Visual Arts, Foundation to Level 10 – Think, Innovate and Create activities

The VCAA has developed the following resource for Visual Arts. The resource includes a range of creative and imaginative activities across the content descriptions in all strands of Visual Arts from Foundation to Level 10. The activities do not require students to use digital platforms nor are they screen-based. The activities can be completed by students at home, if they are working remotely, or by students working in the classroom.

This resource has been developed to assist teachers by providing examples of activities in which students can demonstrate their understanding of the curriculum. Activities are grouped by band: Foundation, 1–2, 3–4, 5–6, 7–8 and 9–10. A table for each band includes the relevant achievement standard, plus a series of linked activities relating to the content descriptions in the Visual Arts strands Explore and Express Ideas, Visual Arts Practices, Present and Perform, and Respond and Interpret. Teachers can choose to focus on specific strands and specific parts of the relevant achievement standard.

Teachers would need to prepare students for these activities with a range of teaching and learning activities. They may also wish to prepare guidelines for students to go with these activities. Teachers should monitor students’ completion of the activities and assess their work against the relevant achievement standard/s. Students could submit evidence of these activities for teachers to assess by taking photographs of their work and emailing them to the teacher, emailing completed documents to the teacher, or uploading their images and documents to the school learning management system.

These VCAA activities link to educational resources on a range of gallery and exhibition websites, using the resources as sources of ideas. Teachers are encouraged to investigate the activities and information in these online resources and add to the VCAA activities as they see fit.

Visual Arts, Foundation

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| **Achievement standard** | |
| By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.  Students identify and describe the subject matter and ideas in artworks they make and view. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Express Ideas | |
| Explore ideas, experiences, observations and imagination to create visual artworks [(VCAVAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE017) | * Students list simple words to describe their emotions during remote learning or how they feel returning to school. The teacher or parents/carers help the students match the words with colours and shapes. * Students collect leaves and natural items and use words to describe the colours and shapes. They then draw the shape of the leaf and fill it with colour and pattern. |
| Visual Arts Practices | |
| Experiment with different materials and techniques to make artworks [(VCAVAV018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV018) | * Students use a range of found materials at home (such as coloured paper, cards, magazines, newspapers and stationery) to create a representation of their feelings symbolised by colour. The teacher or parents/carers could help categorise different colours to create simple collaged artworks or a moving sculpture. * Students copy the leaf shapes onto paper or transparent plastic such as cellophane, and then cut or tear them out. They use a light source to create shadows on the ceiling or wall. |
| Present and Perform | |
| Create and display artworks [(VCAVAP019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP019) | * The teacher or parents/carers could help students create a display of the artworks, including the emotion words by the students. The words could be brought together as a song or set to music. * They could photograph artworks using a mobile phone and share them on a school learning management system. * They could video the shadows of the leaves and record music to accompany the display. |
| Respond and Interpret | |
| Respond to visual artworks and consider where and why people make visual artworks [(VCAVAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR020) | * Students view an artwork by Nike Savvas, Yayoi Kasuma or Melinda Harper, such as from one of the following online sources: * [Nike Savvas (Art Gallery of New South Wales)](https://www.artgallery.nsw.gov.au/exhibitions/nike-savvas/) * [Who is Yayoi Kusama? (Tate)](https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama) * [Melinda Harper (Olsen)](https://www.olsengallery.com/available.php?artist_id=12) * [Abstraction action: Inspired by Melinda Harper’s works (National Gallery of Victoria)](https://www.ngv.vic.gov.au/school_resource/abstraction-action-inspired-by-melinda-harpers-works/).  They list the colours and shapes in the artworks and write simple sentences (or record audio) about how the artwork makes them feel. * Students view an artwork by Henri Matisse, Sonia Delauney or Sally Smart, such as from one of the following online sources: * [Henri Matisse (Tate)](https://www.tate.org.uk/art/artists/henri-matisse-1593) * [Who is Sonia Delaunay? (Tate)](https://www.tate.org.uk/whats-on/tate-modern/exhibition/ey-exhibition-sonia-delaunay/delaunay-introduction) * [Sally Smart](https://www.sallysmart.com/). They list the colours and shapes in the artworks. They write words (or record audio) that match the artworks. * Students find things that are different and similar about the two groups of artworks. They write them down or record audio of their observations.. |

Visual Arts, Levels 1 and 2

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| **Achievement standard** | |
| By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.  Students describe artworks they make and view, including where and why artworks are made and viewed. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Express Ideas | |
| Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create [(VCAVAE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE021) | * Students explore characters in children’s books and programs that represent ‘monsters’, or creatures with both animal and human characteristics. They make a list of the characters, and detail which of their features are animal and which are human. The characters can also be drawn on sheets of paper. * Considering the list, students draw their own imaginary creatures and list the features that are animal and those that are human. As inspiration, they watch the video [‘How to make a monster with Ramesh and Santi’ by Ramesh Mario Nithiyendran (Art Gallery of New South Wales)](https://www.artgallery.nsw.gov.au/channel/clip/914/). * Students watch the video [‘Playing with clay’ (ABC Education)](https://education.abc.net.au/home#!/media/2581358/playing-with-clay). * The teacher and students list some of the things that could be made with the clay. Students think about how they could make a monster with the clay. The teacher and students discuss how to roll, coil and mould clay to make features. |
| Visual Arts Practices | |
| Experiment with different materials, techniques and processes to make artworks in a range of art forms [(VCAVAV022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV022) | * Using playdough, paper clay or handmade clay, students experiment with the different things the clay can do. They photograph or draw their experiments. * Using a series of found objects (such as paper, fabrics and cardboard), students make a sculpture of a monster based on their drawings of monsters. * Students trace one of the drawings onto different sheets of paper. They staple the sheets together and then erase parts of the drawings to create a small flip book. |
| Present and Perform | |
| Create and display artworks to express ideas to an audience [(VCAVAP023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP023) | * Students write a story about the monster. They describe the features of the monster in the story. * Students write a series of sentences explaining how the monster was made. They list the processes used to create the artwork. They describe the characteristics, using the art elements and principles; for example, ‘The monster has a red triangular nose made by rolling the clay.’ |
| Respond and Interpret | |
| Respond to visual artworks by describing subject matter and ideas [(VCAVAR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR024) | * Students view artworks by [Ramesh Mario Nithiyendran](https://www.ramesh-nithiyendran.com/). * Students use words to describe one of the artworks. They respond to questions such as ‘What do you think the artwork is?’ using appropriate vocabulary and terminology. They list the art elements and principles that they can see in the artwork, and the processes used to make the artwork. * Students compare the artworks by Ramesh Mario Nithiyendran with sculptures by Australian Aboriginal artists (such as [these sculptures in the National Gallery of Australia](https://nga.gov.au/collections/atsi/gallery.cfm?displaygal=19a&mnuid=)) or Chinese guardian spirit figures that depict figures or animals (such as [these in the National Gallery of Victoria](https://www.ngv.vic.gov.au/school_resource/composite-creatures-inspired-by-guardian-spirits-from-ancient-china/)). They use the following question as a prompt: What are the similar characteristics? Students also list the art elements and principles in the Aboriginal or Chinese artwork and compare it with Ramesh Mario Nithiyendran’s work. |

Visual Arts, Levels 3 and 4

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| **Achievement standard** | |
| By the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks.  Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.  They discuss and evaluate the art making processes, materials and techniques they use to express their ideas. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Express Ideas | |
| Explore ideas and artworks from different cultures and times as inspiration to create visual artworks [(VCAVAE025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE025) | The following activities focus on the art elements and principles and focus on how details in artworks can be created using shape, line, texture, space and form.   * Students find some family photos or take some photographs of family members using a phone or iPad. They write a description of the main characteristics of one person. They draw on a sheet of paper some of the person’s characteristics, such as their eyes, nose or hair. The [National Portrait Gallery](https://www.portrait.gov.au/portraits/) has some great inspiration in its collection. * Students watch the video [‘How to draw a face with Ben and Livvy Quilty’ (Art Gallery of New South Wales)](https://www.artgallery.nsw.gov.au/channel/clip/902/), which shows Ben Quilty drawing a portrait. They consider: What are the things to focus on when drawing a portrait? * Students walk along the street and sketch the houses or buildings in their suburb. They produce a series of drawings that further document the details of houses, gardens or buildings, or they create drawings from an imagined walk. * Students view the artwork by Daniel Crooks in the video [‘Take a train ride through many worlds’ (ABC Education)](https://education.abc.net.au/home#!/media/2241457/take-a-train-ride-through-many-worlds) and list all the landscapes they can see. They consider: What photographs could I take to draw my streetscape? |

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| Visual Arts Practices | |
| Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks [(VCAVAV026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV026) | * Using fineliners and coloured pencils, students create a series of drawings of family members, focusing on their facial features. They use different lines to create shapes and textures. They use only two colours to create the artworks. The faces could be cut out and collaged together to consider composition. * Students watch the video [‘How to make a toilet roll doll with Adrienne Doig’ (Art Gallery of New South Wales)](https://www.artgallery.nsw.gov.au/channel/clip/926/) on making a sculptural portrait. * Using cardboard and found materials, students create a series of portraits of members of their family. They use a variety of materials, such as felt, paper, fabric and markers. * Students watch the video [‘3D Paper House: Paper Skills Art Lesson’ (Zart)](https://www.zartart.com.au/zartstatic/page/3d-paper-house-paper-skills-art-lesson) or [‘Art Cityscapes’ (Zart)](https://www.zartart.com.au/zartstatic/page/art-cityscapes), and create a two-dimensional or three-dimensional cityscape. They focus on line, shape, form, colour and texture in the work. |
| Present and Perform | |
| Explore different ways of displaying artworks to enhance their meaning for an audience [(VCAVAP027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP027) | * The teacher considers three ways that students could exhibit the artwork in an online or remote environment. * The teacher makes a list of the information that the student would like the viewer to have about their work. This could be information about the materials and processes used to make the work, the characteristics of the portrait or landscape, or the emotions that the student feels about the subject matter. * Students view a range of online galleries and virtual tours and consider how the artworks and the information about the artworks is presented. |
| Respond and Interpret | |
| Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures [(VCAVAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR028) | * Students view a range of portraits from art gallery collections, such as from the collection at the [National Portrait Gallery](https://www.portrait.gov.au/classes/the-amazing-face). They choose an artwork and find out more about it. Who is the artwork about? What materials and techniques has the artist used to give the viewer an impression of the artist and their personality? * Students view a series of works on cityscapes by Jeffery Smart, Daniel Crooks, Tom Roberts, Clarice Beckett, and Rosalie Gascoigne. (The teacher can search for the artworks on the [National Gallery of Australia website](https://artsearch.nga.gov.au).) They identify the location of the subject matter and describe how the artist has represented their ideas using materials, techniques, art elements and art principles. Does the artist give a positive or negative view of the city? |

Visual Arts, Levels 5 and 6

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| **Achievement standard** | |
| By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.  Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning  Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Express Ideas | |
| Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs [(VCAVAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE029) | * Students explore the work of street artists, pop artists and artists such as Kaws. What ideas about the environment in which we live are these artists expressing in their work? They find two artworks by any of these artists and plan an artwork in a similar style: * [Andy Warhol (Tate)](https://www.tate.org.uk/kids/explore/who-is/who-andy-warhol) * [Kaws (National Gallery of Victoria)](https://www.ngv.vic.gov.au/virtual-tours/kaws/) * [Rone](https://www.r-o-n-e.com/work). * Students watch the video ['Sustain your art' (ARTS:LIVE education hub)](https://www.artslive.com/courses/sustain-your-art/) about artist Ash Keating as inspiration (the teacher and students will need to register with ARTS:LIVE). Alternatively, the teacher and students could watch together [‘2020 – Art and Rubbish, A Project By Ash Keating’ (Vimeo)](https://vimeo.com/30833780). * Students collect a series of found objects (such as old packages, masking tape and cords) from around their home and think about an artwork that they could make. |
| Visual Arts Practices | |
| Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks [(VCAVAV030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV030) | * Using the work of Kaws or Andy Warhol as inspiration, the teacher and students explore shape, colour and composition. Using magazines or digital images, students cut out the images and then colour over them using coloured pencils or oil pastel. They use only two colours and black and white. This activity could be done using a digital drawing program on the computer. See [Make pop art like Warhol (Tate)](https://www.tate.org.uk/kids/make/paint-draw/make-pop-art-warhol) and the video ['How to make a collage portrait with Deborah Kelly’ (Art Gallery of New South Wales)](https://www.artgallery.nsw.gov.au/channel/clip/935/). * Using the work of Ash Keating as inspiration, students collect a range of household objects to create an artwork. They consider how the work could be constructed using simple objects such as tape and string. |
| Present and Perform | |
| Create and display art work considering how ideas can be expressed to an audience [(VCAVAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP031) | * Students plan a virtual tour or a video of making the artworks inspired by the work of the artists they have investigated. The documentation should include the ideas that the students have discussed in planning and making their artworks. * The teacher and students map out the ideas that the students want to show in the tour of their work. Students could consider subject matter, materials and processes. |
| Respond and Interpret | |
| Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts [(VCAVAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR032) | * The teacher and students view resources such as [Andy Warhol (Tate)](https://www.tate.org.uk/art/artists/andy-warhol-2121), [Rone](https://www.r-o-n-e.com/work), [10 things to know about KAWS (Christie's)](https://www.christies.com/features/KAWS-artist-guide-9756-1.aspx), [Kaws (National Gallery of Victoria)](https://www.ngv.vic.gov.au/school_resource/kaws/), [Ash Keating – Artist (Facebook)](https://www.facebook.com/ashkeatingartist/), and ['New Banksy artwork appears at Southampton hospital' (BBC News)](https://www.bbc.com/news/entertainment-arts-52556544). * Students compare the work of Andy Warhol and Richard Hamilton to the work of contemporary artists such as Ash Keating, Rone, Kaws and Banksy. * What are the main ideas behind the artists’ work? * Are the ideas different or the same? * What materials do the artists use in their work? * Why are these materials different from those that an artist normally uses? |

Visual Arts, Levels 7 and 8

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| **Achievement standard** | |
| By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.  Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.  Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Express Ideas | |
| Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks [(VCAVAE033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE033)  Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works [(VCAVAE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE034) | * Students investigate artists’ exploration of the topics of sustainability by viewing the following resources: [‘Water’ (Queensland Art Gallery and Gallery of Modern Art)](https://learning.qagoma.qld.gov.au/exhibitions/water/) and [‘Art meets geography’ (Queensland Art Gallery and Gallery of Modern Art)](https://learning.qagoma.qld.gov.au/learn-at-home/maps/). * Students select one artist and investigate their practice. They describe the ideas the artist expresses in their work and the materials, techniques and processes they use. What creative thinking does the artist use in the development of their work? * Students brainstorm ideas for a series of photographs on the local area and sustainability, as a starting point for student artworks. * Students take the photographs and then document the ideas of sustainability that are expressed in each image. * Students document the materials that they used to create an artwork (for example, digital collage, sculpture, painting, drawing) based on the images. |
| Visual Arts Practices | |
| Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks [(VCAVAV035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV035)  Develop skills in planning and designing art works and documenting artistic practice [(VCAVAV036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV036) | * Students experiment with natural materials and found objects to create a two-dimensional or three-dimensional artwork based on sustainability. * Students use the photographs that they took to create a collage work, by cutting and arranging shapes and looking at texture and form. The work could be created by physically cutting the paper or using a digital program on a computer or tablet. * Students create a series of rubbings of natural surfaces, experimenting with charcoal and pastel. These rubbings could be developed into a series of abstract works. * Students document their explorations in a visual diary, evaluating their use of materials to express ideas. They consider what could be developed further or what could be added to the work. |
| Present and Perform | |
| Create and display artworks, describing how ideas are expressed to an audience [(VCAVAP037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP037) | * The teacher plans an online exhibition of the artworks. The teacher and students view a range of online exhibitions from galleries such as the [National Gallery of Victoria](https://www.ngv.vic.gov.au/), [Museum of Contemporary Art Australia](https://www.mca.com.au/) and [National Gallery of Australia](https://nga.gov.au/) to plan the presentation of artworks and the information about them. Together they select an audience for the presentation of ideas. |
| Respond and Interpret | |
| Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences [(VCAVAR038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR038)  Identify and connect specific features of visual artworks from different cultures, historical and contemporary times [(VCAVAR039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR039) | * The teacher and students discuss student viewpoints on the theme of sustainability. Students document what sustainability means to them and how they have represented the theme in their own artworks. * Students select three artworks from the following links and discuss how the artists have approached the theme of sustainability: [‘Water’ (Queensland Art Gallery and Gallery of Modern Art)](https://learning.qagoma.qld.gov.au/exhibitions/water/) and [‘Art meets geography’ (Queensland Art Gallery and Gallery of Modern Art)](https://learning.qagoma.qld.gov.au/learn-at-home/maps/). They compare a photographic, sculptural and two-dimensional work and discuss how effectively the artists have expressed the theme of sustainability. * Students find two other artworks from the [Queensland Art Gallery and Gallery of Modern Art website](https://learning.qagoma.qld.gov.au) that explore the theme of sustainability. They must choose artworks that were created before 1970. How is the theme of sustainability expressed differently in these artworks compared to contemporary artworks? * Students find [an artwork by an Aboriginal or Torres Strait Islander artist](https://learning.qagoma.qld.gov.au/collections/indigenous-australian/) that relates to sustainability. What are the different techniques, materials and processes used to make the work? What are the ideas that the artist is expressing? How have they expressed them? |

Visual Arts, Levels 9 and 10

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| **Achievement standard** | |
| By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks.  Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.  Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences. | |
| **Strand and content descriptions** | **Possible activities** |
| Explore and Express Ideas plus Respond and Interpret | |
| Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works [(VCAVAE040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE040)  Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works  [(VCAVAE041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE041)  Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints [(VCAVAR046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR046) | * Students view a range of artworks in the following online collections and discuss student viewpoints on the theme of identity: [Portrait of Monash: the ties that bind (Monash Gallery of Art)](https://www.portraitofmonash.mga.org.au/) and [22nd Biennale of Sydney](https://www.biennaleofsydney.art/). Students discuss the style of the artworks and the materials and techniques that the artist uses to express ideas on identity. * Students investigate the practice of a selected artist further by researching both the thinking and working processes the artist uses. * Students consider the theme of identity and take a series of photographs around the home to represent the theme. * Students explore the processes used by photographers, such as setting, lighting, composition and expression. Students document the main characteristics of their photographs and annotate how the elements relate to the expression of ideas about identity. |
| Visual Arts Practices | |
| Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes [(VCAVAV042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV042)  Conceptualise, plan and design art works that express ideas, concepts and artistic intentions [(VCAVAV043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV043) | * Students explore lighting, focus, composition and depth of field in photography through a series of simple exercises with a mobile phone camera. They document the different effects on the one subject, setting or object in a visual diary. * Students develop a series of thumbnail sketches from the photographs that could be turned into drawings. They apply different filters to their photographs, focusing on contrast, composition, tone, shape and texture, using a mobile phone app or similar computer software. * Students select their favourite photographs or thumbnail sketches from their exploration of identity to develop into an artwork. They document the characteristics of the selected images and how they express the theme of identity. They then document the use of art elements and principles that are characteristic of the artwork. * In a visual diary, students explore the art forms of drawing, painting or photography to develop their artwork and complete some trials using their images. They annotate and evaluate the use of art elements, principles and techniques to resolve the artwork. |
| Present and Perform plus Respond and Interpret | |
| Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience [(VCAVAP044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP044)  Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences [(VCAVAR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR045) | * Students analyse the presentation of the artworks in both the Portrait of Monash and Biennale of Sydney online exhibitions. Students research and evaluate how one selected artist’s work has been presented by discussing the relationships between the information, text and images, and their effectiveness to convey the meaning of the works to an audience. What is the main viewpoint of both exhibitions? * Students discuss the intentions of the artist and their expression of the theme of their work. They consider how the work has been presented by the curator and how the curator has represented the artist’s ideas. * Students plan their own online exhibition based on ‘Identity’. They work collaboratively with other students to plan the exhibition, and they consider the presentation of artworks and information based on their research. |