

# Arts in Practice 2019

## Study plan

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### Section 1: School statement

<b>School:</b>	Queensland Curriculum and Assessment Authority
<b>Subject code:</b>	6410
<b>Combined class:</b>	No
<b>School contact:</b>	SEO
<b>Phone:</b>	(07) 3864 0375
<b>Email:</b>	seo@qcaa.qld.edu.au

### Section 2: Course and assessment overview

Arts in Practice is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

### QCAA approval

QCAA officer:

Date:

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
1	<p><b>Module 1: Youth culture and identity</b></p> <p>This module explores youth culture and identity by comparing the cultural identity of a previous generation's young people with that of the current generation. Students will develop their ideas about youth and cultural identity and communicate these in an artwork that integrates two or more art forms. Students will also experiment with, plan and evaluate visual art and media art processes to create an artwork that communicates ideas about generational identity appropriate for presentation at the school open day.</p>	55	<ul style="list-style-type: none"> <li>• Media arts</li> <li>• Music</li> <li>• Visual arts</li> </ul>	<p><b>Arts literacies</b></p> <ul style="list-style-type: none"> <li>• C1.1 Arts communication</li> <li>• C1.2 Arts principles</li> <li>• C1.3 Aesthetic appreciation</li> </ul> <p><b>Arts processes</b></p> <ul style="list-style-type: none"> <li>• C2.1 Integration of art forms</li> <li>• C2.2 Arts technologies, techniques and skills</li> <li>• C2.3 Artwork realisation</li> <li>• C2.4 Arts careers</li> </ul>	1	<p><b>Product (Artwork)</b></p> <p>Create an artwork that integrates two or more art forms in response to stimulus related to youth culture and identity.</p> <p>Variable conditions</p> <p>Students negotiate the parameters of their artwork with the teacher based on available resources.</p>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					2	<p><b>Project</b></p> <p>Create an artwork about generational identity for the school open day and an annotated diary of ideas, including visuals and evidence of planning and evaluation.</p> <ul style="list-style-type: none"> <li>• Multimodal component — non-presentation</li> </ul> <p>Annotated diary with visuals that outline planning, analysis and evaluation of processes used in developing and presenting the arts ideas.</p> <p>Maximum: 6 A4 pages (or equivalent)</p> <ul style="list-style-type: none"> <li>• Product (Artwork)</li> </ul> <p>Artwork that integrates two or more art forms.</p> <p>Variable conditions</p> <p>Students negotiate the parameters of their artwork with the teacher based on available resources.</p>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

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2	<b>Module 2: Celebration</b> This module investigates the role of the arts in festivals that celebrate an aspect of society. Students engage with two or three art forms, experimenting with techniques and processes and refining their skills to communicate the idea of celebration.	55	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media arts</li> <li>• Music</li> <li>• Visual arts</li> </ul>	<b>Arts literacies</b> <ul style="list-style-type: none"> <li>• C1.1 Arts communication</li> <li>• C1.2 Arts principles</li> <li>• C1.3 Aesthetic appreciation</li> </ul> <b>Arts processes</b> <ul style="list-style-type: none"> <li>• C2.1 Integration of art forms</li> <li>• C2.2 Arts technologies, techniques and skills</li> <li>• C2.3 Artwork realisation</li> <li>• C2.4 Arts careers</li> </ul>	3	<b>Project</b> Create a loopable promotional video to accompany a pitch persuading a local business to donate funds to a chosen community festival. <ul style="list-style-type: none"> <li>• Product (Artwork)                Loopable promotional video, combining still and moving images (visual arts and media arts), to highlight the benefits of the chosen community festival.                Variable conditions                0.5–1 minute</li> <li>• Multimodal component — presentation                Pitch (including the looped promotional video) to be delivered to a local business.                2.0–4.0 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					4	<b>Product (Artwork)</b> Create an artwork that is suitable for a community festival and integrates two or more of the following art forms: dance, drama and music. Variable conditions Students negotiate the parameters of their artwork with the teacher based on available resources.	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

SAMPLE

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
3	<p><b>Module 3: Social commentary</b> 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.</p>	55	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media arts</li> <li>• Music</li> <li>• Visual arts</li> </ul>	<p><b>Arts literacies</b></p> <ul style="list-style-type: none"> <li>• C1.1 Arts communication</li> <li>• C1.2 Arts principles</li> <li>• C1.3 Aesthetic appreciation</li> </ul> <p><b>Arts processes</b></p> <ul style="list-style-type: none"> <li>• C2.1 Integration of art forms</li> <li>• C2.2 Arts technologies, techniques and skills</li> <li>• C2.3 Artwork realisation</li> <li>• C2.4 Arts careers</li> </ul>	5	<p><b>Product (Artwork)</b> Create an artwork that integrates two or more art forms and that responds to stimulus related to arts advocacy. Variable conditions Students negotiate the parameters of their artwork with the teacher based on available resources.</p>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					6	<p><b>Project</b> 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.</p> <ul style="list-style-type: none"> <li>• Product (Artwork) Artwork that involves the integration of two or more art forms Variable conditions Students are to negotiate the parameters of their artwork with the teacher, based on available resources.</li> <li>• Multimodal component — non-presentation Annotated diary (with visuals), which outlines planning, analysis and evaluation of processes used in developing and presenting the arts ideas. Maximum: 8 A4 pages (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

SAMPLE

Unit	Module number and description	Time in hours	Electives	Core concepts and ideas	Assess no.	Assessment technique, description and conditions	Dimensions
4	<b>Module 4: Innovation</b> This module investigates the incorporation of the arts into fields such as business, technology and communication.	55	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media arts</li> <li>• Music</li> <li>• Visual arts</li> </ul>	<b>Arts literacies</b> <ul style="list-style-type: none"> <li>• C1.1 Arts communication</li> <li>• C1.2 Arts principles</li> <li>• C1.3 Aesthetic appreciation</li> </ul> <b>Arts processes</b> <ul style="list-style-type: none"> <li>• C2.1 Integration of art forms</li> <li>• C2.2 Arts technologies, techniques and skills</li> <li>• C2.3 Artwork realisation</li> <li>• C2.4 Arts careers</li> </ul>	7	<b>Project</b> Identify, analyse and evaluate one or more artworks that predict future technologies to inform the creation of an artwork that responds to the question, 'Technology: What might the future hold?' <ul style="list-style-type: none"> <li>• Product (Artwork)                Artwork that integrates two or more art forms to communicate the concept.                Variable conditions                Students negotiate the parameters of their artwork with the teacher based on available resources.</li> <li>• Multimodal component — presentation                Presentation — analysis and evaluation of one or more artworks that predict future technologies.                3.0–6.0 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>
					8	<b>Product (Artwork)</b> Create an artwork that integrates two or more art forms and is suitable for a careers expo. Variable conditions Students negotiate the parameters of their artwork with the teacher based on available resources.	<ul style="list-style-type: none"> <li>• Knowing and understanding</li> <li>• Applying and analysing</li> <li>• Creating and evaluating</li> </ul>

# Arts in Practice 2019

Teacher:

Student name:

Class:

Year:

Unit	Module of work	Assessment Instrument No.	Assessment Instrument	Formative or Summative	Knowing and understanding	Applying and analysing	Creating and evaluating
1	<b>Module one</b> Youth culture and identity	1	Product (Artwork)	F			
		2	Project	F			
2	<b>Module two</b> Celebration	3	Project	F			
		4	Product (Artwork)	F			
Interim Standards							
Interim Result							
3	<b>Module three</b> Social commentary	5	Product (Artwork)	S			
		6	Project	S			
4	<b>Module four</b> Innovation	7	Project	S			
		8	Product (Artwork)	S			
Exit Standards							
Exit Result							

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