

Year 10 Syllabus

The syllabus is based on the requirement that in Years 9 and 10 the study of the Arts is optional.

Year Level Description

In Year 10, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

Students are provided with opportunities to reflect on traditional and contemporary artwork using a breadth of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

Teachers are required to address knowledge and skills in Visual Arts through **two** art forms and **one** art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, textiles, collage)

3D (ceramics, sculpture, installations, textiles, jewellery)

4D (performance art, time-based video, digital animation)

Art styles:

Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

Making

INQUIRY

Ideas for own art-making which supports personal learning style and chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing) ([ACAVAM128](#))

📖 Literacy

🗣️ Information and Communication

💻 Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Exploration of a wide range of 2D, 3D and/or 4D visual art techniques, in order to plan and influence the personal choice of materials and technologies ([ACAVAM125](#); [ACAVAM126](#))

Responding

ANALYSIS

Critical analysis frameworks (STICI, Feldman, Taylor or Four Frames) used to analyse a wide variety of artwork from contemporary and past times ([ACAVAR131](#))

📖 Literacy

🗣️ Information and Communication

💻 Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

🌐 Intercultural understanding

Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. short answer and extended essay form, video or verbal

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. using implied texture and a range of tones to create form)

[\(ACAVAM125\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Recognition, use of and responding to visual art conventions (e.g. the comparisons between traditional and modernist art styles; the transition from still to moving imagery)

[\(ACAVAM125; ACAVAM128\)](#)

 Information and Communication

Technology (ICT) capability

format) ([ACAVAR131](#))

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Visual conventions used to refine complex compositional arrangement of artwork (e.g. use of the rule of thirds to create a balanced composition)

[\(ACAVAR131\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability





 Critical and creative thinking

 Personal and social capability






 Ethical understanding

 Intercultural understanding






SOCIAL, CULTURAL AND HISTORICAL CONTEXTS

-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding







Exploration, development and refinement of their personal style in conjunction with representations of other artists through documentation, drawings, recordings, film ([ACAVAM125](#))

-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Ethical understanding
-  Intercultural understanding







Ideas explored and refined, responding to the style of other artists in their own artwork ([ACAVAM125](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

Artists from different cultural groups and their use of persuasive, communicative or expressive representation ([ACAVAR130](#))

-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

Viewpoints identified in a range of artwork from contemporary and past times ([ACAVAR131](#))

-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding
-  Intercultural understanding

Representations within a breadth of artwork ([ACAVAR130](#))

-  Literacy
-  Information and Communication Technology (ICT) capability

Application of a range of visual art techniques to plan and influence the choice of materials and technologies (media testing/exploration) ([ACAVAM126](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

ART PRACTICE

Materials, techniques, technologies and processes manipulated to develop and represent their own artistic intentions ([ACAVAM126](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Safe and sustainable practices; preparedness for hazardous situations and responsible actions while working with more complex materials in the production and display of artwork ([ACAVAM127](#))

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

INTERPRETATION/RESPONSE

Evaluation of their own artwork and the work of others, including consideration of different viewpoints (gender, age, religion, culture) and judgement of the significance of the artwork in a given context ([ACAVAR130](#))

Literacy

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Processes and resolved artwork appraised; ways to improve art practice; reflection ([ACAVAM127](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

Techniques and processes chosen to refine and resolve artwork to a more complex level when representing ideas and subject matter ([ACAVAM129](#))

Information and Communication

Technology (ICT) capability

Critical and creative thinking

Personal and social capability

Ethical understanding

PRESENTATION


Decision-making in the display of

artwork (relationships that influence space and audience) ([ACAVAM129](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

Resolved artwork presented with consideration of personal expression and the connection with the viewer (e.g. a supporting artist statement in verbal or written format) ([ACAVAM129](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Ethical understanding

Achievement standard

At Standard, students prepare ideas that relate to a personal style and chosen studio discipline. They explore media, materials, techniques and technologies, documenting results to plan choices. Students apply

elements and principles and visual art conventions, to suit a chosen art style and/or art form. They consider design alternatives and exhibit evidence of a personal style. Using visual art language, students describe artistic influence and provide reflective comments about decisions made in the creative process. They identify features of an art style and apply them to the exploration of ideas. Students maintain a plan in the development of an idea for a final design, produce a finished artwork and communicate their own artistic intention. Students use equipment and materials in a safe manner. They select techniques, materials and processes to represent an idea, subject or style. They make choices about presentation conventions and consider audience context. Students provide an artist statement about their own interpretation of an idea, theme and audience.

Students analyse art forms, from different times and places and provide responses about meaning, style and intent. They present personal opinions and judgements, and use visual art language to describe the artwork of others. Students comment on how visual conventions are used to enhance composition. They provide an interpretation about artwork from different cultures and discuss artists' intent. Students make comparisons between artwork from different times and describe meaning, viewpoints, similarities and differences, supported by visual evidence. They judge the effectiveness and importance of artwork. Students provide a reflection of their own artwork and the artwork of others.

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