

CREATE YOUR FUTURE

2019 Visual Arts Course Guide

7 - 12 Art Media & VCD





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Introducing

Visual Arts at Box Hill High School

Visual Arts subjects are enjoyed by students at Box Hill High School for many reasons. Some enjoy the skill development and using new materials, others like the challenge of solving problems by a visual means. Some prefer to follow structure, processes and conventions, while others enjoy the freedom of expression and style. The good news is that these subjects provide all these opportunities. So there really is something for everyone. We hope that the following pages help to provide an insight into the range of creative experiences that can be had at Box Hill High School.

But first

For 2019, the Arts Domain now is comprised of both the Visual and Performing Arts. This guide outlines the Visual Arts subjects offered at Box Hill High School. A second guide will outline the Performing Arts, including Music, Drama and Theatre Studies.

The bringing together of all the Arts marks a new era of opportunities for both students and teachers. An era that is built upon many years of creative endures. Here are just a few highlights.

- Refurbishment of the Hall, Band, Music, Drama and Media rooms
- Each year students selected for Top Art, Screen or Acts
- Past two years students shortlisted for Top Designs
- Continual improvements to each arts subject's curriculum and assessment
- Introduction of Studio Arts - Digital
- Introduction of Year 9 Photography
- Purchase of 14 DSLR camera kits
- Purchase of A2 colour inkjet printer
- Upgrades to data projectors, sound and blinds in number of the Visual Arts rooms
- Fitting out room 209 for Studio Art and 3D Art

So, as you can see, there is much to get excited about in the Visual Arts here at Box Hill High School. We look forward to seeing you be part of it.



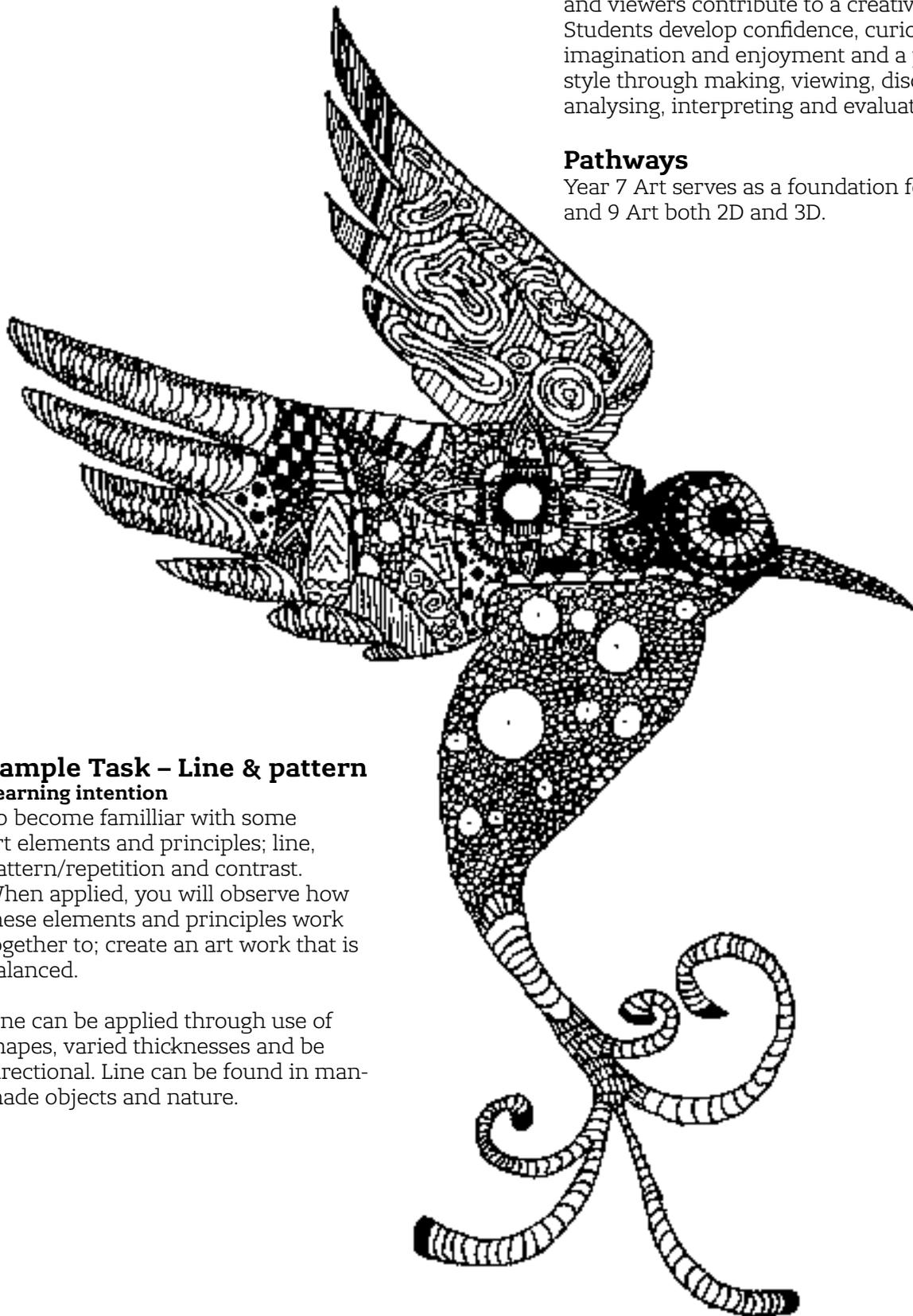
YEAR 7 ART

Subject Description

Arts involve students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students consider how cultures and societies shape visual arts practice and how artists and viewers contribute to a creative society. Students develop confidence, curiosity, imagination and enjoyment and a personal style through making, viewing, discussing, analysing, interpreting and evaluating.

Pathways

Year 7 Art serves as a foundation for Years 8 and 9 Art both 2D and 3D.



Sample Task – Line & pattern

Learning intention

To become familiar with some art elements and principles; line, pattern/repetition and contrast. When applied, you will observe how these elements and principles work together to; create an art work that is balanced.

Line can be applied through use of shapes, varied thicknesses and be directional. Line can be found in man-made objects and nature.

YEAR 8 ART

Subject Description

Art involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students consider how cultures and societies shape visual arts practice and how artists and viewers contribute to a creative society. Students develop confidence, curiosity, imagination and enjoyment and a personal style through making, viewing, discussing, analysing, interpreting and evaluating.

Pathways

Year 8 Art serves to develop the art skills, knowledge and experiences to prepare for Year 9 Art.

Sample Task – Lino Printing

Learning intention

By the end of this task, students will be able to produce and print a hand cut linoleum plate using appropriate lino carving tools. Students will learn about the print making process, including the tools and techniques involved in creating a series of effective lino prints on watercolour paper.



YEAR 8 VCD

Subject Description

In this subject students use visual communication design knowledge, understanding and skills to communicate ideas for a specific purpose. Students develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices. They also explore creative and innovative ways to generate and communicate ideas, and develop and refine visual communications.

Pathways

Year 8 VCD serves to develop the skills, knowledge and experiences to prepare for Year 9 VCD.

Sample Task – Little Pig, Little Pig

Learning intention

The intention of this task is to help you gain an understanding of the conventions of isometric drawing. In particular, this task will help to reinforce the convention of paralines being drawn either 90° or 30° to the baseline. Students begin by drawing a box in isometric, and then adding to and extending it in different ways to create a unique house design. Finally, the house is rendered using tone or colour.

YEAR 8

3D ART

Subject Description

3D Art involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students consider how cultures and societies shape visual arts practice and how artists and viewers contribute to a creative society. Students develop confidence, curiosity, imagination and enjoyment and a personal style through making, viewing, discussing, analysing, interpreting and evaluating. Like Art only with a focus on 3D techniques and processes.

Pathways

Year 8 3D art serves to develop the art skills, knowledge and experiences to prepare for Year 9 Art and 3D Art.

Sample Task – Foodie

Learning intention

Students are to create a 3D soft sculpture of an item they would find in a supermarket. Students are to replicate the item using felt, fabrics, threads, buttons and trims to create their sculpture. Basic sewing techniques will be used.



YEAR 9 ART

Subject Description

Art involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students consider how cultures and societies shape visual arts practice and how artists and viewers contribute to a creative society. Students develop confidence, curiosity, imagination and enjoyment and a personal style through making, viewing, discussing, analysing, interpreting and evaluating.

Pathways

Year 9 Art serves to develop the art skills, knowledge and experiences to prepare for both Year 10 Studio Arts digital and materials, and for some student's Year 11 Studio Arts.

Sample Task – Charcoal Portrait

Learning intention

Students by the end of this task would have completed a finished composition reflecting the various techniques and application of charcoal/conté pencil/gouache and inks.



YEAR 9 3D ART

Subject Description

3D Art involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of visual arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students consider how cultures and societies shape visual arts practice and how artists and viewers contribute to a creative society. Students develop confidence, curiosity, imagination and enjoyment and a personal style through making, viewing, discussing, analysing, interpreting and evaluating. Like Art only with a focus on 3D techniques and processes.

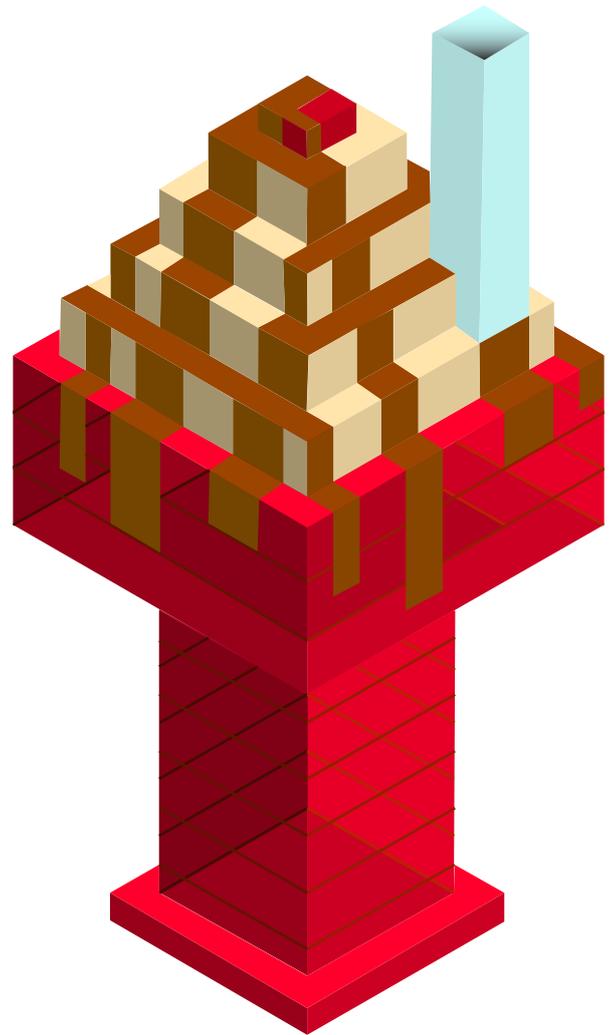
Pathways

Year 9 3D art serves to develop the art skills, knowledge and experiences to prepare for year 10 Studio Arts - Materials, and for some students Year 11 Studio Arts.

Sample Task – A Brush with Creativity

Learning intention

Students create a recycled paint brush sculpture depicting a modelled face with expressive features based on an illustration they have generated in their folio. Using a variety of air drying modelling mediums as well as wires, repurposed items, metal shim, buttons, feathers, papers, acrylic matt and gloss paints students will bring life to their relief sculpture.



YEAR 9 VCD

Subject Description

In this subject students use visual communication design knowledge, understanding and skills to communicate ideas for a specific purpose. Students develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices. They also explore creative and innovative ways to generate and communicate ideas, and develop and refine visual communications.

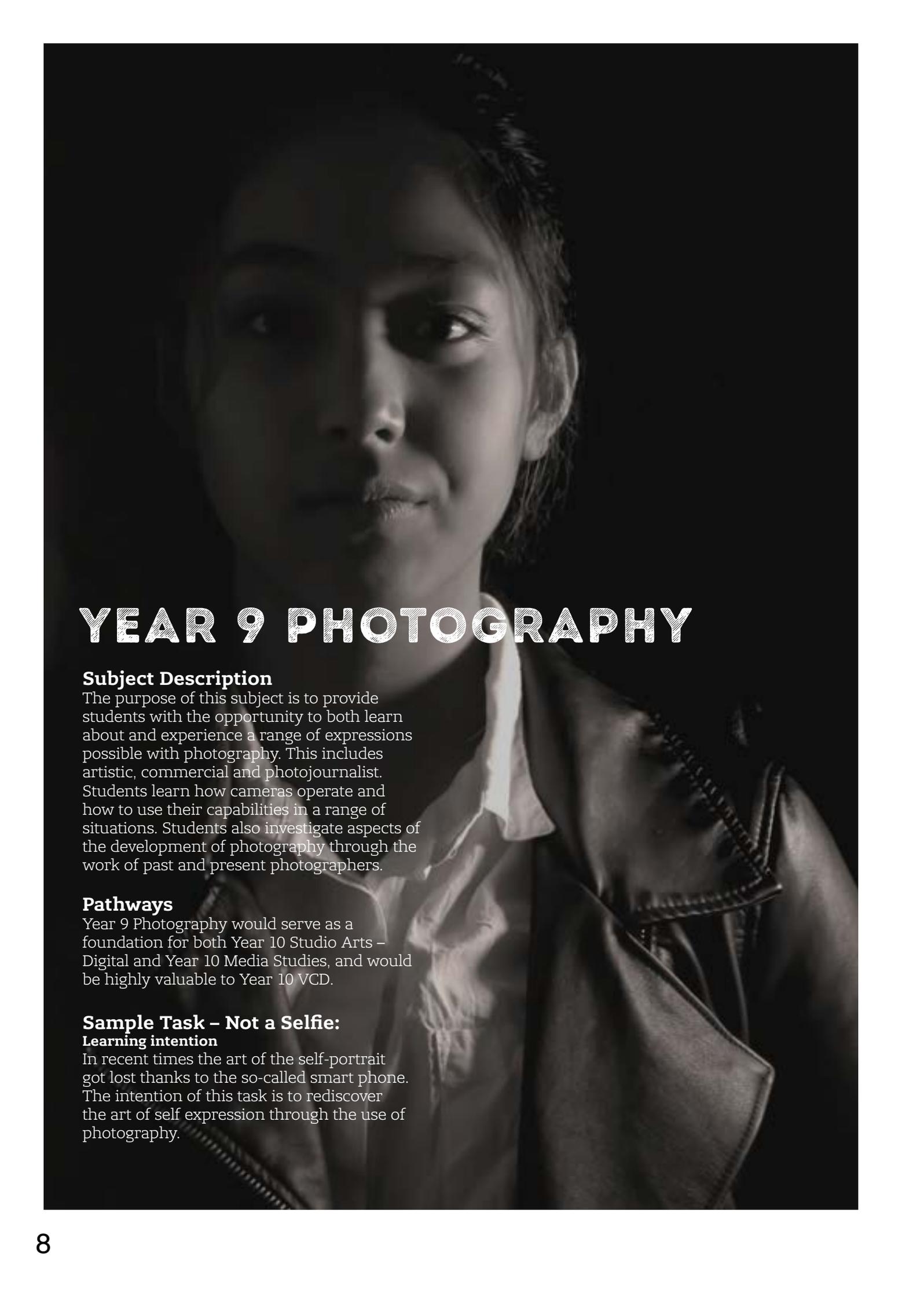
Pathways

Year 9 VCD serves to develop the skills, knowledge and experiences to prepare for Year 10 VCD, and for some students Year 11 VCD.

Sample Task – Iso Love Food

Learning intention

The objective of this task is to provide a creative application of isometric drawing. By nature, isometric drawing is intended to depict objects in 3D. On this occasion, the objects will be various foods.



YEAR 9 PHOTOGRAPHY

Subject Description

The purpose of this subject is to provide students with the opportunity to both learn about and experience a range of expressions possible with photography. This includes artistic, commercial and photojournalist. Students learn how cameras operate and how to use their capabilities in a range of situations. Students also investigate aspects of the development of photography through the work of past and present photographers.

Pathways

Year 9 Photography would serve as a foundation for both Year 10 Studio Arts – Digital and Year 10 Media Studies, and would be highly valuable to Year 10 VCD.

Sample Task – Not a Selfie:

Learning intention

In recent times the art of the self-portrait got lost thanks to the so-called smart phone. The intention of this task is to rediscover the art of self expression through the use of photography.

YEAR 10 STUDIO ARTS

Subject Description

Studio Arts materials involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with and develop knowledge of studio arts, skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Students consider how cultures and societies shape studio arts practice and how artists and viewers contribute to a creative society. Students develop confidence, curiosity, imagination and enjoyment and a personal style through making, viewing, discussing, analysing, interpreting and evaluating.

Studio Arts - Digital

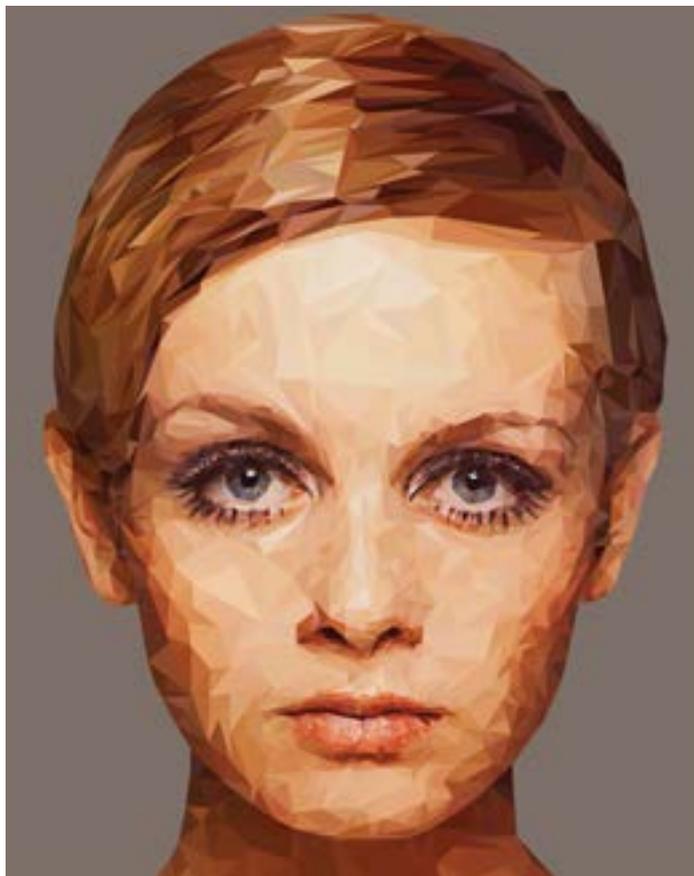
Pathways

Year 10 Studio Arts – Digital will prepare students for Year 11 Studio Arts – Digital, but will also benefit students choosing to swap into Year 11 Studio Arts – Materials.

Sample Task – Poly portrait

Learning intention

By the end of this task, students will be able to understand and apply basic Adobe Illustrator tools and functions to create a polyportrait of a person of their choice. Students will have developed skills and techniques to effectively use a range of tools and shortcuts to complete the portrait made entirely of triangles. Students will also learn about the art elements and principles and how to apply their learning to their own and/or given artworks.



Studio Arts - Materials

Pathways

Year 10 Studio Arts – Materials will prepare students for Year 11 Studio Arts – Materials, but will also benefit students choosing to swap into Year 11 Studio Arts – Digital.

Sample Task – Wirework Portrait

Learning intention

Using aluminium wires and hand tools students create a wirework portrait. Students research the wire sculptures of artist Alexander Calder and contemporary artists who work in this medium. Visual Diary explorations include continuous line drawings to enable them to create their individual interpretations of the topic.



YEAR 10 VCD

Subject Description

In this subject students use visual communication design knowledge, understanding and skills to communicate ideas for a specific purpose. Students develop confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices. They also explore creative and innovative ways to generate and communicate ideas, and develop and refine visual communications.

Pathways

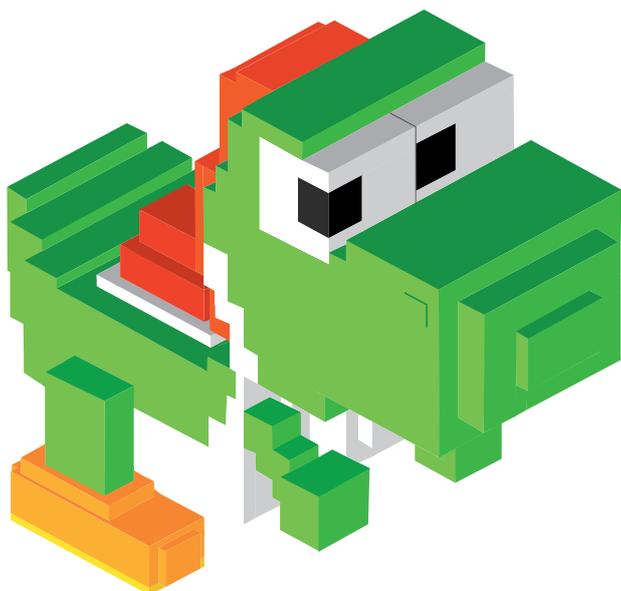
Year 10 VCD serves to develop the skills, knowledge and experiences to prepare for Year 11 VCD.

Sample Task – Crossy Roads

Learning intention

Crossy Road is a popular, award winning game for tablets and smart phones. The Australian designers (from country Victoria) attribute some of their inspiration for the app to classic 1980's arcade games, such as Frogger and Pac Man. One of the aspects of the game that is of interest to this subject is that the characters are represented using parallel lines (isometric).

The intention of this task is to reinforce your understanding of how isometric and orthogonal drawings can be used to represent objects three dimensionally. This task will also enable you to use your imagination to create a new character for the game.



Course structure

Term one - Foundation
Term two- Architecture
Term three - Product design
Term four - Print Design

Sample Task – Cubby House Brief

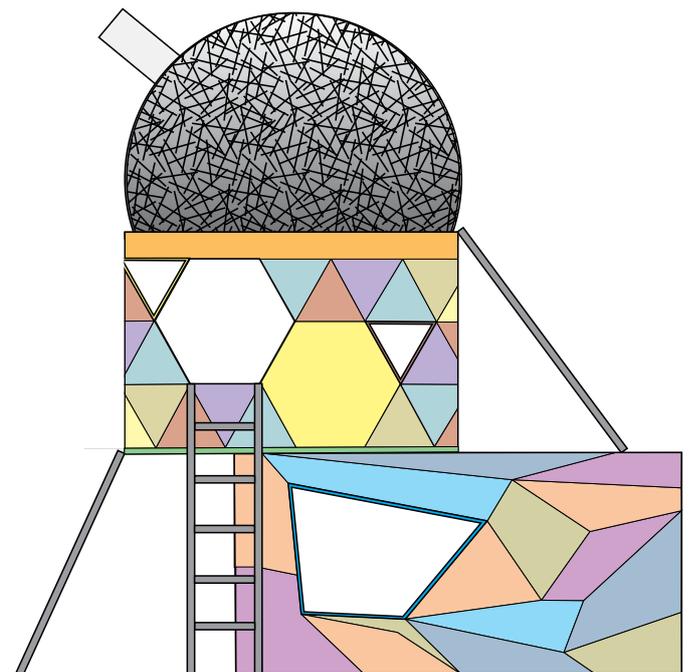
Learning intention

The objective is to use the conventions of architecture and the design process to produce an imaginative and creative concept. The studio brief had a number of limitations. By contrast, this brief will allow for much greater freedom.

Brief

You need to produce a concept for an original and imaginative cubby house suitable for children to play in. You will be free to explore any theme that you think would appeal to children. The cubbies produced are intended to be auctioned to raise funds for Kids Under Cover, so that they can continue to supply studios to young people at risk of being made homeless.

The design needs to be no more than 3m wide x 3m deep x 2.4m high. It needs to be designed so as to encourage children to experiment and play.



West

YEAR 10 MEDIA

Subject Description

Media is a year-long elective subject that focusses on media industries, culture and technologies. Students refine and extend their understanding and use of technical codes and story principles in the production of Media products. They analyse the ways in which audiences read, consume, produce, distribute and share Media products. Students experience media arts from a range of cultures, times and locations. As they explore Media forms, students evaluate the development of traditional and contemporary styles within the industry. They consider the local, global, social and cultural contexts that shape the purposes and processes in producing Media products and evaluate the social and ethical implication that Media has upon society.

Course structure

Term 1 - Technical Codes
- Story Principles

Term 2 - Representation
- Non-Fictional Narratives

Term 3 - Scene Re-creation
- Photo Essay

Term 4 - Substantial Media Product

Pathways

Year 10 Media offers advanced opportunities for students to refine and synthesise their knowledge and skills towards performance, audiences, technical, symbolic and written codes, associated conventions, and analysis and evaluation of Media products towards VCE Media.

Sample Task – Technical Codes

Learning intention

Students study technical codes such as Camera Techniques, Lighting, Mise en Scene, Editing, Acting and Sound, analysing a series of examples in each area and discussing what meaning is created through each element. Students explore the practicalities of each code through a series of workshops where they are tasked with the deliberate manipulation of each code to deepen meaning for an audience.

This introductory unit sees students harnessing media equipment and working in small groups to produce brief products which explore each element in turn. By allowing students the opportunity to work with their peers each group is challenged to work collaboratively not just to produce work to time [scope] but to also develop an agreed upon meaning that they must then imbed into their product for an audience to decode. This collaborative approach requires students to work with each and all of their peers within the class across the unit.

Sample Task – Scene Recreation

Learning intention

Students analyse artistically complex scenes from films before attempting to recreate these scenes in small production teams as accurately as possible. Students develop, trial, combine and construct their manipulation of: Story Principles, Codes and Genre Conventions through a collaborative production process to emulate the original work as closely as possible for an audience.

This is an immensely engaging unit of work where students collaborate to effectively re-create a film scene, operating against limited time and budget [scope]. Students are forced to work creatively so as to recognise what elements of the original scene might be accurately re-produced and what elements require their own creative problem solving. This unit harnesses a 'backwards by design' method, in that students are able to focus on the technical and symbolic complexities of a pre-existing scene which they must first analyse.



YEAR 11 VCD

Unit 1

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. Students are introduced to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

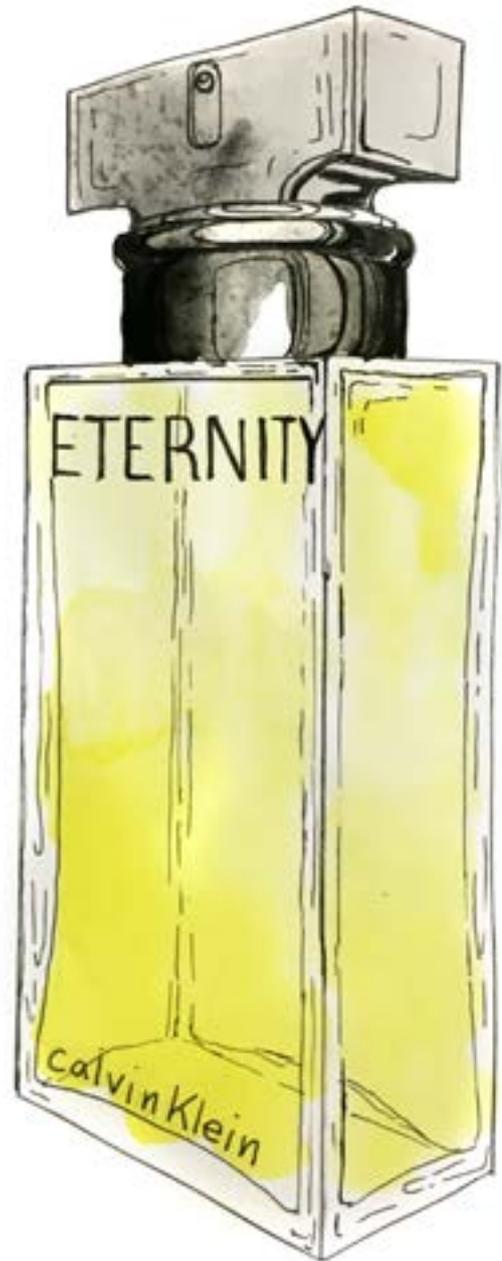
Unit 2

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Pathways

Year 11 VCD serves to develop the skills, knowledge and experiences to prepare for Year 12 VCD.



YEAR 11 MEDIA

Unit 1 Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2 Narrative Across Media Forms

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Pathways

The year 11 media curriculum is designed to closely emulate the terminology, scope and skills encountered in Media year 12. Students are presented with analyses and assessments carefully designed to best prepare them for the rigours of units 3 and 4.

Sample Task – Media Forms in Production

Learning intention

Students apply the knowledge and skills they have encountered thus far in the course to construct two stylistically consistent products through a process of imbedding values and the deliberate selection and omission of content and positioning of audience.

Students work in small dynamic production teams to create two media products across differing forms with the intention of representing Australian values within a primary product [such as a news story, film preview or TV advertisement] and a secondary product [such as a poster, radio interview or Ezine]. Students each undertake a production role within their group to develop two substantial products in parallel.

Sample Task – Narratives in production

Learning intention

Students develop, trial, combine and construct the manipulation of story principles, codes and genre conventions to produce a substantial media product that specifically designed for, and distributed to an audience.

Students undertake significant production roles in small production teams to produce large scale narrative products, crafting the use of story principles to develop and maintain audience engagement. Students work through each phase of production to create a highly synthesised product that is deliberately distributed to a target audience through means of traditional and digital dissemination. Students collect reception data on their products and critically reflect upon the success of their work.

YEAR 11 STUDIO ARTS

Unit 1

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

Unit 2

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter.



Studio Arts - Digital

Pathways

Year 11 Studio Arts – Digital will prepare students for Year 12 Studio Arts. In Year 12 students choose their own art form to work in, such as painting, drawing, digital or photography.

Sample Task

Learning intention

Students are required to complete a number of outcomes as part of Unit 1&2 Studio Arts, including the exploration of various media, materials techniques and processes both manually and digitally. Students gain experiences in Adobe programs including Photoshop, InDesign and Illustrator to create finished artworks, in which the visual diary can be presented digitally. Students learn to manipulate photographs or create illustrations skilfully, using the appropriate program. An example of a given photography tasks, is double exposure. Students take their own photographs and create the effect of a double exposure image by overlapping photographs, using various brushes and effects.

Studio Arts - Materials

Pathways

Year 11 Studio Arts – Materials will prepare students for Year 12 Studio Arts. In Year 12 students choose their own art form to work in, such as painting, drawing, sculpture or textiles.

Sample Task – Inspirational People

Learning intention

One of the outcomes in this study design requires students to explore various media, techniques and artists to create their own artworks. Students record their media trails, collect resources and annotate their creative journey in a Visual Diary. The student selected a friend to study as her subject matter, capturing three aspects of her friend in ink pen for her final artwork. Making reference to personal sources of inspiration at the VCE level is encouraged.



YEAR 12 VCD

Unit 3

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

Unit 4

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

Pathways

Look on the following pages for a list of 'Potential Career pathways' that lead on from Year 12 VCD.



YEAR 12 MEDIA

Unit 3

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Pathways

Media maintains strong connections to practical Australian industries and roles including: Production Management, TV and Film (Camera/ Sound/ Design/ Editing/ Research/ EP/ Line Manager) Public Relations, Social Media Manager, Advertising, Broadcasting, Journalism, Event Management, Market Research, Directing, Writing, Multimedia, Web content creation.



YEAR 12 STUDIO ARTS

Unit 3

In Unit 3 students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration.

They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

The student determines the studio process. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4.

Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

Unit 4

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4.

This unit also investigates aspects of artists' involvement in the art industry, focusing on at least two different exhibitions that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Pathways

Look on the following pages for a list of 'Potential Career pathways' that lead on from Year 12 Studio Arts.



Pathways

What is art and design and how to prepare for it?

Arts subjects like Studio Arts, Visual Communication Design and Media are highly valuable subjects for many students.

They provide a window into how our society operates as well as a doorway into many future pathways. The purpose of this information sheet is not to explain the content of these subjects, but to make clear who might benefit from them.

On the following pages are four candidates; maybe you know one of them.

So, as you can see, Studio Arts, Visual Communication Design, and Media could be three subjects well worth considering for many students studying VCE.

For more information about any of these subjects please talk to the VCD, Studio Arts or Media teachers.



Desk Job, Shaun Tan Drawing

CREATE YOUR FUTURE

Studio Arts, VCD and Media career pathways

The Creative



Shaun Tan – Illustrator

Creative people have a high level of skill, often in more than one area of creativity, including art and design but also music, drama or media. Such people will take as many creative subjects as they can. Many, but not all have an interest in pursuing a creative pathway after VCE. Some however, just enjoy being creative and pick up art or design as a relief from what might otherwise be a heavy subject load.

Potential Career pathways

Animator
Cinematographer
Communication designer
Costume designer
Editor
Fashion designer
Graphic designer
Illustrator
Make-up artist
Photo Journalist
Photographer
Storyboard artist
Textiles artist
Visual merchandiser

The Entrepreneur



Janice Allis – founder of Boost Juice

The next big idea in the commercial world needs to be communicated to the world at large. Taking Art and Design subjects will help to gain a sound understanding of language of communication to a visual world. Students such as these might also be interested in Business Management, Accounting, Legal Studies and Economics.

Potential Career pathways

Advertising
Business management
Event management
Event Management
Hospitality
Market Research
Marketing
Real Estate
Sales
Social Media Manager
Visual merchandising
Vlogger
Youtuber

The Inventor



Jony Ive – Apple designer

These are the ideas people, the ones who like to know how things work. They use their creative skills to solve problems. They seek to understand the physical world as it is, and then imagine how it might be different in the future. Students such as these might also be interested in Maths, Physics or Technology.

Potential Career pathways

App designer
Architect
Automotive designer
Engineer
Environmental designer
Furniture designer
Game designer
Industrial designer
Interior designer
Landscape architecture
Product Designer
Prosthetics
Robotics
UI
Urban designer
User interface designer
UX
Web designer

The Thinker



Kay Cannon – Screen writer/director

As the title suggests, such individuals can often be heard talking about the deeper meaning of our human existence. They are concerned about injustice, truth and social issues. They are passionate people, who use art and design to express themselves. Students in this group might also take humanities subjects such as History, Global Politics or Literature. They also may be interested in Psychology.

Potential Career pathways

Actor
Art critic
Art educator
Art therapist
Broadcasting
Director
Filmmaker
Fine artist
Gallery curator
Journalist
Musician
Production Management
Public Relations
Reporter
TV and Film production
Web content creation
Writer

VISUAL COMMUNICATION DESIGN & STUDIO ARTS

The similarities and differences

Similarities

In both, students use a range of materials.
Often using the same or similar skills and techniques.
In both, students use a process to generate ideas, explore possibilities, refine skills and produce a final solution.
Both make use of drawing.
Both incorporate the use of technology.
Both have a greater weighting of practical work over written work in VCE.
Both will help a student to prepare for further study in Art or Design after VCE.



Differences

Studio Arts

The intention of artworks created is for self-expression. Students might produce artworks to express their thoughts, feelings, beliefs or the way they see the world. Although students may be given a starting point to work from, the aim is usually to help the students develop their own distinctive style, while developing their skills and understanding.

In Studio Arts Unit 3 and 4, students' starting point is a written exploration proposal that defines the students' choice of art form, theme, subject matter and influences.

When writing about their own work, students use themselves as reference point. They might ask, "Does this idea express my theme in the best way?"

Examples

A painting of a self-portrait.
A photograph of a group of people to explore identity.
An installation commenting on popular culture.

Questions

Q. Who should do Studio Arts?
A. Students who enjoy expressing themselves using visual means; students who enjoy the freedom to explore their own ideas.

Q. Is Studio Art Digital more like VCD?
A. No. Although students are using technology, they are still using it to express their own thoughts and ideas.



Visual Communication Design

The intention of design is to solve a problem for a client and their target audience. Students use their skills and creativity to develop the best solution, not for self-expression. As a result, work produced in this subject can have a more commercial application.

VCD explores three fields of design: communication (e.g. print), industrial (e.g. product design) and environmental (e.g. architecture).

In VCD Unit 3 and 4, students write a brief that determines the nature of the client, the design problem, the target audience, context and purpose of the design.

When writing about their own work, students use the client or target audience as the reference point. They might ask, "Will this concept best suit my client's needs?"

Examples

Poster to raise awareness of a community event.

Technical drawing for a new product.

An architectural model of an apartment.

Questions

Q. Who should do VCD?

A. Students who enjoy solving problems, and who like the structure of working to a set brief.

Q. Do I have to be good at drawing to do VCD?

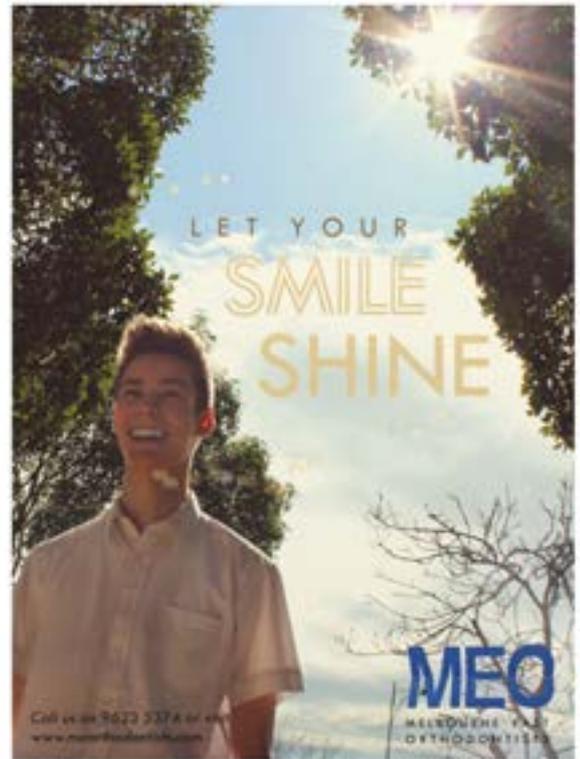
A. Drawing is an important skill that you will be taught. However, VCD incorporates a range of methods of production, including; photography, computer and construction (3D process).

Q. Is VCD more technical?

A. Not necessarily. Although students in VCD use a range of equipment and technology, at other times they will use freehand drawing just as they might in Art.

In short

Studio Arts is concerned with self-expression, while the focus of Visual Communication Design is solving problems for a given client. Studio Arts is more open and free, while VCD is, at times, more structured. They will equally help you develop your creativity. And both require a high level of commitment by the student to succeed.



DECISIONS, DECISIONS

Pathways to Year 12 and beyond

Choosing subjects during your time at school has many pathways. Some students know the exact subjects they want to take from years 7 to 12. But for most it is a journey of discovery.

What subjects do you like?

What subjects are you good at?

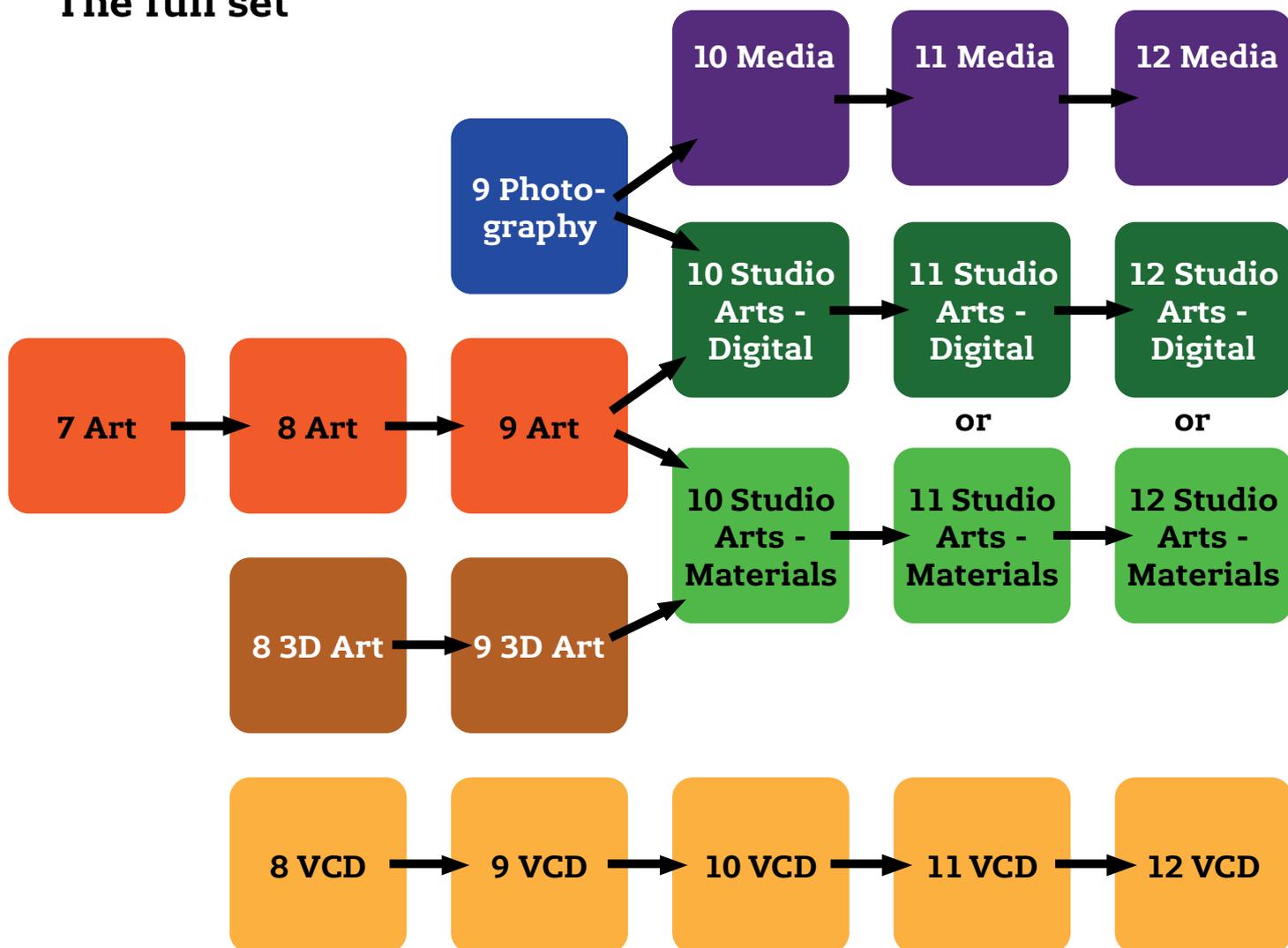
Are there subjects you need as prerequisites for further study?

Will you try subjects you have never done before to see if you like them?

Will you try subjects to keep your options open?

There is no single answer for all students. However, if you enjoy art and design, our advice is simple. Take as many as you can.

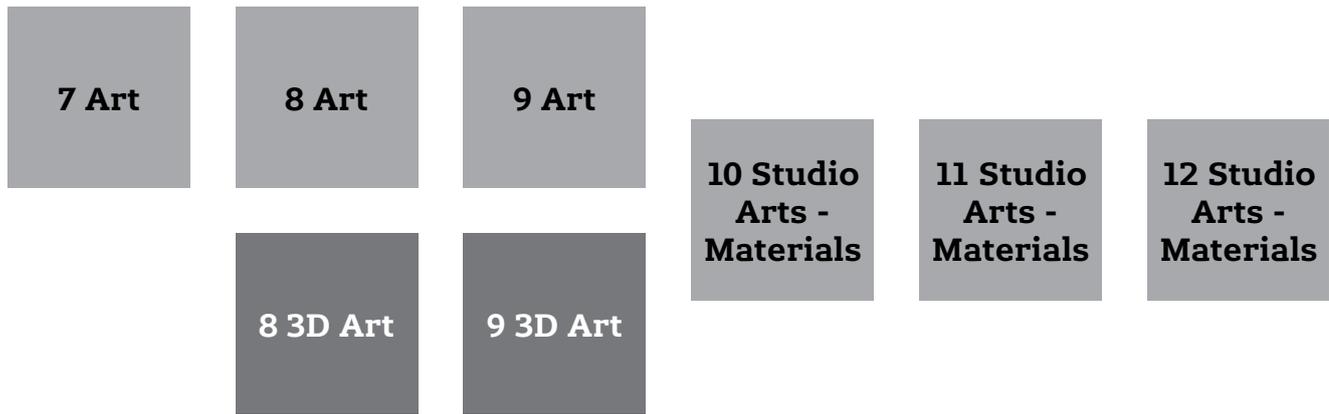
The full set



Please note:

Subject will only run if there are sufficient to numbers.

Best preparation for Studio Arts - materials



Benefits

Maximum opportunity to develop skills and your own personal style.

Maximum opportunity to explore a very wide range of art forms, techniques and materials.

Challenges

Taking so many art subjects may limit other options.

Best preparation for Studio Arts - digital



Benefits

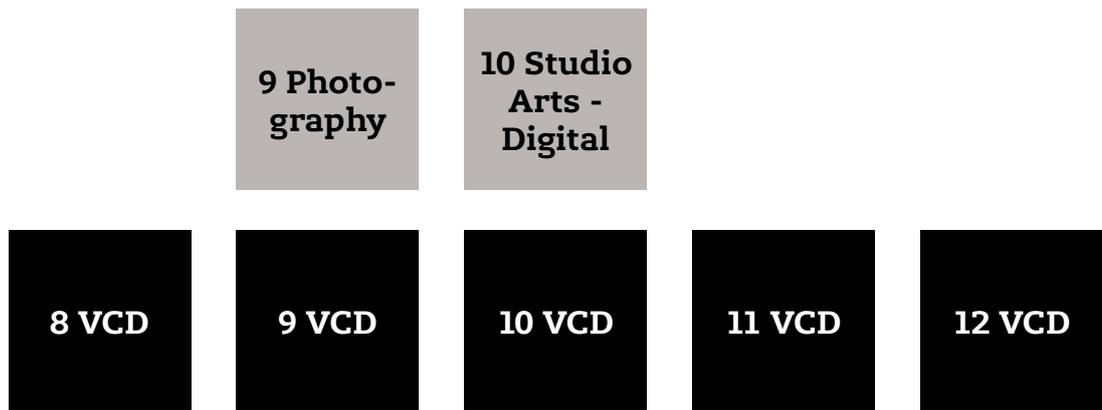
Maximum opportunity to develop skills and your own personal style.

Maximum opportunity to explore a very wide range of art forms, techniques and materials.

Challenges

Taking so many art subjects may limit other options.

Best preparation for VCD

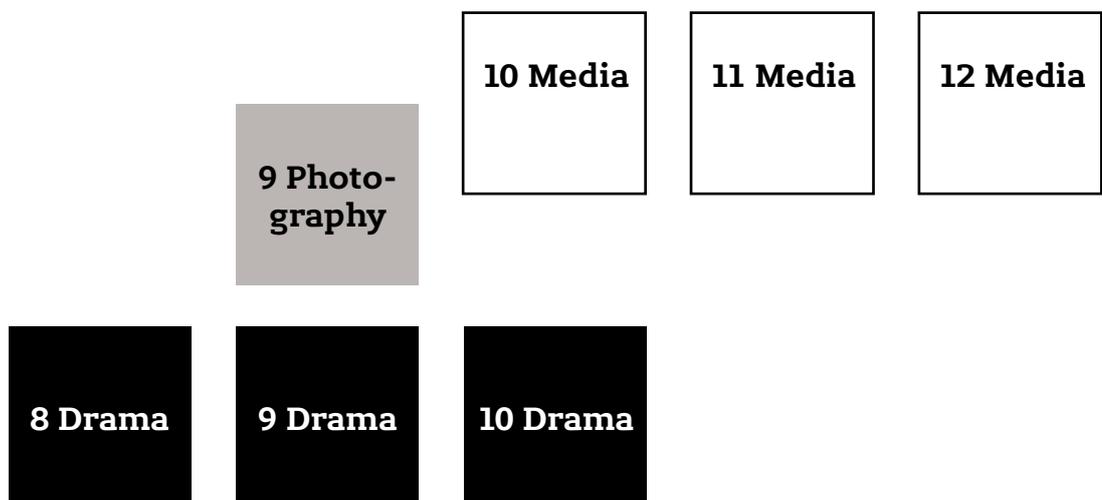


Benefits

Maximum opportunity to develop skills and your own personal style.

Maximum opportunity to explore a wide range of art forms, techniques and materials.

Best preparation for Media



Benefits

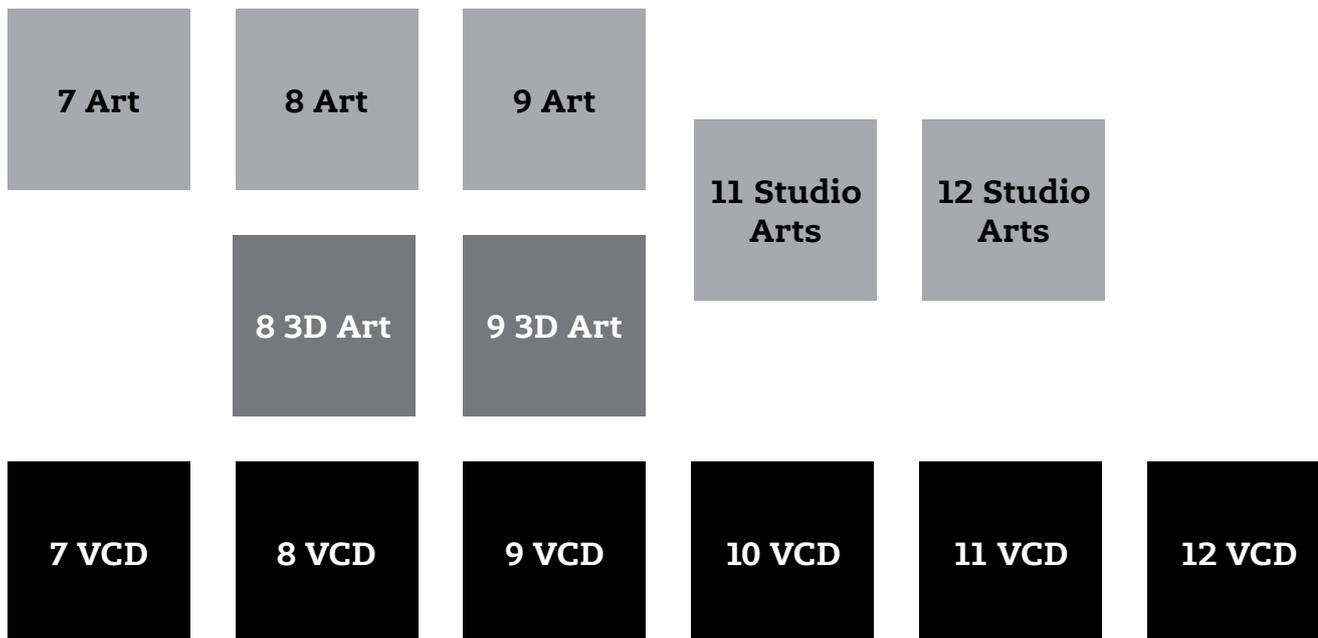
Maximum opportunity to develop skills and your own personal style.

Maximum opportunity to explore a wide range of skills.

Challenges

Taking so many art subjects may limit other options

Fast track to Year 12 Studio Arts



The same applies to Studio Arts - materials or digital. It is also possible to take VCD Unit 1&2 in Year 10. But skipping year 10 VCD will have a larger impact than Year 10 Studio Arts due to the nature and content of the VCD.

Benefits

Ideal preparation for one subject.
Adequate preparation for the other.
Less pressure in one year, with only one Year 12 folio per year.

Challenges

Year 10 is an important year of skill development and exposure to a range of experiences, without the limitations of the VCE. Students who have done Year 10 will have an advantage when going into Year 11.

Q&A

Is it too much to take year 12 VCD and Year 12 Studio Arts in the one year?

Many students choose Chemistry and Physics, or both Methods and Specialist Maths. For a student who is good at maths and science, this is not too much. It is the same with students who are good at art.

What are the benefits of taking Year 10 Art or VCD?

Year 10 is an important year of skill development and exposure to a wide range of experiences, without the limitations of the VCE. The Year 10 programs are intended to build on the much smaller Year 9 programs, while preparing for VCE. Year 9 has six classes per fortnight over one semester. Year 10 has nine classes per fortnight over the whole year.

How many Year 9 art electives can you take in one year?

Up to four.

Can I take both Studio Arts – Materials and Digital in Year 10?

Yes.

Can I take both Studio Arts – Materials and Digital in Years 11 & 12?

No, you need to choose one.

Can you pick up year 11 without having done Years 8, 9 or 10?

Yes, you can, provided you are prepared to work hard to catch up.

Can you pick up year 12 without having done Years 8, 9 or 10?

Yes, you can. However, it would not be advisable for most students.



