical  |
|   | <b>Conditions</b>   | <b>Making</b><br>as negotiated with the teacher                              | <b>Making</b><br>as negotiated with the teacher.<br>Artist statement | <b>Responding to work of others</b><br>written responses<br>400-500 words | <b>Making</b><br>Ceramic bust                    | <b>Examination</b><br>Up to 90 minutes<br>with 10 minutes perusal<br>200-400 words | <b>Making</b><br>as negotiated with the teacher.<br>Artist Statement |
| <b>Aspects of the achievement standard</b>  |                     |  |  |   |  |  |  |
| evaluate how representations communicate artistic intentions in artworks they make and view   |                     |  |  | ☑   |  | ☑  |  |
| evaluate artworks and displays from different cultures, times and places  |                     |  |  | ☑   |  | ☑  |  |
| analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas                                   |                     |  |  | ☑   |  | ☑  |  |
| identify influences of other artists on their own artworks  |                     | ☑  | ☑  |   | ☑  |  | ☑  |
| manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks |                     | ☑  | ☑  |   | ☑  |  | ☑  |