



FREMANTLE
COLLEGE

The Arts

Course Selections for Year 11

General Visual Arts

Introduction

- The Year 11 General Visual Arts Course is a yearlong course running for Semester one and Semester two.
- The course is comprised of a set of paired Units, Unit 1 Experiences, and Unit 2 Explorations.
- The course encapsulates the theory and practice of art, craft and design, and students have the opportunity to creatively express their imagination, illustrating their newly learned skills by engagement and presentation of unique and inspiring artworks. The development of aesthetic understanding, and critical awareness help them appreciate and make informed evaluations about Art.
- Essentially, it is a problem solving course analysing historical and cultural contexts and the place of art in history, society and culture, extending theory into practice, and practice into audience engagement, putting art into the public arena, in which the young artists voice can be articulated to put forward their point of view about their cultural values and the world in which they live. They become creative problem solvers with a gift to give the world.



General Visual Arts

Organisation of Content

Art Making:

- In Art Making, the students explore visual inquiry, visual language, visual influence, art forms media and techniques.
- Art practice, presentation and reflection.

Art Interpretation:

- In Art Interpretation, the students will engage in visual analysis, personal response, meaning and purpose, and social, cultural and historical contexts of art and design.
- Aspects of literacy, numeracy and ICT are also embedded within the course, and critical and creative thinking, personal and social capability ethical and intercultural understanding and sustainability are examined within the content of the course.

General Visual Arts

Unit 1 - Experiences

- The students are encouraged to develop artworks based on personal experiences, the environment, memories, significant events. They participate in Art experiences engaging a broad variety of media 2D 3D wet, dry and combination media. with which to express their observations.
- Suggested contexts within the unit may include concepts, expression of feelings and emotions, personal experiences and observations of the environment and aspects of everyday life in order to develop personal expression.

General Visual Arts

Unit 2 - Explorations

- The focus of unit 2 is Explorations where the students are encouraged to develop ideas from stimulus materials and explorations from their local environment, using a variety of inquiry processes approaches and techniques in the creation of uniquely individual pieces of art.
- Students are encouraged to develop their work by investigating artists of influence and their work practices and methodologies, and incorporating ideas gleaned into their own form of personal expression. Essentially, the students learn to manipulate the elements and principles of design to be of use to them, in order to generate ideas and produce original works of their own.
- In developing their own subject matter for artworks, the students will explore ways to give voice to their concept by expression through the use of art media materials and artistic conventions. Scientifically they will observe and record their discoveries and findings in written responses and visual diary annotations.

General Visual Arts

Contexts and Themes

Suggested contexts to be explored can include:

- Concepts, metaphors, social, emotional, physical and spiritual issues. Students can explore the figurative, the abstract, fantasy, morphing and collage using sculptural, mixed media textile and printmaking media. The meanings messages and purposes may incorporate signs, symbols, popular culture, urban art, graphic forms and communal sculpture.

Themes could be:

- The 7 Heavenly Virtues, Virtue or Vice, Your Choice, Face of the world in which we live. Just Imagine, Ethics, Science, Neurogenesis, Epigenetics and a Brave new world etc. Lucky and Blessed in the Lucky Country, Born to make a Difference, Being Brave.

General Visual Arts

Assessment Breakdown

Type of Assessment	Weighting
Production: Visual inquiry and ways of drawing and seeing, elements and principles of design and use of visual language, art forms media and techniques, art practice, presentation and personal reflection	70%
Analysis: Social cultural and historical contexts, art as the face of history, interpreting meaning, and examining art in terms of beliefs, personal experience, issues attitudes and values in reference to the world and the culture in which we live.	15%
Investigation: Case studies based on Australian and International Artists, being mindful of history culture and context.	15%

General Media Production and Analysis

Introduction

- Students in General Media Production & Analysis will have the opportunity to create media work over a series of different platforms such as radio, film, interactive and print. Students in this course will have exclusive access to our film studio & editing suite as well as all the necessary equipment required for a successful production. Students will view existing media works (both classic and contemporary) and analyse both meaning and technique to further understand the context and purpose.
- Students will also have the opportunity to showcase their work at the annual Art & Design Exhibition.
- Previously students have looked at media works to the theme of comic book/superheroes, current affairs, *'Netflix'/'Stranger Things'*, talkback radio and breakfast television.

General Media Production and Analysis

Organisation of Content

The course content is divided into five content areas:

- Media languages
- Representation
- Audience
- Production
- Skills and processes

General Media Production and Analysis

Unit 1 – Mass Media

- The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.
- Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values.
- Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

General Media Production and Analysis

Contexts

Within the broad area of mass media, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- 'Blockbuster' films
- TV genres
- Comics
- Magazines
- Advertising
- Video games
- Stars and heroes

General Media Production and Analysis

Unit 2 – Point of View

- The focus for this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.
- Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.
- In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

General Media Production and Analysis

Context

Within the broad area of point of view, teachers may choose one or more of the suggested contexts (this list is not exhaustive):

- News stories
- Current affairs stories
- Educational programs
- Magazine and newspaper pages
- Wiki sites such as blogs
- Radio segments or podcasts
- Photographic sequences.

General Media Production and Analysis

Type of assessment	Weighting
<p>Response</p> <p>Work in which students plan, conduct and communicate findings based on the analysis of audiences, media contexts and media examples using a range of frameworks and primary and secondary sources.</p> <p>Can include reflection on, and response to, a series of stimuli or prompts which may include own and/or professional media work.</p>	30%
<p>Production</p> <p>Extended production project which can be completed as either a single task or as separate tasks.</p> <p>Students explore ideas, control and manage the processes required to manage the aesthetic quality of production.</p> <p>Independently, and in teams, manage a range of production processes, evaluating and modifying them as necessary.</p> <p>Demonstrate an understanding of styles, structures, codes and conventions and the confidence and competence in the use of technologies, skills and processes in a range of contexts.</p>	70%

General Drama

Introduction

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht.

Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

General Drama

Organisation of Content

The General Drama course is structured into two units, which are studied within the year-long course.

Unit 1 – Dramatic storytelling

This unit engages students with the skills, techniques and conventions of dramatic storytelling.

Unit 2 – Drama performance events

This unit focuses on drama performance events for an audience other than their class members.

General Drama

Assessment

Type of assessment

Performance/Production

Improvising and devising original drama, interpreting drama texts, rehearsing, designing lighting, sound, sets, costumes and graphics for programs, posters and promotion. Demonstrating the use of drama skills, techniques, processes and technologies in a range of performance contexts.

Response

Response to, and analysis of own, others' or professional drama works in relation to elements, principles, techniques and/or processes of drama. Responses may be oral, or in written forms, and include supporting annotated diagrams and/or illustrations.

Questions?

Talk to your teacher:

General Visual Art
Ms Francine Orr

Media Production and Analysis
Ms Maddie Weston

General Drama
Mr Papathanassiou



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