

Year 9 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 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention. Resolved artwork are displayed and appraised, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work.

Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

Teachers are required to address knowledge and skills in Visual Arts through **one** art form and 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, collage)

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

Art styles:

Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

Making

INQUIRY

Ideas for art-making appropriate for 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 media, materials and technologies in order to understand how they can be applied to a variety of art forms ([ACAVAM125](#); [ACAVAM126](#))

Responding

ANALYSIS

Critical analysis frameworks (STICI, Feldman or Taylor) used to analyse 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. dot point, short answer essay, verbal format) ([ACAVAR131](#))

 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. applying colour to a black and white print) ([ACAVAM125](#))

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts) ([ACAVAM125](#); [ACAVAM128](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability


 Ethical understanding


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Visual conventions identified in complex compositional arrangement of artwork (e.g. metamorphosis, Cubist fragmentation) ([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

Identification of representations in artwork within a given context ([ACAVAR130](#))

 Intercultural understanding

Personal responses in written and visual form to illustrate understanding of themes, concepts or subject ([ACAVAM125](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Introduction of ideas inspired by an artistic style in their own artwork ([ACAVAM125](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding


ART PRACTICE

Materials, techniques and technologies explored to develop and represent their own artistic intention ([ACAVAM126](#))

 Literacy


 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Viewpoints in artwork from particular artists and styles ([ACAVAR131](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Practices, techniques and viewpoints of artists from different cultural groups ([ACAVAR130](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Safe and sustainable practices when producing artwork

([ACAVAM127](#))

 Personal and social capability

 Ethical understanding

Processes and resolved artwork appraised; ways to improve art practice; reflection ([ACAVAM129](#))

 Critical and creative thinking

 Personal and social capability

Techniques and processes chosen to develop and refine artwork when representing ideas and subject matter ([ACAVAM127](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

 Ethical understanding

 Intercultural understanding

INTERPRETATION/RESPONSE


Evaluation of their own artwork and the artwork of others', using examples and evidence to support judgements ([ACAVAR130](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

PRESENTATION

Consideration of audience engagement and display options when exhibiting artwork related to an art form (e.g. site-specific, 'Sculptures by the Sea') ([ACAVAM129](#))

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

Resolved artwork presented with consideration of personal expression and audience; can be verbal or written ([ACAVAM129](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Ethical understanding

Achievement standard

At Standard, students generate ideas related to a given theme and art style. They experiment with media, materials and technologies, and document results. Students select and apply elements and principles and artistic conventions to arrive at visual solutions. They consider design alternatives

and use visual art language in annotations. Students use equipment and materials in a safe manner. They provide reflective comments and opinions about the creative process. Students maintain a plan in the development of an idea for a final design and apply techniques, processes and an art style in artwork. They produce an artwork with reference to a chosen design. With guidance, students apply presentation conventions to display artwork for exhibition purposes. They comment on their own artwork, with some consideration of audience and purpose.

Students analyse artwork and provide an interpretation, personal opinion and judgement. They use visual art language to describe artwork and offer opinions about how the artwork was created. Students identify visual conventions and offer a personal opinion about artists' viewpoints and/or art styles. Students complete research about artists and comment on techniques used by artists to convey cultural viewpoints. They provide a reflection of their own artwork, using evidence to support judgements.

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