Arts in Practice 2019 v1.0

Sample module of work

Module 3: Social commentary

Overview

Module 3: Social commentary
Module description This module explores the use of the arts for advocacy purposes in the community. Students experiment with techniques and processes and refine their skills in two or more art forms to create artworks that advocate for a position on arts-related and community-related issues. **Time allocation** 55 hours

Elective/s	Underpinning factors
• Dance • Drama • Media arts • Music • Visual arts	☒ Applied learning ☒ Community connections ☒ Core skills for work ☒ Literacy ☒ Numeracy

Assessment

Assessment number	Assessment description	Technique and mode	Assessment conditions	Dimensions and objectives
5	Create an artwork that integrates two or more art forms and that responds to stimulus related to arts advocacy.	Product (Artwork)	• Variable conditions • Students are given continuous class time to develop and complete their individual artwork using the available resources.	• Knowing and understanding – identify and explain concepts and ideas related to arts literacies and arts processes – demonstrate arts literacies and processes in arts making • Applying and analysing – organise and apply arts literacies and arts processes to achieve goals • Creating and evaluating – generate arts ideas and plan arts processes – implement arts processes to create communications and realise artworks
6	Create an artwork, which can be used for advocacy purposes in the local community, and an annotated diary of ideas, including visuals and evidence of planning and evaluation. • Annotated diary (with visuals), which outlines planning, analysis and evaluation of processes used in developing and presenting the arts ideas. • Artwork that involves the integration of two or more art forms.	Project • Multimodal (non-presentation) • Product (Artwork)	Multimodal component (non-presentation): • Individual response • 8 A4 pages maximum Product (Artwork) • Variable conditions • Students are given continuous class time to develop and complete their individual artwork using the available resources.	• Knowing and understanding – identify and explain concepts and ideas related to arts literacies and arts processes – interpret information about arts literacies and arts processes – demonstrate arts literacies and processes in arts making • Applying and analysing – organise and apply arts literacies and arts processes to achieve goals – analyse artworks and arts processes – use language conventions and features to convey information and meaning about art forms, works and processes • Creating and evaluating – generate arts ideas and plan arts processes – implement arts processes to create communications and realise artworks – evaluate artworks and processes

Teaching and learning sequence

Notional hours	Core topics		Learning experiences
	Core concepts and ideas	**Knowledge, understanding and skills**	
2 hours	**Core topic 1: Arts literacies** C1.1 Arts communication C1.2 Arts principles C1.3 Aesthetic appreciation **Core topic 2: Arts processes** C2.3 Artwork realisation	• communication skills – reflection and review • genres • forms and/or styles • evaluation of aesthetic choices • production skills • presentation skills • curatorial skills	**Self-reflection and unit orientation** Outline the knowledge, understanding and skills that students will learn, including the assessment. Encourage discussion regarding individual and group work strategies to identify personal strengths, weaknesses and goals for the unit. Students: • identify and explain the need to apply awareness of self and others in the unit when creating and producing an artwork • recall and reflect on art forms explored and used in previous artworks and evaluate the success of these choices • identify areas for improvement with regards to planning, arts practice, skill development and time management.
13 hours	**Core topic 1: Arts literacies** C1.1 Arts communication C1.2 Arts principles C1.3 Aesthetic appreciation **Core topic 2: Arts processes** C2.1 Integration of art forms	• communication skills – clarity of communication and expression • genres • forms and/or styles • functions and/or purposes • description, analysis and interpretation of artworks, including comparative skills • reflective skills • conceptualisation and planning of artworks • refinement and modification of arts ideas and art-making processes	**Introducing the unit: Arts advocacy** Explain the learning objectives for the unit and a brief overview of the assessment. Introduce the concept and need for advocacy in the arts. Identify issues currently associated with the arts (e.g. access, funding/subject offerings, space, resources) and provide examples from social media and current events. Lead a discussion about the benefits of the arts and provide research and content highlighting their value, including • as a shared experience and to keep us connected (e.g. Gap Filler in New Zealand, www.gapfiller.org.nz) • healing (e.g. Rachel Burke's 'Apomogy' project http://artgallery.redland.qld.gov.au/exhibitions/exhibition-2018/apomogy-rachel-burke/) • telling individual and community stories (e.g. Bangarra Dance Theatre, www.bangarra.com.au) • reflective of natural human behaviour (e.g. Kate Miller-Heidke's song 'Caught In the Crowd') • communication and expression (e.g. street artists such as Banksy). Lead an analysis and interpretation of artworks and evaluate aesthetic choices. Model the use of various media and provide workshop opportunities for students to experiment with

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	Core concepts and ideas	Knowledge, understanding and skills	
			various media in response to a current arts advocacy issue, e.g. an email from a parent expressing concern about the 'wasted' time used for art in school. Encourage students to brainstorm, workshop and share their ideas. Students: - engage with content including - using arts-specific terminology - identifying and describing arts principles and processes, technologies and techniques - reflecting on the function and/or purposes of the arts as vehicles for expression, community building, wellness etc. - analyse, interpret and evaluate artworks related to arts advocacy across a range of art forms and contexts - demonstrate arts literacies and processes through participation in workshop activities that explore and experiment with genres/forms/styles, elements, mediums, conventions and structures from a variety of art forms - identify and explain the conventions of genres and styles used and how the integration of art forms strengthens artistic expression - interpret and analyse the artwork to demonstrate understanding of the intended advocacy - discuss and evaluate the aesthetic choices made in artworks.
12 hours	**Core topic 1: Arts literacies** C1.1 Arts communication C1.2 Arts principles C1.3 Aesthetic appreciation **Core topic 2: Arts processes** C2.1 Integration of art forms C2.2 Arts technologies,	- arts-specific terminology - elements and/or mediums - conventions - structures - functions and/or purposes - provision of critiques, including feedback on artworks and arts processes - skills in the integration of art forms - conceptualisation and planning of artworks - refinement and modification of arts ideas and art-making processes - decision-making and problem-solving skills	**Assessment 5: Product (Artwork)** Model examples of arts advocacy using a range of materials. Encourage students to develop and refine arts literacies, processes and skills. Explain and scaffold the processes of reflection, evaluation and critique of student's own and others' artwork using specific art terminology relevant to the art forms studied. Provide feedback to individual students on art ideas, processes and artwork at indicated checkpoints. Students: - experiment with a range of stimulus materials and media to generate a concept for arts advocacy using two or more art forms - brainstorm, workshop and share ideas with peers - use specific terminology relevant to the art form to plan arts processes and document ideas in a notebook or electronically

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	Core concepts and ideas	**Knowledge, understanding and skills**	
	techniques and skills C2.3 Artwork realisation C2.4 Arts careers	• organisation of resources • techniques and skills specific to the chosen art forms • production skills • presentation skills • curatorial skills • planning skills, e.g. establishing timelines, time management, resource (human and physical) managements • project management skills, e.g. modifying expectations, problem-solving and communicating	• use verbal and/or symbolic language conventions and features to convey information and meaning through and about art forms and art processes • organise, apply and implement arts literacies, processes and skills • examine models of critiquing artwork and apply these to one another's artwork at appropriate stages of development (facilitated by the teacher) • self-reflect on art-making processes and evaluate choices related to the intended meaning.
15 hours	**Core topic 1: Arts literacies** C1.1 Arts communication C1.2 Arts principles C1.3 Aesthetic appreciation **Core topic 2: Arts processes** C2.1 Integration of art forms C2.2 Arts technologies, techniques and skills C2.3 Artwork realisation C2.4 Arts careers	• communication skills – reflection and review • genres • forms and/or styles • elements and/or mediums • conventions • structures • functions and/or purposes • provision of critiques, including feedback on artworks and arts processes • skills in the integration of art forms • conceptualisation and planning of artworks • refinement and modification of arts ideas and art-making processes • decision-making and problem-solving skills • organisation of resources • techniques and skills specific to the chosen art	**Assessment 6: Project** **Component 1: Product (Artwork)** Brainstorm current issues relevant to youth (appropriate to present at the 'Youth speaks to us' community forum). Model how advocacy can be used within a community context and clarify requirements for the project assessment. Provide stimulus materials for discussion and revisit processes for experimenting with media. Model documenting the students' process using relevant terminology for the art forms chosen for the multimodal component of the project. Encourage using a journal or electronic record of their processes to enable reflection, evaluation and progressive feedback at indicated checkpoints. Provide time for students to generate ideas, plan, organise and implement art literacies and processes. Students: • analyse and evaluate a range of historical artworks that advocate a position on a chosen social issue across different art forms and contexts, e.g. – Brecht, B 2006, *Mother Courage and Her Children,* Bloomsbury, London, ISBN 9780413702906 – Picasso – Goya • analyse and evaluate a range of contemporary artworks that make a social comment and

Notional hours	Core topics		Learning experiences
	Core concepts and ideas	**Knowledge, understanding and skills**	
		forms • production skills • presentation skills • curatorial skills • planning skills, e.g. establishing timelines, time management, resource (human and physical) management • project management skills, e.g. modifying expectations, problem-solving and communicating	relate to a community across different art forms and contexts, e.g. – Evans, D 2015, *Oedipus Doesn't Live Here Anymore*, Playlab, Brisbane. – Evans, D 2006, *Ivy Shambitt and the Sound Machine*, Playlab, Brisbane. – Migliore, R & Gentry, J (choreographers and performers) 2017, *Unsteady* (dance film), Dance Short Films https://youtu.be/A7WsF_9CI_Q – Tan, S 2007, *The Arrival*, Lothian Books, Melbourne, ISBN 0734406940. – *Step Up Revolution (5/7) Movie CLIP — Corporate Flashmob (2012) HD*, https://youtu.be/b3lLWO2d7b0 – Strange, I 2013, *Final Act* (film, photography and installation-based project and exhibition), Christchurch NZ, http://ianstrange.com/works/final-act-2013/about – *The Laundromat Project* (USA), www.instagram.com/laundromat_proj – Franks, H 2013, *Neighbourhood Postcard Project* (art project), San Francisco, www.neighborhoodpostcardproject.com • select a current social issue (relevant to youth) that will benefit from advocacy through an artwork • use specific terminology relevant to the art form to progressively document all arts-making processes in a journal or electronically • research, generate ideas and plan arts processes, including developing a timeline and gathering information and resources • engage with aspects including – using arts-specific terminology – identifying and describing arts principles and processes – reflecting on the function and/or purposes of the arts – analysing and interpreting artworks – evaluating aesthetic choices • organise and apply arts literacies and arts processes • implement arts processes to create an artwork that uses verbal and/or symbolic language conventions and features to convey information and meaning • discuss artworks with peers to develop aesthetic appreciation and awareness • evaluate art-making processes and refine and modify as required (and progressively in response to teacher and peer feedback) • present the artwork.

Notional hours	Core topics		Learning experiences
	Core concepts and ideas	**Knowledge, understanding and skills**	

13 hours	**Core topic 1: Arts literacies**
	C1.1 Arts communication
	C1.3 Aesthetic appreciation
	Core topic 2: Arts processes
	C2.1 Integration of art forms
	C2.3 Artwork realisation
	C2.4 Arts careers
		• arts-specific terminology
		• communication skills
		  – reflection and review
		  – clarity of communication and expression
		• description, analysis and interpretation of artworks, including comparative skills
		• evaluation of aesthetic choices
		• reflective skills
		• provision of critiques, including feedback on artworks and arts processes
		• conceptualisation and planning of artworks
		• refinement and modification of arts ideas and arts-making processes
		• presentation skills
		• project management skills, e.g. modifying expectations, problem-solving and communicating
			Assessment 6: Project
			Component 2: Multimodal (non-presentation)
			Revisit documenting processes for a multimodal task (non-presentation) that explains, analyses and evaluates the arts processes used to develop the artwork. Explain appropriate use of language conventions and features to communicate arts ideas and information. Check students' documentation of progress at indicated checkpoints. Provide progressive feedback on the progress of the artwork, with regards to skills, development and the analysis and evaluation of processes.
			
			Students:
			• use specific terminology relevant to the art form to document all ideas and progress through a notebook or electronic record, including:
			  – using language conventions and features to communicate ideas
			  – explaining the concept/idea, planning, process and development of the artwork, including skills and resources used
			  – identifying and analysing one significant decision to demonstrate how arts ideas were generated when planning and developing the artwork
			  – evaluating the effectiveness of their choices in conveying their social comment
			• discuss aspects of the project that were enjoyable and challenges they faced to identify where their strengths lie
			  – brainstorm suitable employment options in the future.