

Visual Art

Subject guide 2007

This subject guide relates to courses developed from the Visual Art Senior Syllabus 2007.

Why study Visual Art?

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and 'read' is fundamental to becoming a critical consumer and/or producer of art works.

Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

In *making* artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In *appraising* artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

What is studied?

Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas, listed below.

- Design
 - costume, make-up and stage
 - built environment and public space
 - graphic / illustration
 - product
 - curatorial
 - cross-arts projects/events
- Time based media
 - electronic imaging
 - sound art
 - television
 - film & animation

- 3-D objects
 - sculpture
 - ceramics
 - installation
 - performance art
 - fibre art
 - wearable art & body adornment
- 2-D images
 - drawing
 - painting
 - printmaking
 - photographic

Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

How do students learn?

In making artworks, students define and solve visual problems by using visual language and expression (including visual elements, principles of composition, sign and symbolism) relevant to concepts, focuses, contexts and media. This involves students in:

- observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- translating and interpreting ideas through media manipulation to invent images and objects.

In *appraising* artworks, students determine and communicate meanings. This involves them in:

- demonstrating knowledge and understanding of artworks in contexts that relate to concepts, focuses, contexts and media
- analysing, interpreting, synthesising and evaluating information to discern meanings
- making informed judgments
- justifying positions when determining the aesthetic value of artworks
- using suitable visual arts terminology, language and referencing conventions.

How are students assessed?

Schools use a wide range of assessment techniques to judge student achievement. These include: making folio; experimental folio; short and extended writing such as reports, essays, tests, reviews, critiques; orals; seminar presentations; exhibitions; exhibitions.

Achievement in Visual Art is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. The exit criteria are Visual literacy, Application and Appraising.

How can parents help?

Parents can help students by providing a supportive environment at home and by showing an interest in what students are doing each day. They can:

- support and keep informed about the Visual Art program in the school by reading the syllabus and the school's work program
- discuss the visual environment with their students
- attend school, community art and gallery exhibitions with students
- encourage students to visit the workplaces of artists, craftspeople and designers
- be considerate of the practical demands of the subject in terms of physical effort and time, especially the out-of-hours commitment sometimes required
- encourage students to practise using materials, techniques, processes and technologies.

More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for 'Visual Art'.