



WAGIN DISTRICT HIGH SCHOOL

Term 3, 2025 OUTLINE

Year 10 Visual Art

COURSE OUTLINE

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions. The teaching of knowledge and skills in Visual Arts through two art forms and one art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, textiles, collage)

3D (ceramics, sculpture, installations, textiles, jewellery)

4D (performance art, time-based video, digital animation)

Art styles:

Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

ACHIEVEMENT STANDARDS

At Standard, students generate ideas related to a given theme and art style. They experiment with media, materials and technologies, and document results. Students select and apply elements and principles and artistic conventions to arrive at visual solutions. They consider design alternatives and use visual art language in annotations. Students use equipment and materials in a safe manner. They provide reflective comments and opinions about the creative process. Students maintain a plan in the development of an idea for a final design and apply techniques, processes and an art style in artwork. They produce an artwork with reference to a chosen design. With guidance, students apply presentation conventions to display artwork for exhibition purposes. They comment on their own artwork, with some consideration of audience and purpose.

Students analyse artwork and provide an interpretation, personal opinion and judgement. They use visual art language to describe artwork and offer opinions about how the artwork was created. Students identify visual conventions and offer a personal opinion about artists' viewpoints and/or art styles. Students complete research about artists and comment on techniques used by artists to convey cultural viewpoints. They provide a reflection of their own artwork, using evidence to support judgements.

ASSESSMENT OUTLINE

Visual Arts Key concepts and contexts

- Landscape, Figures, Narrative, Photography
- Skills, techniques and processes in 2D
- Understanding and responding to artwork from different artists and styles Across the year, different key concepts are emphasised in:

Making: Inquiry, Art Practice, and Presentation

Responding: Analysis, Social, Cultural and Historical Contexts, and Interpretation/Response

For Year 10, Assessment is broken down to, **Making is 70%** and **Responding is 30%**

COURSE TIMELINE

	TIMELINE	KEY CONCEPTS	ASSESSMENTS
TERM 1	1/2/3	TASK 1: CLOSE-UP FISH PAINTING <ul style="list-style-type: none"> - Introduction and Expectations - Read through Project Outline - Investigate close-up images of fish to translate into a painting. - Focus on composition and attention to detail. - Use acrylic paint and add detail with any other medium, like coloured pencil or paint pens - Finish and frame to present 	Exploring Ideas Skills/Procedures Production/Making 30/100
	4/5/6	TASK 2: LINO BLOCK PRINTING <ul style="list-style-type: none"> - Investigate the work of Escher to inspire a simple fish shape that will tessellate to create a repeat block print on fabric and paper. - Teach basic carving skills and safety procedures. - Carve into lino to create pattern and texture - Cut lino to the shape required - Print lino as a repeat pattern on paper first, then on fabric 	Exploring Ideas Skills/Procedures Production/Making Responding 30/100
	7/8/9	TASK 3: CLAY SCULPTURE <ul style="list-style-type: none"> - Read through Project Outline - Inquiring and exploration in sketchbooks, investigating ceramic artists styles and techniques. - Develop a design suitable for slab construction with air dry clay or Bi-Carb modelling clay recipe - Introduce and demonstrate basic hand building techniques - Production/Making - Presenting finished product 	Exploring Ideas Skills/Procedures Production/Making 30/100
	10	TASK 4: ALL YOU CAN DRAW CARDS/SELF-REFLECTION RESPONSE SHEET <ul style="list-style-type: none"> - Read through card instructions - Draw using black marker pens on A4 paper - Need to have overlapping shapes to create depth. - Use page and develop a balance composition - Fill in negative spaces to complete the picture. 	Reflection/ Responding 10/100

Timeline and assessment items may be subject to change.

Teacher Contact Details: Please contact us on the school phone number 9861 3200, via email at jane.neil-smith@education.wa.edu.au

Kind Regards, Mrs Jane Neil-Smith, Wagin District High School, Art Specialist.