10 Visual Art: Emotional Portraiture

Achievement Standard:

By the end of Year 10, students **evaluate** how representations communicate artistic intentions in artworks they make and view. They **evaluate** artworks and displays from different cultures, times and places. They **analyse** connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They **identify** influences of other artists on their own artworks.

Students **manipulate** materials, techniques and processes to develop and refine techniques and processes to **represent** ideas and subject matter in their artworks

Unit Specific Information [various forms e.g. assessment focus, context, etc]
Big picture learning goals:

- Students will experiment with visual conventions (Elements of Art, Principles of Design, Materials, Techniques, Processes, Subject Matter) to determine effective outcomes.
- Students will create an experimental folio that will demonstrate a selection and organisation of visual conventions to represent themselves in a series of self-portraits.
- Students will analyse and reflect on uses of visual conventions in own and others artworks.

In this unit, students will investigate the visual language of three different art movements; Realism, Cubism and Surrealism. Students will investigate significant portraiture within each movement and will explore and experiment with a variety of media and drawing techniques to create a series of portraits. Students are encouraged to investigate the styles of other art movement's e.g. Dadaism, expressionism, fauvism.

Assessment Details:

Task 1 (Making): Due Week 9 (Term 1)

Task 2 (Responding): Due Week 7 (Term 1)

Task 3 (Making): Due Week 9 (Term 2)

THE NEW
Art and Science
OF TEACHING
ROBERT J. MARZANO
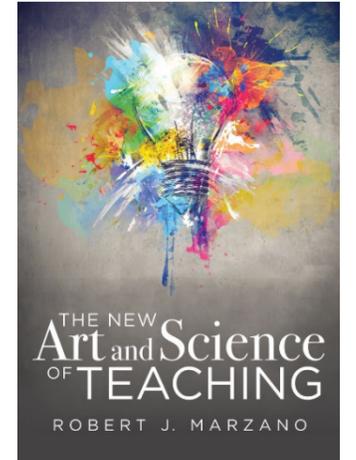
READING / VIEWING/ LISTENING:
Various artist case studies and works of art

COMPREHENSION SKILL FOCUS:
Making Connections
Determining Importance
Inferring
Synthesising

⬍

THINKING:
Analyse, Evaluate, Reflect

⬍

WRITTEN / SPOKEN / MULTI-MODAL TEXT

HIGHLY VALUED LANGAUGE FEATURE FOCUS:
Visual Art vocabulary

Priority Standards

4	Students apply knowledge of the Elements of Art, Principles of Design, materials, techniques, and processes to create a series of self portraits in the style of key art movements.
3	Students demonstrate various techniques, skills and processes in order to produce their self-portraits. Students use Elements of Art and Principles of Design to create self-portraits that reflect the artistic style of the studied movements.
2	*Recognise or recall technical vocabulary:* - Making - Responding - Elements of Art - Principles of Design - Artist's Statement - Artistic intent - Art movement (Cubism, Realism, Surrealism etc) - Visual Conventions - Reflecting - Analysing - Justifying - Evaluating - Interpreting - Self portrait *Perform basic processes demonstrating:* - Technical Skills - Understanding of how to combine visual conventions for artistic effect

Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)	
- developing representations by combining and adapting materials, techniques, technologies and art making processes - exploring and applying ideas inspired by the style of other artists in their own artworks - exploring and reflecting on the connections between their own artworks and artworks from different contexts, including Aboriginal and Torres Strait Islander artworks, for example, maintaining a reflective journal of their developing artwork - Considering viewpoints – societies and cultures: For example – Can you understand and explain why the artist has developed their representation in this way? - conceptualising how visual conventions can represent ideas in their artwork	• Develop anatomical and stylistically distorted representations by selecting and combining applicable materials and techniques. • Apply studied (realistic, cubist and surrealistic) art making styles in my own artworks. • Consider the relationship between artworks and the time period in which they were created. • Explain why an artist has developed their artistic representation in a certain way. • Consider the varied viewpoints in an artist's representation. • Consider the role the elements of art and design play in representing artistic ideas in artworks. • Utilise the elements of art and design in order to construct artistic representations.
Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)	
• deconstructing and reconstructing a range of images, objects and/or spaces to synthesise viewpoints, concepts, purposes and/or meanings • using selected techniques, technologies and processes to explore personal representation of a theme, concept or subject matter • experimenting with a variety of techniques and processes when exploring their intentions as artist • selecting, testing and experimenting with materials, techniques, technologies and processes to synthesise an idea that is developed into multiple representations	• Use selected materials, techniques and processes to construct a series emotional portraits • Experiment with a range of art making styles in order to develop a series of experimental portraits. • Consider the role of selected media, techniques, processes and subject matter when creating emotional portraits.
Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)	
• Considering viewpoints – histories: For example – How has the artist appropriated an artwork from another time? • developing skills that can transfer to cross-media and inter-media domains of visual arts	• Consider the role historical influences play in inspiring an artist's work. • Informed by their research students will create a resolved emotional portrait that represents their own artistic intention • Develop a range of art making skills through media experimentation.
Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)	
• Considering viewpoints – meanings and interpretations: For example – Has the artist used visual metaphors to express meaning and persuasion? What metaphor/s could you use to express your ideas about persuasion? • investigating the practices, techniques and viewpoints of artists from different cultural groups and their use of persuasive, communicative or expressive representation	• Consider how they and selected artists have used visual conventions to communicate the intended meaning. • Interpret the ways in which they and artists use visual conventions to assist in the communication of their intended meaning. • Investigate how different cultural groups use media, techniques and processes to create anatomical representations.

Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)	
• identifying how visual arts professionals embed their values and beliefs, and how audiences react and interpret the meaning and intent of their artworks differently	• Identify how embedded values and beliefs can change an artworks intended meaning. • Interpret the meaning and intent of artworks.

Possible Habit of Mind: *Creating, Imagining and Innovating*

Exploring Meaning of the HOM By the end of this unit students will be able to: • *Conduct research of how other artists have been creative, imaginative and innovative to inform own arts practices.*	Expanding Capacity for using the HOM By the end of this unit students will be able to: • *Demonstrate the research of artists and artworks through the learning inquiry model*	Increasing Alertness for the HOM By the end of this unit students will be able to: • *Develop original ideas through various creative, imaginative and innovative processes.*	Extending Values of the HOM By the end of this unit students will be able to: • *Identify the importance of creating, imagining and developing innovative concepts and ideas.*	Building Commitment towards the HOM By the end of this unit students will be able to: • *Explain how research and the LIM plays an integral role to the development of their original artwork*

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy
- ✓ Comprehending texts through listening, reading and viewing
- ✓ Composing texts through speaking, writing and creating
- ✓ Text knowledge
- ✓ Grammar knowledge
- ✓ Word knowledge
- ✓ Visual knowledge

Numeracy
- ☐ Estimating and calculating with whole numbers
- ☐ Recognising and using patterns and relationships
- ☐ Using fractions, decimals, percentages, ratios and rates
- ✓ Using spatial reasoning
- ☐ Interpreting statistical information
- ✓ Using measurement

ICT
- ✓ Applying social and ethical protocols and practices when using ICT
- ✓ Investigating with ICT
- ☐ Creating with ICT
- ☐ Communicating with ICT
- ☐ Managing and operating ICT

Critical and creative thinking
- ✓ Inquiring - identifying, exploring and organising information and ideas
- ✓ Generating ideas, possibilities and actions
- ✓ Reflecting on thinking and processes
- ✓ Analysing, synthesising and evaluating reasoning and procedures

Personal and social capability
- ☐ Self-awareness
- ☐ Self-management
- ☐ Social awareness
- ☐ Social management

Ethical understanding
- ☐ Understanding ethical concepts and issues
- ✓ Reasoning in decision making and actions
- ☐ Exploring values, rights and responsibilities

Intercultural understanding
- ✓ Recognising culture and developing respect
- ☐ Interacting and empathising with others
- ☐ Reflecting on intercultural experiences and taking responsibility

Cross Curriculum Priorities:

☐ Aboriginal and Torres Strait Islander histories and cultures	☐ Asia and Australia's engagement with Asia	☐ Sustainability

Differentiation [for small groups or individuals]: