

# 9 Junior Indigenous Arts: My Country

## 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:

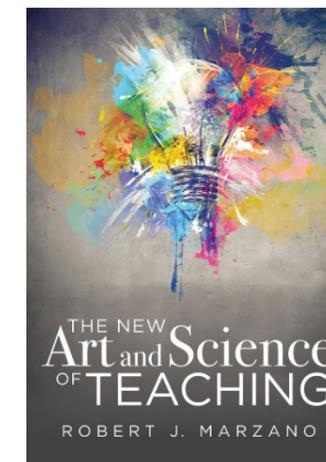
- Students will experiment with the elements of art, media, techniques and processes to determine effective outcomes.
- Students will create a self-portrait that will demonstrate a selection and organisation of elements of art, techniques and processes to represent their own Indigenous identity.
- Students will analyse and reflect on uses of elements of art in own and others artworks.

This unit begins as an introduction to Indigenous Arts where students will learn about their heritage and where they come from. Students will develop their understanding of the elements of art in order to deconstruct key artists' works. By the end of term one, students will have an understanding of their language group, the art style particular to their country and their own totem.

## Assessment Details:

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

Task 2 (Responding): Exam Block Week 8 (Term 4)



<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: Determining Importance</p>



<p>THINKING: Explain, Communicate, Determine, Understand, Discuss</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 a self-portrait which represents their Indigenous identity.
3	Students demonstrate various techniques, skills and processes in order to produce their own self-portrait. Students use Elements of Art to create a self-portrait that represents their Indigenous identity.
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>- Self-portrait</li> <li>- Identity</li> <li>- Visual Conventions</li> <li>- Reflecting</li> <li>- Analysing</li> <li>- Justifying</li> <li>- Evaluating</li> <li>- Interpreting</li> </ul> <p><i>Perform basic processes demonstrating:</i></p> <ul style="list-style-type: none"> <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> <li>I can develop representations of culture by combining and adapting materials, techniques, technologies and art making processes</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>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<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 planning and designing artworks to ensure my work responds to the 2020 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> <li>✓ Using measurement</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> <li>✓ Analysing, synthesising and evaluating reasoning and procedures</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> <li>✓ Reflecting on intercultural experiences and taking responsibility</li> </ul>
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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
<b>Differentiation [for small groups or individuals]:</b>		