# Year 9 Visual Art: Anatomy in Art

**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**

In this unit, students will explore drawing, and sculptural techniques, specifically proportion, forming and rendering techniques as an investigation into the human form. Throughout research and technique explorations, students will develop their skills and understanding of how to develop realistic and stylised representations of human forms.
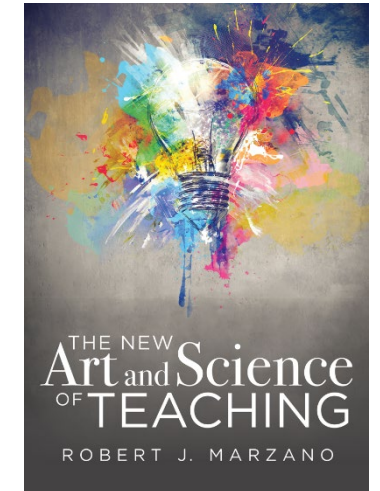
**Assessment:**

Task 1 – (Responding)
- Interpretation
- 5 weeks

Task 2 – Making
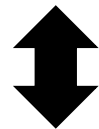- Folio of Sketches (Task A)
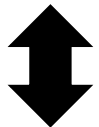- Cardboard Sculpture (Task B)

Task 3 – Responding
- Artist Statement
- 2 weeks

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READING / VIEWING / LISTENING:
Various artist case studies and works of art

COMPREHENSION SKILL FOCUS:
Making Connections
Determining Importance
Inferring
Synthesising

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THINKING:
Analyse, Evaluate, Reflect

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WRITTEN / SPOKEN / MULTI-MODAL TEXT

HIGHLY VALUED LANGAUGE FEATURE FOCUS:
Visual Art vocabulary

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## Priority Standards

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| 4 | Evaluate how artwork is influenced by a variety of contexts, including personal and intercultural perspectives. |
| 3 | Reflect on the connections between own artwork and artworks from different artists studied in class, making direct links to the style of distortion. |
| 2 | Recall key vocabulary:<br>    o  Visual Art conventions<br>       (elements: line, colour, shape, value, texture, space, form;<br>       principles: balance, contrast, movement, emphasis, pattern, rhythm, unity)<br>    o  Composition<br>    o  Colour scheme<br>    o  Interpretation<br>    o  Analysis<br>    o  Reflection<br>    o  Distortion<br>    o  Sculpture<br><br>Perform basic processes, such as:<br>    o  Maintain visual diary according to bookwork criteria<br>    o  Research a key sculptural artist and draw links to inform their making ideas (minimum 3 artists)<br>    o  Develop a range of preliminary sketches to reflect planning informed by research<br>    o  Reflect throughout the planning and making process, making direct links to research to justify decisions<br>    o  Resolve final design with annotations highlighting intended materials, size, composition, use of visual conventions<br>    o  Construct final sculpture using found materials at home to reflect an anatomical representation |

**Learning Goals:**

| Australian Curriculum Content Descriptors | Kirwan High Goals: I can… |
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| **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<br><br>- exploring and applying ideas inspired by the style of other artists in their own artworks<br><br>- 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<br><br>- Considering viewpoints – societies and cultures: For example – Can you understand and explain why the artist has developed their representation in this way?<br><br>- conceptualising how visual conventions can represent ideas in their artwork | • Develop anatomical representations by selecting and combining appropriate materials and techniques.<br><br>• Apply studied (realistic, gestural and distorted) drawing styles in my own artworks.<br><br>• Consider the relationship between artworks and the time period in which they were created.<br><br>• Explain why an artist has developed their artistic representation in a certain way.<br>• Consider the varied viewpoints in an artist's representation.<br><br>• Consider the role the elements of art and design play in representing artistic ideas in artworks.<br>• 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<br><br>• using selected techniques, technologies and processes to explore personal representation of a theme, concept or subject matter<br><br>• experimenting with a variety of techniques and processes when exploring their intentions as artist<br><br>• 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 and deconstruct an anatomical representation of the human form.<br><br>• Experiment with a range of drawing styles in order to develop anatomical representations of the human form.<br><br>• Consider the role of selected media, techniques, processes and subject matter when creating anatomical representations. |
| **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?<br><br>• 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.<br><br>• Transfer my drawings into three dimensional representations of the human form.<br><br>• 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?<br><br>• investigating the practices, techniques and viewpoints of artists from different cultural groups and their use of persuasive, communicative or expressive representation | • Consider how an artist has used visual conventions to communicate the intended meaning.<br><br>• Interpret the ways in which artists use visual conventions to assist in the communication of their intended meaning.<br><br>• 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.<br><br>• Interpret the meaning and intent of artworks. |

| **Possible Habit of Mind:  Persisting** | | | | |
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| **Exploring Meaning of the HOM**<br>By the end of this unit students will be able to: | **Expanding Capacity for using the HOM**<br>By the end of this unit students will be able to: | **Increasing Alertness for the HOM**<br>By the end of this unit students will be able to: | **Extending Values of the HOM**<br>By the end of this unit students will be able to: | **Building Commitment towards the HOM**<br>By the end of this unit students will be able to: |
| • Persist with developing drawing skills when arriving at a problem<br>• Persist with linking analysis of the elements of design to their own work | | • Identify the importance of persisting when faced with challenges | • | • |

**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

**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

**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

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| ☐ Recognising and using patterns and relationships<br>☐ Using fractions, decimals, percentages, ratios and rates<br>☐ Using spatial reasoning<br>☐ Interpreting statistical information<br>✓ Using measurement | ✓ Reflecting on thinking and processes<br>✓ Analysing, synthesising and evaluating reasoning and procedures | **Intercultural understanding**<br>✓ Recognising culture and developing respect<br>☐ Reflecting on intercultural experiences and taking responsibility |

**Cross Curriculum Priorities:**

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

**Resources:**

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| • Pencils<br>• Graphite<br>• Charcoal<br>• Pastel (Oil or Chalk) | • Cardboard<br>• Mixed Media<br>• Laptops<br>• Projector |

**Differentiation [for small groups or individuals]:**

*To be adjusted by individual teachers. Any modifications to assessment must have HOD approval.*

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