

8 Creative Arts Academy- Semester 1 The Self

Achievement Standard: [insert year level achievement standard. Bold the statements that will be assessed in the unit]

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They **evaluate how they and others are influenced by artworks from different cultures, times and places.**

Students **plan their art making in response to exploration of techniques and processes used in their own** and others' artworks. They demonstrate use of **visual conventions, techniques** and **processes to communicate meaning in their artworks.**

Unit Specific Information [various forms e.g. assessment focus, context, etc]

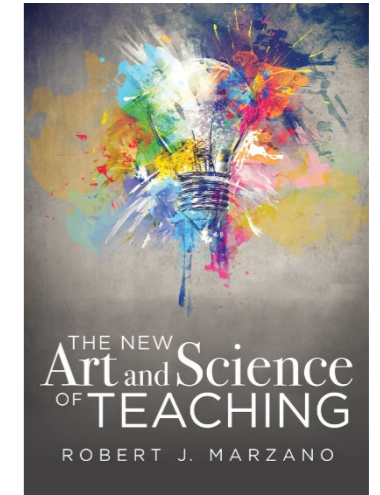
Big picture learning goals:

- Experiment with visual arts conventions and techniques, to represent a theme, concept or idea in their artwork
- Develop planning skills for art-making by exploring techniques and processes used by different artists
- Practice techniques and processes to enhance representation of ideas in my art-making
- Analyse and interpret the meaning of a dance performance.

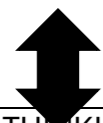
You will reflect upon your creative practise and influences and begin to consider where your strengths lie; dance, drama, music and/or visual art. You will develop an inspiration board in response the research question **'How will I contribute to making the world a better place through my chosen art?'** You will document the process using the Visual Art Creative Process in your artist journal and write and artist statement that explains your creative choices and communicates what you collage is about.

Assessment Details:

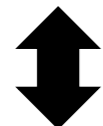
Making (Creating)- Inspiration Board
 Responding (Artist's Journal and Artist Statement)
 Responding (Interpretation)



READING / VIEWING/ LISTENING: Inquiry Model Art works Artist Statements
COMPREHENSION SKILL FOCUS: Inferring Determining Importance



THINKING: Create, Evaluate, Justify, Reflect on, Identify, Recall
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WRITTEN / SPOKEN / MULTI-MODAL TEXT Artist's Statement Interpretation
HIGHLY VALUED LANGAUGE FEATURE FOCUS: Implication Sequences

Priority Standards- Creating

4	Students evaluate and justify their choices and make decisions to improve their practice.
3	Students reflect on the elements and skills of the Creative Arts subjects.
2	Identify- - Elements and skills of the Creative Arts subjects Recall- - The stages of the Learning Inquiry Model <ul style="list-style-type: none"> <input type="checkbox"/> Research/experiment <input type="checkbox"/> Developing <input type="checkbox"/> Resolving/Refining <input type="checkbox"/> Reflecting

Priority Standards- Responding

4	Students synthesise their analysis and evaluations of the skills of drama and production elements used to convey meaning.
3	Students describe, interpret and evaluate the skills of drama and production elements used to convey meaning.
2	Identify- - Skills of Drama (voice and movement) - Production Elements (costume, props, sets and make-up) Explain- - Role development - Meaning of the performance

Learning Goals:

Australian Curriculum Content Descriptors	Kirwan High Learning Goals:
Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118 - Scootle)	
<ul style="list-style-type: none">investigating how different combinations of techniques can represent a theme, concept or idea, for example, applying paint with different tools to create different textures	<ul style="list-style-type: none">
<ul style="list-style-type: none">observing how artists select and apply different visual arts techniques to represent themes, concepts and ideas and considering how they could use these in their own art making	<ul style="list-style-type: none">
Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120 - Scootle)	
<ul style="list-style-type: none">developing and refining practical and technical skills when designing, fabricating and constructing visual arts images and objects, employing safe and sustainable practices	<ul style="list-style-type: none">
Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121 - Scootle)	
<ul style="list-style-type: none">reflecting, adjusting, modifying and evaluating their own artwork through consistent critical assessment, and refining intentions and viewpoints when making, responding to and displaying artworks	<ul style="list-style-type: none">

Possible Habit of Mind: Taking Responsible Risks

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Develop confidence to perform in front of their peers • Try new things 	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p>	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> • Identify the importance of taking a responsible risk in the Creative Arts Industry 	<p>Extending Values of the HOM By the end of this unit students will be able to:</p>	<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 <input type="checkbox"/> Text knowledge <input type="checkbox"/> 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 <input type="checkbox"/> Using spatial reasoning <input type="checkbox"/> Interpreting statistical information <input type="checkbox"/> 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 ✓ Communicating with ICT ✓ 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 ✓ Self-management ✓ Social awareness ✓ Social management <p>Ethical understanding</p> <ul style="list-style-type: none"> ✓ 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:

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

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