

# Visual Arts in Practice

## Applied senior subject

Applied

### Recommendations

It is recommended that students have an interest in and some previous experience in art. Students may have studied Art in Years 7 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' artmaking. 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, synthesising 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. Visual arts skills are also transferable and complementary to media and performing arts industries.

### Objectives

By the conclusion of the course of study, students will:

- 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 interests
- 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 how 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)

Visual Arts in Practice contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students have access to three one hour scheduled class lessons with a teacher each week, delivered via the online learning management system. Students are also expected to undertake weekly independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Regular communication with teachers, visual, verbal and written, is expected. Course materials can be accessed online within Australia. Overseas access online must be arranged by parents/carers through Cairns SDE's Education Queensland State Schooling application procedures.

### Student requirements

Computer, reliable access to internet, headset with microphone, scanner (and if needed, a printer), USB/ external hard drive, art-related software accessible after enrolment, exercise book. All art materials are to be purchased by the student. Art Kits can be purchased from Cairns SDE. First lessons, and the Cairns SDE website's 'Getting Started' and 'IT Support' pages, assist with the clarification of Requirements.

## Structure

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

## Assessment

### Formative assessment

Unit 1	Unit 2
Formative internal assessment 1 (FIA1): Experimental portfolio	Formative internal assessment 3 (FIA3): Prototype artwork
Formative internal assessment 2 (FIA2): Resolved artwork	Formative internal assessment 4 (FIA4): Resolved artwork

### Summative assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): Experimental portfolio	Summative internal assessment 3 (IA3): Design proposal
Summative internal assessment 2 (IA2): Resolved artwork	Summative internal assessment 4 (IA4): Resolved artwork

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented to ensure comparability, equity and validity in assessment.

In Units 1 and 2, schools devise assessments to suit their local context. In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

Students will also receive an overall subject result (A–E).

More information about assessment in senior syllabuses is available in 'The assessment system' section of the QCE and QCIA policy and procedures handbook.

**Disclaimer** All of the above information is accurate at the time of publication.