

Approaches to Learning and Teaching – The Arts (Art) Level 6

The Arts Standard	
Dimension: Creating and making	When using two- and three-dimensional art to implement standards for the Arts, teachers could develop activities that allow students to:
within and across areas of specialisation, students ... create ... arts works devised from a range of stimuli, demonstrating development of a personal style.	develop a personal style , for example: <ul style="list-style-type: none"> • select and refine chosen themes, forms, colour schemes, characters, cultural and personal symbols • trial these ideas and manipulate them through variation in size, use of art elements and the application of different mediums and techniques • work in varying styles like abstraction, stylisation, realism, surrealism and post modernism.
(Students) vary the content, structure and form ... and demonstrate technical competence in the use of skills, techniques and processes	develop skills in and across media, for example: <ul style="list-style-type: none"> • work through a range of design possibilities by researching ideas from several relevant sources • practice and apply correct technical procedures; for example, in printmaking consider appropriate cutting techniques for relief printing and apply correct print handling procedures in regards to registration and the labelling of multiples • exercise control of tools and materials to generate desired effects; for example, use of proportion in figure drawing, perspective in special representation, various ICT tools such as those found in ,image editing software programs and aquatint technique in etching • experiment with a range of two-and three-dimensional media as well as digital technologies to trial ideas • design an artwork for a designated place or client with consideration of aspects of appropriate materials, forms, methods of construction and overall aesthetic impact
(Students) ... communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities	manipulate arts elements expressively, for example: <ul style="list-style-type: none"> • appropriate the work of known artists and infuse the work with their own preferred imagery, style and symbols • appropriate known artists' conceptual applications and processes, and develop personal interpretations in artworks • make a visual statement to convey responses to local, national or global issues • use popular art forms to create imaginative artworks that may communicate different responses.
(Students) maintain a record of how ideas develop in the creating, making and presenting of their arts works	maintain a regular annotation , for example: <ul style="list-style-type: none"> • explore ideas, specific technical procedures and the development and refinement of artworks in a visual diary • continue to develop arts language through descriptions and analysis of the development of artworks

Approaches to Learning and Teaching – The Arts (Art) Level 6

The Arts Standard	
Dimension: Exploring and responding	When using two- and three-dimensional art to implement standards for the Arts, teachers could develop activities that allow students to:
... critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. (Students) analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts.	<p>research and critically discuss artworks, for example:</p> <ul style="list-style-type: none"> • research art and compare works from differing periods and styles on selected themes such as portraiture and landscape, representations of and by women; for example, make comparisons between the portraits of nobility made by Francisco Goya (Europe) and the child portraits of Cherry Hood (contemporary Australia) • describe, analyse and interpret the formal properties of artworks from particular modernist and pre-modernist periods and styles; for example, colour paintings of Fauvism and the prints of the Japanese Floating World –Uki yo-E • deconstruct selected artworks by contemporary artists to determine how they comment on gender, class or culture; for example, the sculptures and installations of Ricky Swallow (Australia) and Barbara Kruger (USA) • analyse visual products from the media to determine how they are manipulated and presented for certain effects. <p><i>• Artists listed are suggestions only, teachers must make specific selections with consideration to appropriate access by student groups</i></p>
(Students) describe and discuss ways that their own arts works communicate and challenge ideas and meaning. They use appropriate arts language and... refer to specific examples.	<p>describe how their own artworks convey meaning, for example:</p> <ul style="list-style-type: none"> • describe the use of symbols in their own work • comment on their use of appropriated images and other referents in their work • discuss the purpose, meaning and effectiveness of their work.
(Students) comment on the impact of arts works, forms and practices on other arts works and society in general.	<p>comment on the impact of artworks, for example:</p> <ul style="list-style-type: none"> • investigate how arts can advocate a particular point of view • explore how popular arts forms are viewed in relation to more traditional forms of fine art • research ways in which artists work with other arts professionals through galleries, arts journals, publishing houses, auction rooms and arts schools • research artists who record, challenge and offer opinions on current events (past and present); for example, Annette Bezor (Australia) paintings concerned with constructs of beauty and sexual identity, and Gordon Bennet (Australia) artworks that challenge perspectives of Indigenous history in Australia. <p><i>• Artists listed are suggestions only, teachers must make specific selections with consideration to appropriate access by student groups</i></p>
Ideas for assessment tasks	
<ul style="list-style-type: none"> • use a folio, sketchbook or visual diary to order, document and organise their work • use critical acumen to select art elements to refine artwork • critically evaluate their own work in the context of different art styles or responses to issues • document experimentation with a range of media in the production of artwork • appropriate display of artwork • compare, in writing, a group of artworks that address a particular theme; for example, portraiture, war; choose the artworks from a range of periods, including contemporary, and discuss the formal qualities of the work • comparatively analyse and interpret supporting ideas • reflect on own artwork in their visual diary • describe the manner in which symbols are employed in their practical work • use correct arts terminology 	

Approaches to Learning and Teaching – The Arts (Art) Level 6

Interweaving other domains with Art – Level 6

Strand	Domain
Physical, Personal and Social Learning	<p>At Level 6, links between The Arts – Art and domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p>Interpersonal Development (standards, Building social relationships) <i>(Students) describe how local and global values and beliefs determine their own and others’ social relationships. They evaluate their own behaviour in relationships ...</i></p> <p>For example; students could develop knowledge of local and global issues related to art practice in different countries, and learn about how artists work collaboratively with other people who exhibit, sell and display their work. Students reflect on their work practices, evaluate effective behaviours and develop strategies to avoid conflict to support cohesive working environments and successful arts practice.</p> <p>Personal Learning (learning focus) <i>(Students) participate in reflective activities that enable them to consider the progress they are making with their learning and to acknowledge their potential for learning beyond the post-compulsory school years.</i></p> <p>For example; students reflect on and identify their own sources of imagery and ideas. Students may be required to reflect on evaluating their working process and identify their personal learning through the symbolism and imagery of personal expression. They reflect on their own personal style and demonstrate initiative in developing an individual or a group-based sense of identity in their work.</p>
Discipline-based Learning	<p>At Level 6, links between The Arts – Art and domains in the Discipline-based Learning strand that can be used to enhance student learning include:</p> <p>English (learning focus) <i>(Students) produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes.</i></p> <p>For example, students research and present information focussing on ways in which artists work with other arts professionals through galleries, art journals, publishing houses, auction rooms and art schools.</p> <p>The Humanities – History (standards, Historical knowledge and understanding) <i>(Students) analyse events which contributed to Australia’s social, political and cultural development.</i></p> <p>For example; students could create an artwork with a subject focus of a particular historical setting. They come to understand the context of the theme through researching relevant information, supporting the effective communication of the art work.</p>
Interdisciplinary Learning	<p>At Level 6, links between The Arts – Art and domains in the Interdisciplinary Learning strand that can be used to enhance student learning include:</p> <p>Design, Creativity and Technology (learning focus) <i>... develop design briefs within open-ended design guidelines. Referring to the design brief, they consider and investigate aspects of function and aesthetics.</i></p> <p>For example; students could design and generate a range of alternative possibilities and justify their preferred option. They explain how this option provides a solution to the problem and their decisions about the suitability of materials and techniques. They produce plans and design briefs and work through a series of stages to meet the quality, aesthetic aspects and purpose of the artwork or product.</p> <p>Information and Communication Technology (standards, ICT for visualising thinking) <i>(Students) use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding.</i></p> <p>For example; students could use the Internet to research the work of contemporary, traditional, stylistic, historical and cultural examples of artworks. They use appropriate software programs to source and develop a range of abstract ideas demonstrating development of a personal style.</p>