Visual Arts in Practice
Applied senior subject

Recommendations
It is recommended that students have studied Art in Years 8 to 10, but it is not essential.

Rationale
In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesizing ideas developed throughout the responding phase.

Pathways
A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives
By the conclusion of the course of study, students should:

- use art-making modes, media, technologies and skills to create artworks. They develop independence across the course of study, selecting and refining use of visual arts practices according to their strengths and interest
- analyse key features of purpose and context to plan artworks. They make decisions, explore solutions and choose strategies to achieve goals
- use visual language to create artworks for specific purposes and in specific contexts. They interpret existing stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans) artworks may communicate representations
- make judgments about their own and others' visual arts ideas and artworks, reflecting on strength arts terminology and language conventions when producing written, spoken or signed evaluations.

Delivery (mode, time requirements, lessons)
Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to two one-hour scheduled sessions each week. Live sessions are delivered via the online learning management system.

Student requirements
Computer access to email and internet, telephone and USB headset with microphone, exercise book, stationery, printer and scanner, and camera. All art materials are to be purchased by the student. An initial Art Kit can be purchased from Cairns SDE.

Structure

For Visual Arts in Practice, subject matter has been organised using schemata related to the body of knowledge, industry or practical domain relevant to the subject.

Unit 1	Unit 2	Unit 3	Unit 4
• Unit Option A: Looking Inwards (self)	• Unit Option B: Looking Outwards (others)	• Unit Option D: Transform & Extend	• Unit Option C: Clients

Assessment

Visual Arts in Practice contains assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Teachers make A-E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Unit 1	Unit 2	Unit 3	Unit 4
Assessment A1: Project • Individual task • Experimental folio • Planning and evaluation of experimental folio	Assessment B1: Project • Individual task • Prototype artwork • Planning and evaluation of prototype artwork	Assessment D1: Project • Individual task • Experimental folio • Planning and evaluation of experimental folio l	Assessment C1: Project • Individual task • Design proposal • Planning and evaluation of design proposal
Assessment A2: Resolved Artwork • Individual task • Resolved artwork	Assessment B2: Resolved Artwork • Individual task • Resolved artwork	Assessment D2: Resolved Artwork • Individual task • Resolved artwork	Assessment C2: Resolved Artwork • Individual task • Resolved artwork

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