


















Australian Curriculum: Visual Arts

Year 9 AC v9 Band plan 2025

CURRICULUM		YEAR 9			
		SEMESTER 1		SEMESTER 2	
		Unit 1	Unit 2	Unit 3	Unit 4
Unit name	SURREAL STATES	BIRDS & ANIMALS	SPACES & PLACES	SUPERHEROES AND CELEBRITIES	
Unit description	<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 understand:</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>“Birds and Animals’ is a sculptural unit using mixed media and found objects such as Ghost nets, natural objects and recycled materials. 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>This printmaking unit ‘Spaces and Places’ 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 designs that reflects their understandings of this concept• experiment with visual conventions, techniques and processes associated with a variety of printmaking methods such as, monotypes, linocuts, collagraph, monoprint, direct prints and screen printing• convey a connection to place in a collection of 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 principles of art	<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 Mixed Media	AT2 Essay	AT3 Sculpture	AT4 Printmaking	AT5 Essay	AT6 Figurative Painting
Range and balance of summative assessment conventions	Technique	Project - Display	Extended Response	Project – Develop Idea AND Display	Project – Develop Ideas AND Display	Extended Response	Project - Display
	Type of text	Resolved Artwork - 2D media – mixed media	Analytical Essay	Folio – journal, annotated photos, images - Documenting ideas/process Resolved artwork - 3D media	Folio – journal, annotated photos, images Documenting ideas/process Resolved artwork - 2D media	Analytical Essay	Resolved artwork - 2D media - painting
	Mode	Practical/ Multimodal	Written / Spoken	Practical	Practical / Multimodal	Written	Practical / Multimodal
	Conditions	Making negotiated with the teacher. - individual work Artist Statement: written 100-200 words OR spoken/signed 1-2 mins	short response/s - 50–200 words per item - up to 600 words OR spoken/signed/multimodal - 2–3 minutes	Making negotiated with the teacher - individual work Artist Statement: written 100-200 words OR spoken/signed 1-2 mins	Making negotiated with the teacher - individual work Artist Statement: written 100-200 words OR spoken/signed 1-2 mins	short response/s - 50–200 words - up to 600 words OR spoken/signed/multimodal - 2–3 minutes	Making negotiated with the teacher. - individual work Artist Statement: written 100-200 words OR spoken/signed 1-2 mins

Aspects of the achievement standard

analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience.						
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.						
evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.						
draw on inspiration from multiple sources to generate and develop ideas for artworks.						
document and reflect on their own visual arts practice.						
use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning.						
curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage 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