

Australian Curriculum: The Arts

Year 9 Visual Arts Band plan 2023

CURRICULUM	YEAR 9			
	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	PERSONAL MAPS	BIRDS & ANIMALS	SURREAL STATES	SUPERHEROES AND CELEBRITIES
Unit description	<p>This printmaking unit 'Personal Maps' challenges students to explore ideas and concepts related to the concept 'connection to place'.</p> <p>Students will:</p> <ul style="list-style-type: none"> analyse and evaluate artworks to identify how artists use visual conventions to document their personal, social and/or cultural connections to place generate ideas, plan and create a design that reflects their understandings of this concept experiment with visual conventions, techniques and processes associated with the printmaking methods monotypes and linocuts Convey a connection to place in a series of lino-prints apply a range of mixed media to enhance meaning (selected prints) Analyse an artist's work related to how they have represented and connected to the landscape around them through use of the elements and principle of art 	<p>'Birds and Animals' is a sculptural unit using mixed media and found objects such as Ghost nets, natural objects and recycled materials.</p> <p>By exploring the natural world, its structures and specifically its creatures 'Birds & Animals' students are provided with myriad opportunities to improvise, imagine, analyse and organise while practising and refining their art skills and deepening their knowledge.</p> <p>Students understand that although sculpture incorporates many of the elements and principles associated with 2D works, such as line in drawings and colour in painting, sculptural works have their own challenges and possibilities. A sculpture is seen not from only one viewpoint but should entice the viewer to move around the work, exploring the balance between solid matter and negative space.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore how artists like Peter Colley, Marian Drew and Ian Gentle have used the natural world to inspire and inform their art making processes. generate ideas, plan and design a sculpture that reflects their understandings of this concept. Produce a small Marquette to visualise and test forms and ideas. Modify or enhance design depending on Marquette outcome Select media that enhances their commentary on nature Create a sculpture. 	<p>Surrealism is an art movement that began in the 1920s and continues today in many forms. This movement is characterised by dreamlike content, juxtaposition of unlike objects and emotionally evocative compositions.</p> <p>Throughout this drawing unit 'SURREAL STATES' students will explore the history, associated terms and concepts that underpin this movement.</p> <p>They will form ties between historical surrealists such as Rene Magritte, Max Ernst, Frida Kahlo and contemporary artists (like Banksy and Sandy Skoglund) whose works draw heavily from surrealist concepts. Through this link students will identify ways that surrealism can be incorporated into their work both now and in the future.</p> <p>Students will:</p> <ul style="list-style-type: none"> understand the terms and concepts associated with the art movement Surrealism examine the works of past and present artists such as Rene Magritte, Max Ernst, Frida Kahlo, James Gleeson and Sandy Skoglund explore the styles and techniques used in surrealism through a range of different media create drawings that: <ul style="list-style-type: none"> reflect the following surrealist approaches: Illusionism and Automatism incorporate techniques such as collage, distortion, layering, scale, juxtaposition, montage etc. 	<p>In this painting unit 'Heroes and Celebrities' students explore the human figure and its representation.</p> <p>The depiction of the figure can fall into various categories, from a nostalgic look at childhood and the importance of family, to expressing our admiration of individuals, even raising them to the status of a hero or celebrity.</p> <p>Through making and responding to figurative art works, students can learn skills to increase their means of visual expression, be innovative, heighten understanding of human experience and investigate values associated with important life events.</p> <p>Students will:</p> <ul style="list-style-type: none"> capture the human figure in a series of different poses (life drawing) Investigate the cultural context of figurative paintings by artists such as Raphael, Roy Liechtenstein, David Bromley and Del Kathryn Barton experiment with visual conventions, techniques and processes associated with painting. Create an artwork that reflects an understanding of the concept 'Heroes and Celebrities'.

ASSESSMENT	YEAR 9						
	SEMESTER 1			SEMESTER 2			
	AT1 Personal Maps (Printmaking)	AT2 Personal Maps (Essay)	AT3 Birds & Animals (Sculpture)	AT4 Surrealism (Mixed-Media)	AT5 Surrealism (Essay)	AT6 Superheroes & Celebrities (Painting)	
Range and balance of summative assessment conventions	Technique	Practical	Extended Response	Practical	Practical	Extended Response	Practical
	Type of text	Folio 2D media Display of resolved artwork	Analytical Essay	Folio 3D objects Display of resolved artwork	Folio 2D media Display of resolved artwork	Analytical Essay	Folio 2D media Display of resolved artwork
	Mode	Practical	Written	Practical	Practical	Written	Practical
	Conditions	Making as negotiated with the teacher	Responding to work of others written responses 400-500 words	Making as negotiated with the teacher. Artist statement	Making visual artworks: as negotiated with the teacher.	Responding to work of others written responses 400-500 words	Making as negotiated with the teacher. Artist Statement
Aspects of the achievement standard							
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	☑		☑	☑			☑