

10 Aboriginal and Torres Strait Islander Arts: Journey to Cairns Indigenous Arts Fair

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 CIAF theme, Totem, Country, Landscape.
- Students will analyse and reflect on uses of elements of art in own and others artworks.

Throughout this unit students will take inspiration from Aboriginal and Torres Strait Islander artists who represent their culture through their own artwork. They will create artwork in preparation for their involvement in the Kirwan SHS market stall at the Cairns Indigenous Arts Festival. Work produced for this market is expected to be at an industry standard and prepares the students for their continued study in Cert II ATSI Visual Arts Industry Work.

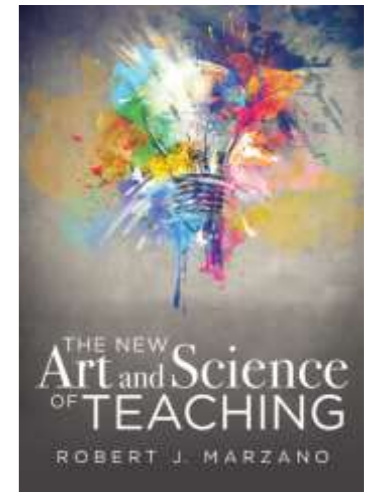
Assessment Details:

Task 1 (Making): Due Week 8 (Term 3)

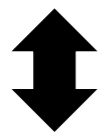
Task 2 (Responding): Due Week 9 (Term 3)

Task 3 (Making): Due Week 8 (Term 4)

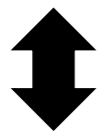
Task 4 (Responding): Due Week 9 (Term 4)



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

Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Goals – Students will know and/or be able to
<i>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)</i>	
<ul style="list-style-type: none"> 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 conceptualising how visual conventions can represent ideas in their artwork 	<ul style="list-style-type: none"> I can use my knowledge of visual conventions to develop a resolved artwork I can understand the significance and meaning of different marks, motifs and patterns within the work of Aboriginal and Torres Strait Islander artists I can use my knowledge of marks to develop an artwork that represents my culture, country, totem or landscape. I can understand the history and personal art making style of the Hermannsburg potters I can explore the concept of appropriation in art making - its implications and limitations
<i>Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)</i>	
<ul style="list-style-type: none"> using selected techniques, technologies and processes to explore personal representation of a theme, concept or subject matter selecting, testing and experimenting with materials, techniques, technologies and processes to synthesise an idea that is developed into multiple representations 	<ul style="list-style-type: none"> I can explore ideas and styles in Indigenous printmaking and ceramic artworks to develop my own personal style I can adapt materials and techniques used by Aboriginal artists to develop a Lino print I can adapt materials and techniques used by Aboriginal artists to create a high-quality ceramic plate Develop representations by combining and adapting materials, techniques, technologies and art making processes I can familiarise myself with a range of clay building methods and can make decisions about their application
<i>Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)</i>	
<ul style="list-style-type: none"> developing technical proficiency in the resolution of designed, fabricated and constructed artworks, using safe and sustainable practices using innovative thinking as they explore the capabilities of digital and virtual technologies to resolve design and planning problems developing skills that can transfer to cross-media and inter-media domains of visual arts 	<ul style="list-style-type: none"> I can investigate the practices, techniques and viewpoints of artists from different cultural groups and their use of persuasive, communicative or expressive representation. 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. I can be deliberate in my planning and designing to create an artwork that represents the current CIAF theme.
<i>Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)</i>	
<ul style="list-style-type: none"> applying ethical understandings to innovation and invention of theme, concept or subject matter when making their collection of visual artworks for display, and consider exhibitions that include Aboriginal and Torres Strait Islander artworks 	<ul style="list-style-type: none"> I can create a resolved artwork that acts as a collection.

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

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Conduct research of how other artists have been creative, imaginative and innovative to inform own arts practices.</i> 	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Develop original ideas through various creative, imaginative and innovative processes.</i> 	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Identify the importance of creating, imagining and developing innovating concepts and ideas.</i> 	<p>Extending Values of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • <i>Engage and remain open to continuous learning – resist complacency</i> 	<p>Building Commitment towards the HOM By the end of this unit students will be able to:</p>
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

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

<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures 	<ul style="list-style-type: none"> <input type="checkbox"/> Asia and Australia’s engagement with Asia 	<ul style="list-style-type: none"> <input type="checkbox"/> Sustainability
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Differentiation [for small groups or individuals]:

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