

# Unit 3 Area of Study 1

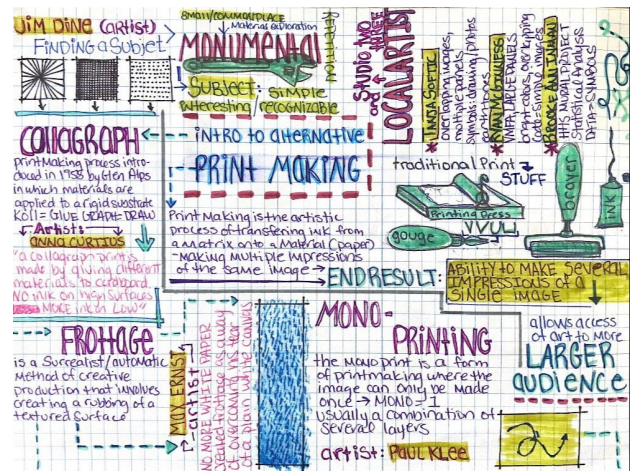
## Collect - inspirations, influences and images

For this first outcome, we will be **collecting inspiration and ideas** to inform your art making. We will be using our Visual Art Journal to explore, research and experiment with a range of artists (3) to inform your own art making.

### 1. Possible artforms

Over the summer holidays, you will be brainstorming your possible artforms to focus on. Have a think about your interests, what artforms you have enjoyed experimenting with throughout year 9/10 and unit 1/2. [Materials and Techniques](#)

### 2. Brainstorm! Starting with your possible artform.



## Mindmap

### 3. Artists

Find 3 well-known established Artists that work in your chosen art form.

[Australian Indigenous Artists](#)

[Australian artists](#)

[Famous Artists 1](#)

[Famous Artists 2](#)

[Famous Artists 3](#)

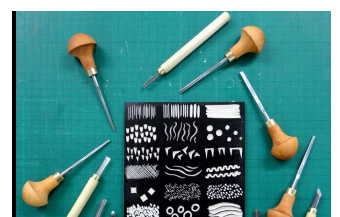


***Inquiry Question:***  
***How do artists use selected art forms and ideas to create visual language?***

### 4. Materials and Techniques

Learn about your chosen art form

- key terms and vocabulary
- The historic and experimental equipment and technical practices
- The properties of traditional and contemporary materials
- The essential processes.



## 5. Gathering inspiration

Generate a collection of **images** related to a specific theme to use as subject matter for experimentation and exploration of ideas and technical skills.

- Annotate to explain how these images will be interpreted in art making.
- Always identify the source of the image or how the image was generated

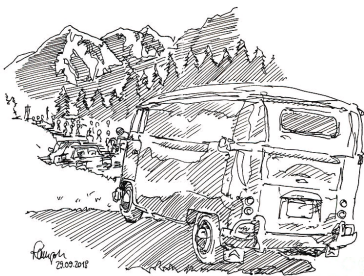


<https://www.derbytelegraph.co.uk/news/nostalgia/gallery/fabulous-vintage-photos-chart-history-3976935>

Gather **inspiration** to use as starting points for SAT. Collect things that fit in with your artform, materials and techniques, interests.

Found Objects, take your own photos, quotes, mediums, books, magazines, T.V, advertisements, write out quotes, Movies, posters, watch Youtube clips on Materials and techniques you are interested in. Music, sounds, smells, textures, artworks, Colours, shapes, found objects, old photos, ephemera (e.g. train tickets, newspapers, junk mail) Articles and research on the subject

## 6. Exploring ideas through sketches, photos



**Observational drawings and reference photos** for subject matter ideas.

Sketch ideas as a **response** to your inspiration. Think of different subject matter, composition



ideas, colour choices, rendering of textures.  
Start playing with art materials to become familiar with techniques.

**When we return to school, we will be completing the following:**

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## **7. Researching artists you want to use as inspiration for your own art process.**

### Outcome 1 -Research of three artists

Identify three artists who can be connected by a theme and who work in the same art form.

The artists that are selected for Area of Study 1 will be the same artists selected for Area of Study 3.

Select two artworks by each artist and record the didactic information for each artwork.

Explain how each artist has used art elements, art principles and aesthetic qualities to represent ideas.

Use evidence from each artwork.

1. Identify three artists who can be connected by a theme and work in the same art form. The artists that are selected for Area of Study 1 will be the same artists used for Area of Study 3.
2. Select two artworks by each artist. Ensure that information about the artists and artworks is easily accessible and reliable. For example, is the artwork part of a major museum collection? Can you find resources about the artwork on the internet or in books? For this task, it is important that information about the artist and artworks can be directly accessed.
3. Print high-quality images of the artworks and place them in the centre of separate pages in the Visual Arts journal.
4. Underneath each artwork, record the artist's name, the artwork's title, the materials used to make the artwork, the scale of the artwork and the date the artwork was created. Make a note of where the artwork was sourced for future reference.

5. Make annotations for each artwork in the form of mind maps to identify, analyse and evaluate:
  - the artist's interpretation of subject matter
  - the artist's use of art elements and art principles
  - aesthetic qualities
  - the artist's visual language and style
  - the properties of materials, and the techniques and processes used by the artist
  - the artist's personal experiences and how the artist has influenced their art making
  - communication of ideas and meaning.
6. Brainstorm ideas inspired by each artwork that will lead to experimentation and art making.
7. This task could also become a presentation that is shared with the class

## **8. Develop/experiment**

Students develop their ideas and subject matter as they explore materials, techniques and processes. Using their research, students begin to experiment with specific artforms. They consider how they will use visual language to communicate their ideas in their experimentations.

## **9. Documentation and annotation**

Students document their art making process and the relationships between their experimental works and the artists they have used as inspiration. For each experiment they evaluate:

- The relationship and connections between their experimental works and sources of inspiration
- The characteristics of the and properties of the selected art form used in the experimentations
- The use of materials, techniques and processes in each art form

Students use their Visual Arts journal to document their developing visual language, reflect on their art making and further investigate and plan artworks using art terminology.

## From the study design:

### Outcome 1

On completion of this unit the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

### Key knowledge

- the use of art elements, art principles and aesthetic qualities in artworks in specific art forms
- how subject matter and ideas are developed from artistic influences, inspirations and personal experiences
- methods used to communicate ideas using visual language
- the inherent characteristics and properties of materials used in experimentation and art making in specific art forms
- techniques and processes used in art making in specific art forms
- methods used to conceptualise artworks and document individual art making
- art terminology in the documentation and evaluation of art making

### Key skills

- explore, evaluate and document the use of art elements, art principles and aesthetic qualities in specific art forms
- develop subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences
- experiment with materials, techniques and processes in art making in specific art forms
- document the development of ideas and visual language in individual artworks in specific art forms
- identify and analyse the connections between influences, sources of inspiration and personal experiences
- identify, analyse and evaluate the characteristics and properties of materials used in experimentation and art making in specific art forms
- identify, analyse and evaluate the use of techniques and processes in specific art forms
- identify, analyse and evaluate the use of visual language in artworks
- conceptualise artworks and document, reflect on and evaluate individual art making in a Visual Arts journal
- use art terminology in documentation, analysis and evaluation

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| <p><b>Unit 3:</b><br/><b>Collect,</b><br/><b>extend and</b><br/><b>connect</b></p> | <p><b>Collect – Inspirations, influences and images</b></p> <p><b>Key question</b><br/><i>'How do artists use selected art forms and ideas to create visual language?'</i></p> <p><b>Focus</b><br/>Art forms, materials, techniques and processes, ideas, subject matter, visual language, aesthetic qualities</p> <p><b><i>School-assessed Task</i></b><br/>Visual Arts journal that contains three artistic influences and exploration of art making</p> | <p>E<br/>N<br/>I<br/>f<br/>c<br/>F<br/>A<br/>p<br/>r<br/>s<br/>A<br/>E<br/>c<br/>c<br/>J</p> |
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