



























Australian Curriculum: VISUAL ART

Years 7 to 8 Band Plan 2025

CURRICULUM	YEAR 7		YEAR 8	
	TERM 1,2,3,4		TERM 1 & 3	TERM 2 & 4
	Unit 1		Unit 1 / 3	Unit 2 / 4
Unit name	Elements of ART – COLOUR, SHAPE & LINE		VESSELS & VIGNETTES	YOUNG ARCHIES
Unit description	<p>The focus is on the elements of visual art with an emphasis on the way artists have manipulated colour, line and shape to communicate ideas, perspectives and/or meaning about their world.</p> <p>Students will:</p> <ul style="list-style-type: none"> generate, document and develop ideas for mixed media artworks that will be displayed at Show and Shine analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience learn about the Elements of Art - focusing on colour, line, tone, shape and texture - they experiment with mark making (transforming marks into line, shape and form) study the theory of colour such as monochromatic, analogous and complementary, experiment with different colour schemes and, using a range of different mediums apply this knowledge when devising and creating resolved artworks explore painting techniques such as colour mixing, overpainting, blending, shade and layering explore collage techniques such as tearing, tiling, overlaying and mosaic 		<p>Autobiographical art is a genre based on an artist's personal experiences, emotions, and psychological state. It can explore various topics, such as nostalgic memories of childhood, travel experiences, ordinary moments, routines and rituals, cultural identity, emotional and psychological states and pivotal moments in time.</p> <p>This art form serves as a powerful tool for self-expression and storytelling, ranging from simple events to complex narratives.</p> <p>Students devise and construct a ceramic vessel with a surface design embellished with symbols, images and text based on the theme “autobiographical”. They analyse the work of artists Grayson Perry, Glen Barkley, and Thankupi to understand how artists use symbolism as a way to express diverse perspectives from the personal to the cultural.</p> <p>Students will:</p> <ul style="list-style-type: none"> design and construct their own personal symbols that express their identity consider the overall narrative of the piece and how the design elements contribute to the storytelling plan and construct a 3-dimensional vessel that is embellished with personal symbols learn the basic skills of hand building such as pinch, slab and coil and the joining technique ‘score, slip and blend’ learn the basics of glazing and firing. 	<p>The human face and figure are never-ending sources of inspiration for artists. The portrait gives us a likeness of a person. However, it can used also as a means of suggesting a personality or one’s character and social position. A portrait generally concentrates on the head and shoulders of a person.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore and respond to portraits of past and present Archibald finalists Learn how to accurately draw the proportions and facial features of a human face. Mix a variety of skin tones using acrylic paint Select a significant person in their life and plan a portrait composition that conveys likeness through such means as character, personality and/or mood. Experiment with a range of mixed media to enhance their portrait Analyse and interpret an artwork form an Archibald finalist Create a resolve portrait of their significant person using a range of mixed media Frame and display their artworks.

ASSESSMENT		YEAR 7		YEAR 8			
		TERM 1, 2, 3, 4		TERM 1/3		TERM 2/4	
		AT1 Elements of Visual Art		AT1 Vessels & Vignettes - Ceramics	AT2 Vessels & Vignettes	AT3 Young Archies	AT4 Young Archies
Range and balance of summative assessment conventions	Technique	Project - develop ideas	Project - display artwork	Project – develop ideas	Project - display artwork	Project – display artwork	Short response
	Type of text	Folio 2D media	Resolved Artwork	Folio 3D media	Resolved Artwork	Resolved Artwork	Written Response
	Mode	Multimodal	Practical	Multimodal	Practical	Practical	Written/Spoken
	Conditions	<ul style="list-style-type: none"> Annotated images 2-4 pages 	<ul style="list-style-type: none"> response negotiated with the teacher. Assessed individually. 	<ul style="list-style-type: none"> Annotated images 2-4 pages 	<ul style="list-style-type: none"> response negotiated with the teacher. Assessed individually. 	<ul style="list-style-type: none"> response negotiated with the teacher. Assessed individually. 	<ul style="list-style-type: none"> Assessed individually 50-200 words per question written responses total length 500 words spoken / multimodal response 1-2 minutes

Aspects of the achievement standard

analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience.			 			 
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.						 
describe respectful approaches to creating and/or responding to artworks.						 
generate, document and develop ideas for artworks.			 	 	 	
reflect on their visual arts practice.			 			
select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning.				 	 	
curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.					 	

Term 1 Term 2 Term 3 Term 4



Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard