

# School Curriculum Plan

## 2017

*AIC Lower and Senior Secondary 7-12*

### Australian Islamic College

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## **VISUAL ARTS LEARNING AREA**

The Department aims to ensure that students develop understandings, skills and attitudes relevant to both individual and vocational needs, thereby enabling them to fulfil their potential and contribute positively to society. Students develop relevant skills and understandings in a wide range of areas relating to visual art.

Visual Art subject provide students with the underlying skills base for further study and development in Senior School. These fundamental skills are even more important now that students are able to study Senior School courses in this area which lead to tertiary entrance scores. The ability to apply learning from a number of areas will be an advantage in gaining university entry for many students.

### **Lower School Years 7 to 10**

The Visual Art area offers the following discipline for year 7 to 10 Students.

<b>Subject</b>	<b>Year Group</b>	<b>No of Hours per week</b>
<b>Visual Art</b>	7-9	1

### **Upper School Years 11 to 12**

The Visual Art area offers the following discipline for year 11 to 12 Students.

<b>Subject</b>	<b>Year Group</b>	<b>No of Hours per week</b>
<b>Visual Art Course</b>	12	5
· <b>Year 12</b> Stage 1, 1CVAR &1DVAR		
· <b>Year 11</b> Visual Arts General	11	5

## **Guidelines for the Delivery of the curriculum:**

### **1. Teaching and Learning Programs:**

All teachers should distribute a copy of teaching program, assessment policy. All year 7-12 programs must be strictly followed. Any part of the program must not be changed without prior permission or consultation with the HOLA. All assessment tasks mentioned in this program must be administered all the time unless otherwise discussed with the HOLA. Any modification /change in the program/ assessments tasks must be discussed in the general departmental meeting.

### **2. Assessments:**

- a) All formal assessments must be carried out on the same week for respective year levels. Teachers are given responsibility for writing some part of the tests; answer keys for marking and the final test are compiled by HOLA. Feedback must be given to students as soon as possible and students should do the correction in their own time and must understand their mistakes for that particular test.
- b) The school policy is to evaluate students twice a term on the term test and the assessment task.

### **3. Reporting and Marks Analysis:**

Reports for every year group need to be submitted electronically on the AIC info. Names of all the students on risk from year 12 should be given to the HOLA as well to the Deputy Principal (Sr. Islam) fortnightly.

Once the marks are entered by the teachers, teachers send their analysis to the HOLA.

Then HOLA analyses the results and send the report to the principal and to the Deputy Principal with the board report.

### **4. Teacher's resource files:**

All teachers must keep a resource file for each Year group containing:

- a) Programs/syllabuses
- b) Assessment tasks with marking keys
- c) Worksheets

### **5. Students' portfolios / files:**

- a) Marked assessment tasks need to be put in students' portfolios.
- b) The Head of Learning Area is required to evaluate student's work to make sure that programs are followed and assessment items are marked properly.

### **6. File inspections:**

With prior notification, the HOLA will be checking student' files. All teachers will be given a checklist prior to the file inspection date.

#### **7. Teaching Year 12 subjects:**

The programs, tasks and exams for the year 11 and 12 courses is managed by the teacher teaching that course. The teachers has to follow all the programs designed by curriculum council and follow the guidelines mentioned by Curriculum council.

All teachers teaching Year 12 subjects must provide students sufficient study materials and past WACE examination papers and must ensure that students practice. Fortnightly feedback about the students' performance should be given to HOLA and Deputy Principal.

#### **8. External Moderation for year 12 subjects:**

Teachers teaching year 12 subjects should do small group moderation if the number of students is less than 10. In 2014, AIT stage 3 and Computer science stage 3 are moderation with Damla College and Guildford Grammar.

**9. Students' work samples:** Teachers must give Head of learning area the work samples of their students every term.

**10. Relief work:** Teachers must provide relief work in the central office if they are not coming to school.

**11. Professional Development:** Teachers must get their P.D approve from the HOLA before they register for the P.D. The HOLA has to get the approval from the Principal.

As the **Australian curriculum for Visual Art** will be endorsed soon so teachers need to get the professional development for the new curriculum in 2018.

**12. Consensus Moderation:** Teachers teaching year 12 must attend **consensus moderation meetings**. The information will be sent to the teachers by Deputy Principal.

**13. Dept. Meetings:** All the teachers must attend dept. meetings organised by HOLA from time to time.

**14. Use of Cameras:** Teachers need to book these equipment at least a week before using with HOLA.

**15. Laptops:** In all the labs there are at the most 20-25 desktops computers. But if the teachers have more students then all those teachers are given laptops so that rest of the students can use the laptops.

**16. Resources and other issues:** Teachers need to ask HOLA for if they need any anything for example books, art materials, cameras etc.

### **Visual Art:**

The Visual Art course is a yearly course in years 7 to 9 running one hour per week. The Visual Art course introduces students to a range of art movements, art materials and media, incorporate technology were possible. The major goals of the Visual Arts Department are to apply art principles and elements to two- and three-dimensional visual problems, to manipulate basic art media and techniques, to identify major periods in art history, to use drawing, painting, sculpting to arrive at solutions of visual problems, and to produce original artwork.

Skills obtained through this course may assist students to complete assessments from other learning areas. Students also become aware of the various impacts of different types of arts on the society and or their personal lives.

### **Year 7:**

This course is primarily concerned with introducing the students to several different visual art media, materials, art movements in engaging and enjoyable methods.

The aim of this course is to introduce students to the rich temporary and tradition of western and Asian art and to assist the students in understanding and appreciating key examples of art. The major focus is on works of art and artists who have shaped the major movements of Western and Asian art. The information is presented chronologically and students are made aware of corresponding historical and cultural developments. This course also develops skills necessary for recognizing and critically evaluating, and comparing major works.

Examples of the art movement and type are: Modernism Art Movements, Art And Craft Movement.

The art practice includes ceramic works, drawing, painting, sculpting using recycled materials.

### **Year 8:**

The Year 8 program continues where the year 7 programs left off. It adds more detail in regards to the use of the art materials such as oil pastel, water colours, and chalk. Design elements and principles of design are also defined in detail in order to give the student the tools needed to analyse the art works. Furthermore this is the type of thinking which students will need to develop in order to be successful in the Visual Art units in later years.

After analysing several art works, student put their critiques into fruition and express their own practical art works using one types of art (painting, ceramic, etc..).

## **Year 9:**

This year students will use their prior skills, they should be able to demonstrate some technical skill in handling various art media. The main goal of this course is to develop the students' awareness of the presence of design in all aspects of our environment and to help them recognize that design is the basic structure of art. Study and experimentation with various elements of design: line, shape, color, form, value, texture, and space help students recognize that these elements are the fundamental tools of the artists and designer. Students learn how to organize these various elements by following the general guidelines or principles of design: balance, unity, contrast, pattern, emphasis, movement and rhythm. Major emphasis is placed on learning how to combine both the elements and principles of design to achieve a maximum visual effect.

## **Year10 :**

The major emphasis of this course is to develop aesthetic appreciation and knowledge of the diverse forms and media used to meet the utilitarian needs of all societies. The student will explore three-dimensional and two dimensional art works using various materials in traditional and nontraditional constructive techniques. **Representative Objectives:**

In accordance with his or her ability and capacities, the student grows in ability to:

- Manipulate a variety of craft materials and media.
- Apply the concepts of the art elements and principles to three-dimensional design.
- Respect the inherent qualities and limitations of natural and human-made materials.
- Develop original ideas.
- Value craftsmanship and self-discipline.
- Acknowledge that craft products reflect the values and beliefs of groups as well as individuals.
- Recognize the impact of modern technology on the function and design of craft products.
- Develop objective aesthetic criteria that identify good design in craft products.
- Recognize that different social groups and cultures attribute diverse meanings to objects.

## **Application of Basic Skills**

The student will use:

- Written language to document the process of their work.
  - Using appropriate art terminology.
  - Organizational skills to complete a project within a given time limit.
  - Research skills to identify historical styles and periods.
  - Observational skills to record the structural details and textural patterns of various natural and human-made objects.
  - Critical thinking skills to solve a three-dimensional visual problem and or two dimensional work.
- Student should Use tools and equipment with care and safety.

## **Upper school:**

Students could choose Visual Arts General in year 11, and units 1C 1D in year 12 in 2015.

## **UNIT 1CVAR**

### **Unit description**

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source/s of inspiration and to evaluate the process and success of their finished artworks.

### **Unit content**

This unit includes knowledge, understandings and skills to the degree of complexity described below:

### **Art making**

#### **Inquiry**

- use direct observation, expressive and exploratory drawing to create artwork
- explore alternatives, experiment and make informed decisions about the development of artwork
- organise information, research, plan and document design development process.

#### **Visual language**

- use strategies for developing visual language (elements and principles of art) in artwork.

#### **Visual influence**

- use inspiration from selected artists, genres, cultures and the immediate environment to develop artwork.

#### **Art forms, media and techniques**

- test materials, explore techniques and follow processes when developing and producing artwork.

#### **Art practice**

- experiment and selectively apply materials and skills to produce artwork
- make appropriate and considered choices when developing artwork
- follow correct health and safety practices, respecting and acknowledging the work of others
- examine a variety of art forms and visual arts practices, referencing sources of information.

#### **Presentation**

- record and arrange work in progress
- display finished artwork with an audience in mind.

#### **Reflection**

- self-evaluate finished artwork using a given criteria and identify ways to improve.



## **Assessment**

School-based assessment

Investigation

Production

Response

Unit 1 – Experiences

Unit description

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate

in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects

that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making

is primarily concerned with experiences of the self and of the immediate environment, including aspects of

family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

Unit 2 – Explorations

Unit description

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety

of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They

learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and

feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting

on their artistic achievements.

- concepts: a sense of place: myth and reality, objects or phenomena, illusion, symbolism,

dreams and imagination

- styles and approaches: postmodern, traditional and/or contemporary art practice, art as record, illustration, art styles and media use
- materials: fibre, glass, oil and acrylics, found objects, digital media
- meanings and messages: issues of personal interest and passion, exploration of universal issues such as poverty, comics, art as social comment, anatomical studies
- purposes: architecture, stage set, personal interests or passions, promotion, advertising.

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

Art making

### **Inquiry**

- use observed, spontaneous and analytical drawings to develop artwork
- manipulate media and use a variety of investigative approaches to develop and produce artwork
- gather, collect and organise information, research and inspiration to plan and develop artwork.

Visual language

- use visual language (elements and principles of art) in the development and production of artwork.

### **Visual influence**

- collect and use inspiration gathered from across a range of artists, genres, times and places in the development of own artwork.

Art forms, media and techniques

- explore materials, techniques and ways to combine processes in the development and production of artwork. Art practice
- experiment with materials, skills and processes to develop artwork
- follow correct health and safety practices, respecting and acknowledging the work of others
- examine a range of visual arts practices by selectively applying skills and processes to own artwork.

### **Presentation**

- organise, arrange and document developmental work
- display selected resolved artwork.

## **Reflection**

- self-evaluate the process and product of own work using a response framework.

## **Art interpretation**

### **Visual analysis**

- use guided questions and critical analysis frameworks to interpret artwork
- discuss subject matter, meaning, and formal organisation of artwork
- use visual language and art terminology to comment on artwork.

### **Personal response**

- provide and give reasons for their interpretation and opinion about artwork
- discuss ways artists have investigated themes in their artwork. Visual Arts: Accredited March 2008 (updated October 2013) For teaching and examination in Year 12 / 2015

### **Meaning and purpose**

- identify the purpose and discuss how artists have used different approaches, techniques and visual language to communicate meaning in artwork.

Social, cultural and historical contexts

- examine the subject matter of artwork and identify factors that have influenced its production.

### **Examination details**

No examinations are located for General Course Unit1&2 Visual Art.