

# 10 Aboriginal and Torres Strait Islander Arts: Spirit of NAIDOC

## 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 the elements of art, media, techniques and processes to determine effective outcomes.
- Students will create an artwork that will demonstrate a selection and organisation of elements of art, techniques and processes to represent their own understanding of the 2020 NAIDOC theme.
- Students will analyse and reflect on uses of elements of art in own and others artworks.

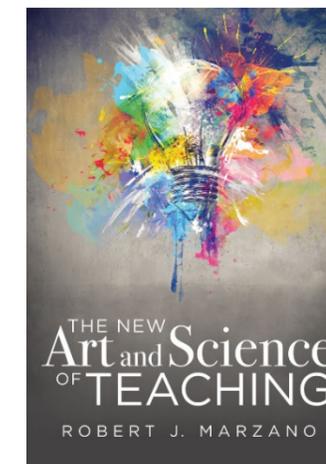
Throughout this unit students will be exposed to the current NAIDOC week theme, **Always Was, Always Will Be**. It's about seeing, hearing and learning the First Nations' 65,000+ year history of this country - which is Australian history. Students will investigate and respond to this theme in various making and responding tasks, applying their own knowledge and understanding of NAIDOC to their work.

## Assessment Details:

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

Task 2 (Responding): Due Week 9 (Term 1)

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



<p>READING / VIEWING / LISTENING: Various artist case studies and works of art, research documents related to the NAIDOC theme, conversations with family and community members</p>
<p>COMPREHENSION SKILL FOCUS: Making Connections Synthesising</p>



<p>THINKING: Identify, Select, Use, Create, Describe, Explain, Apply, Develop, Investigate</p>
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<p>WRITTEN / SPOKEN / MULTI-MODAL TEXT</p>
<p>HIGHLY VALUED LANGUAGE FEATURE FOCUS: Visual Art vocabulary Indigenous languages</p>

## Priority Standards

4	Students apply knowledge of the Elements of Art, technique, skill and processes to create an artwork that represents the 2020 NAIDOC theme.
3	Students demonstrate various techniques, skills and processes in order to produce an artwork which represents the 2020 NAIDOC theme. Students use Elements of Art to create a NAIDOC artwork that represents individual artistic style.
2	<p><i>Recognise or recall technical vocabulary:</i></p> <ul style="list-style-type: none"> <li>- Making</li> <li>- Responding</li> <li>- Elements of Art</li> <li>- Principles of Design</li> <li>- Artist's Statement</li> <li>- Artistic intent</li> <li>- Visual Conventions</li> </ul> <p><i>Perform basic processes demonstrating:</i></p> <ul style="list-style-type: none"> <li>- Reflecting</li> <li>- Analysing</li> <li>- Justifying</li> <li>- Evaluating</li> <li>- Interpreting</li> <li>- Technical Skills</li> <li>- Understanding of how to combine visual conventions for artistic effect</li> </ul>

## Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Goals – Students will know and/or be able to
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and apply ideas inspired by the style of other artists in my own artwork</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)</li> </ul>	<ul style="list-style-type: none"> <li>I can investigate the practices, techniques and viewpoints of artists from different cultural groups and their use of persuasive, communicative or expressive representation.</li> </ul>
Analyse a range of visual artworks from contemporary and past times to explore differing <b>viewpoints</b> and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)	<ul style="list-style-type: none"> <li>I can identify how visual arts professionals embed their values and beliefs, and how audiences react and interpret the meaning and intent of their artworks differently</li> </ul>
<ul style="list-style-type: none"> <li>Plan and design artworks that represent artistic intention (ACAVAM128)</li> </ul>	<ul style="list-style-type: none"> <li>I can be deliberate in my planning and designing to create an artwork that represents the current NAIDOC theme</li> </ul>
<ul style="list-style-type: none"> <li>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)</li> </ul>	<ul style="list-style-type: none"> <li>I can apply paint using specialized and developed techniques to represent my artwork of the current NAIDOC theme</li> </ul>

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

Exploring Meaning of the HOM	Expanding Capacity for using the HOM	Increasing Alertness for the HOM	Extending Values of the HOM	Building Commitment towards the HOM
By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>Conduct research of how other artists have been creative, imaginative and innovative to inform own arts practices.</li> </ul>	By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>Develop original ideas through various creative, imaginative and innovative processes.</li> </ul>	By the end of this unit students will be able to: <ul style="list-style-type: none"> <li>Identify the importance of creating, imagining and developing innovating concepts and ideas.</li> </ul>	By the end of this unit students will be able to:	By the end of this unit students will be able to:

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

<b>Literacy</b> <ul style="list-style-type: none"> <li>✓ Comprehending texts through listening, reading and viewing</li> <li>✓ Composing texts through speaking, writing and creating</li> <li>✓ Text knowledge</li> <li>✓ Grammar knowledge</li> <li>✓ Word knowledge</li> <li>✓ Visual knowledge</li> </ul> <b>Numeracy</b> <ul style="list-style-type: none"> <li>□ Estimating and calculating with whole numbers</li> <li>□ Recognising and using patterns and relationships</li> <li>□ Using fractions, decimals, percentages, ratios and rates</li> <li>✓ Using spatial reasoning</li> <li>□ Interpreting statistical information</li> </ul>	<b>ICT</b> <ul style="list-style-type: none"> <li>✓ Applying social and ethical protocols and practices when using ICT</li> <li>✓ Investigating with ICT</li> <li>□ Creating with ICT</li> <li>□ Communicating with ICT</li> <li>□ Managing and operating ICT</li> </ul> <b>Critical and creative thinking</b> <ul style="list-style-type: none"> <li>✓ Inquiring - identifying, exploring and organising information and ideas</li> <li>✓ Generating ideas, possibilities and actions</li> <li>✓ Reflecting on thinking and processes</li> </ul>	<b>Personal and social capability</b> <ul style="list-style-type: none"> <li>□ Self-awareness</li> <li>□ Self-management</li> <li>□ Social awareness</li> <li>□ Social management</li> </ul> <b>Ethical understanding</b> <ul style="list-style-type: none"> <li>□ Understanding ethical concepts and issues</li> <li>□ Reasoning in decision making and actions</li> <li>□ Exploring values, rights and responsibilities</li> </ul> <b>Intercultural understanding</b> <ul style="list-style-type: none"> <li>✓ Recognising culture and developing respect</li> <li>□ Interacting and empathising with others</li> </ul>
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<input checked="" type="checkbox"/> Using measurement	<input checked="" type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures	<input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility
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**Cross Curriculum Priorities:**

<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/> Asia and Australia's engagement with Asia	<input type="checkbox"/> Sustainability
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**Differentiation [for small groups or individuals]:**

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