



<b>INCOMPATIBLE SUBJECTS</b>	NIL	<b>DEPENDENT SUBJECTS</b>	NIL
<b>PRE REQUISITE SUBJECTS</b>	YEAR 10 ENGLISH – C	<b>POTENTIAL QCE POINTS</b>	4
<b>FINANCIAL COMMITMENT</b>		<b>CONTRIBUTES TO ATAR</b>	YES

**COURSE CONTENT**

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<b>Art as lens:</b> Students look at their material world applying different lenses or viewpoints. They explore how artists work through processes to create new ways of thinking, meaning and representation. Beginning with tangible forms as inspiration, they examine and respond to focuses of people, places and objects, producing 2D, 3D, and time-based artwork.	<b>Art as code:</b> Students learn how visual language is capable of expressing complex ideas. Although both spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time and geography. Focus is on codes, symbols, and signs in 2D, 3D, and time-based artworks.	<b>Art as knowledge:</b> Through independent investigation of an inquiry question and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. They explore the concept 'art as knowledge' as they employ new knowledge inspired by their personal interests, beliefs and observations of the world.	<b>Art as alternate:</b> Students continue and build on their focus, knowledge and art practice from Unit 3. They refine their expression and personal aesthetic by applying skills associated with creative thinking. Students resolve their body of work through the concept 'art as alternate' as they imagine, generate and apply new ideas and links
<b>ASSESSMENT</b>	<b>ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Investigation Project	Project Exam	Investigation (IA1) Project (IA2)	Project (IA3) External Exam

**COURSE REQUIREMENTS**

Active participation in both practical and theoretical lessons. Experience in junior art is recommended.

**CAREER PATHWAYS**

[https://docs.education.gov.au/system/files/doc/other/2013 - bullseye\\_booklet\\_update.pdf](https://docs.education.gov.au/system/files/doc/other/2013 - bullseye_booklet_update.pdf)

- advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist
- arts administration and management, e.g. art project manager, agent, events and festivals manager
- communication, e.g. writer, journalist, sign writer, art editor, blogger/vlogger, web content producer
- creative industries, e.g. visual artist, illustrator, photographer, screenwriter
- design, e.g. architect, fashion designer, environmental designer, graphic designer, industrial designer, interior designer
- education, e.g. specialist classroom teacher, lecturer, private teacher
- galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator
- film and television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer
- public relations, e.g. campaign manager, publicist, creative director
- science and technology, e.g. visual translator, medical illustrator, computer game developer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer.

**INTERNET LINKS**

- | <https://www.youtube.com/watch?v=vKjix6PzajE>
- | <https://www.youtube.com/watch?v=CMZRPLzKCzA>

**REAL PEOPLE TALKING ABOUT VISUAL ARTS**

