COURSE OUTLINE
In Visual Arts students will learn through independent and guided opportunities aimed at the refinement of their skills and ability to follow processes required for making art. Students will explore critical, sensory and emotional ways of representing meaning and ideas as they engage with materials, technologies and processes and explore their own and others’ visual arts works. A greater emphasis on Making and Responding during the year will enable students to develop their knowledge, skills and ability to imagine and communicate creatively and critically.

COURSE OUTCOMES
- Investigate, view, discuss and research, to guide ideas and designs, acknowledging their inspiration.
- Students will demonstrate ways to create and present artworks for an audience viewing and critical reflection.
- Demonstrate necessary manipulative skills to create art and follow appropriate processes required for production.
- Demonstrate understandings of, and use art elements in an effective manner.
- Students will demonstrate ability to use a journal and visual diary, which can be used to record processes and influence future decisions and self-improvement.
- Develop safe, sensible and sustainable work practices when engaging in art making and use of resources, materials and equipment.

TASKS
Task 1 – Woolorama Art – Creation of Artwork using mixed media for exhibition. Demonstration of ability to follow art making processes based on theme, that display planning, exploration of an idea and resources, along with participation in an exhibition of their work.

Task 2 – “Can you see my Mind?” – Mental Health Initiative. Viewing of other’s artwork to guide ideas, reflection and evaluation of other’s artwork to gain greater understanding and the exploration of resources to produce a reflective personalised artwork for exhibition at the “Healthways” Can you see my Mind exhibition.

Task 3 – Indigenous Art – Students will view a range of Sally Morgan artworks. Describe and reflect on them and create an artwork demonstrating techniques used to create painted art based on others work.

Task 4 – “The Vessel” – Clay construction. Students will employ coiling and slab techniques used to manipulate clay into a practical use object. They will refine their ability to follow processes, use armature, clay and glazes to create an original vessel.

Task 5 – Still Life Collage – Students will create a collaged image of a still life arrangement demonstrating positioning, process, perspective and shape. Students will select appropriate resources and manufacture materials using a variety of mediums.

Task 6 – Visual Diary, Evaluations/Reflections – Students will maintain a comprehensive portfolio of designs, visual thinking and reflection/evaluations of processes and tasks undertaken.
### ASSESSMENT BREAKDOWN

<table>
<thead>
<tr>
<th>TASK</th>
<th>PERCENTAGE OF MARK</th>
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</thead>
<tbody>
<tr>
<td>Resolved/ Completed Artworks – 5 pieces</td>
<td>70%</td>
</tr>
<tr>
<td>Written Evaluations and Reflections</td>
<td>20%</td>
</tr>
<tr>
<td>Designs, Ideas and Experimental pieces in Visual Diary relating to all tasks.</td>
<td>10%</td>
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</tbody>
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### TIMELINE

Time Managed tasks aimed at flowing into each other based on student’s ability to engage with resources, participate in group and individual demonstrations of techniques and their individual abilities to complete.

Progress of student participation and completion is teacher monitored.