



**Penola**  
CATHOLIC COLLEGE  
EST. 1995

# VISUAL ARTS

Art

Media

Certificate III in Screen and Media (VET)

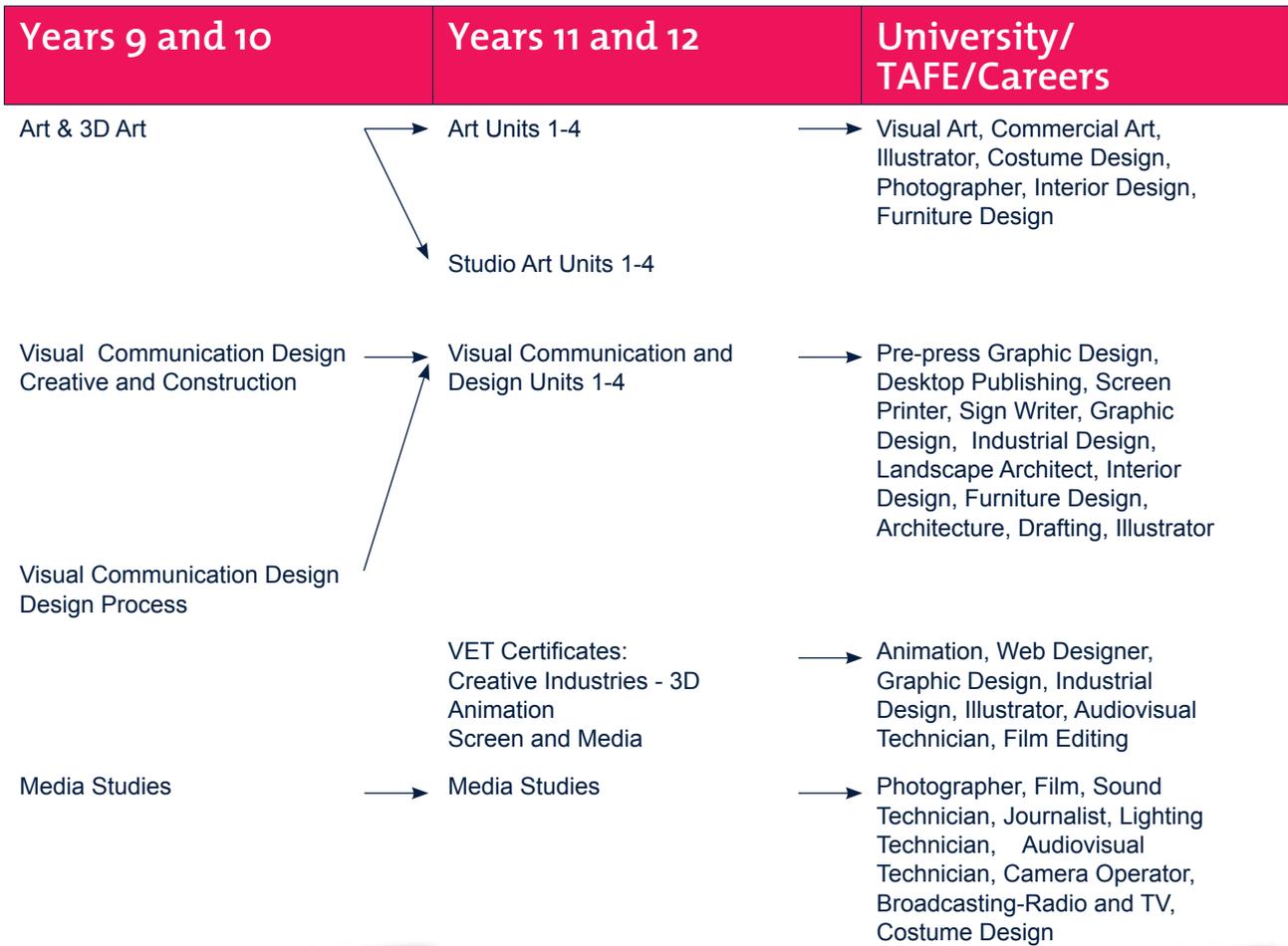
Certificate II in Creative Industries - 3D Animation (VET)- Media

Studio Arts

Visual Communication Design



# VISUAL ART PATHWAYS





# ART

VCE Art provides the opportunity to investigate the role of Art in the world through a study of historical and contemporary cultures. The study of Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Throughout their study, students develop skills in research, analysis and arts criticism to interpret and debate the issues that are raised. In response, students form and support personal points of view. Through exploration and experimentation using art forms, materials, techniques and processes, students progressively develop their own artworks and develop an awareness of appropriate health and safety practices.

## Unit 1: Art and Meaning

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies, cultures and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. They explore the work of artists who have been inspired by ideas relating to personal and cultural identity. In this unit, students will study at least three artists and at least one artwork from each of the selected artists.

### Assessment: Unit 1

- Analyse and interpret a variety of artworks
- Art making and personal meaning developmental folio
- Written examination

## Unit 2: Art and Culture

In this unit, students become aware that artworks can be created as forms of cultural expression for specific contexts, such as street art, public art, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions and performance art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions and social movements. They can reinforce a social groups' sense of its own power and importance or they can challenge social attitudes and assumptions. Students begin to see the importance of an artwork's cultural context and analyse the varying social functions that art can serve. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

### Assessment: Unit 2

- Art and culture - analyse, interpret, compare and contrast artworks
- Folio of visual responses including at least one finished artwork.
- Written examinations

## Unit 3: Investigating and Interpreting Art

In this unit, students study selected artists who have produced works before 1970 and selected artists who have produced works since 1970. Students use all the Analytical Frameworks for interpreting and analysing the meaning of artworks. They explore ways in which ideas and issues can influence the making and interpretation of art. Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through a visual language. Their art making is supported through investigation,

exploration and application of a variety of materials and techniques and they reflect on the formal, personal, cultural and contemporary aspects of their own developing artworks.

### Assessment: Unit 3

- Interpreting art
- Investigation and interpretation - Folio and Finished artwork
- Written examination

## Unit 4: Realisation and Discussion of Art

In Unit 4 students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build their learning and conceptual understanding around the discussion and debate of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. Students discuss and debate how art may affect and change the way people think. They examine and analyse their own viewpoints and those of others through commentaries and use this information to formulate and support their own developing points of view. From this research students choose an art issue to explore. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

### Assessment: Unit 4

- Discussing and debating art
- Realisation and resolution - Folio and Finished artwork
- Written examinations



# MEDIA

The media has a big impact on people's lives. It can influence the way we spend our time and plays a role in the way we see ourselves and the world. In Media, students explore how films, TV programs and other media products are constructed, students will explore the relationship between the media and society and construct their own media products in the form of video, photography, multimedia and/or print media.

The study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in the form of video, photography, multimedia and/or print media.

## Unit 1: Media Forms, Representations and Australian Stories

In this unit students develop an understanding of audiences and the concepts underpinning the construction of representations and meaning in different media forms. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

### Assessment: Unit 1

- Written analysis – Media representations
- Photo and Video Production - Media forms
- Written analysis – Australian stories
- Written Examination

## Unit 2: Narrative Across Media Forms

In this unit students further develop an understanding of the concept of narrative in both traditional and modern forms. They analyse the influence of new media technologies and their impact on modes of audience engagement, consumption and reception. Students will design and create narratives that demonstrate an awareness of media codes and conventions.

### Assessment: Unit 2

- Written analysis – Narrative, style and genre
- Photo and/or Video Production – Narratives in production
- Research or oral presentation – Media and change
- Written examination

## Unit 3: Media Narratives and Pre-Production

In this unit explore stories that circulate 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 preproduction, distribution, consumption and reception. Students use the pre-production stage of the media production process to design the productions of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on the documenting their progress.

### Assessment: Unit 3

- Written analysis – Narrative and ideology
- Research task – Media product development
- Media Production Design Plan – Media production design

## Unit 4: Media Production and Issues in the Media

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.

### Assessment: Unit 4

- Media product design
- Analysis – Agency and control in and of the media
- Written examination





# CERTIFICATE III IN SCREEN AND MEDIA (VET)

The Certificate III in Screen and Media aims to provide the knowledge and skills to achieve competencies that will enhance student prospects in the interactive digital media and media related industries. This course also enables students to gain a recognised credential and to make a more informed choice of vocation or career path in the interactive digital media industry. All components of the course will be conducted at school with some assistance from TAFE staff. Kangan Institute will issue the certificate on completion of the 2 year course which is undertaken over Years 11 & 12.

The training in this course provides the skills and knowledge in a broad range of basic media related tasks and provides the foundation to work in the industry or to proceed to further education. It provides four units on the VCE certificate and will contribute towards an ATAR score for Tertiary selection.

This course is for students interested in furthering their folio development for tertiary entrance. It is offered as part of the Visual Arts program within the College and for those students who are interested in the areas of Graphic and Industrial Design, Visual Arts, Media and Interactive Digital Media.

## VCE VET Units 1 & 2

- Develop and extend critical and creative thinking
- Work effectively in the screen and media industries
- Participate in OHS processes
- Produce and prepare photo images
- Produce drawings to represent and communicate the concept
- Use advanced features of computer applications

## VCE VET Units 3 & 4

- Create 2D digital animations
- Write content for a range of media
- Explore and apply the creative design process to 2D forms
- Author interactive sequences
- Prepare video assets
- Create visual design components

## Assessment: Units 1 to 4

- Product – Animations
- Portfolio – Website Redevelopment
- Product – Short Film and Posters
- Written examinations





# CERTIFICATE II IN CREATIVE INDUSTRIES (VET) 3D ANIMATION

This VET Course runs for one year in Year 11 and once completed you will receive a Certificate II in Creative Industries This VET Course runs for one year in Year 11 and once completed you will receive a Certificate II in Creative Industries (Media) as well as progress through VCE Units 1 & 2.

3D Animation Foundations is designed to introduce students to the many career opportunities available for 3D artists, animators and designers. This course gives student an understanding of the creative potential of the 3D animation software used in the games, film and visual effects industry. Year 9 students are invited to apply to complete this course as an Accelerated Study.

The course covers the fundamentals of 3D animation including:

- 3D modeling
- Texturing
- Animation
- Lighting
- Rendering
- Character design
- Environment design
- Short movie production

The course concludes in a production unit wherein students will work together to produce a short animated film. Students start by planning their animation with concept art and storyboards, modeling and animating their designs throughout the production process and finish by editing sound, music and special FX into the final product.

3D Animation Foundations serves as a valuable bridge to further study in 3D animation, including 3D animation for games or film. Graduates leave with a portfolio of work, knowledge and skills useful in many other multimedia and design areas.

This course is for students interested in furthering their folio development for tertiary entrance. It is offered as part of the Visual Arts program within the College and for those students who are interested in the areas of Filmmaking, Animation, Visual Communication & Design, Studio Arts, Media and Interactive Digital Media.

## Units of Competency

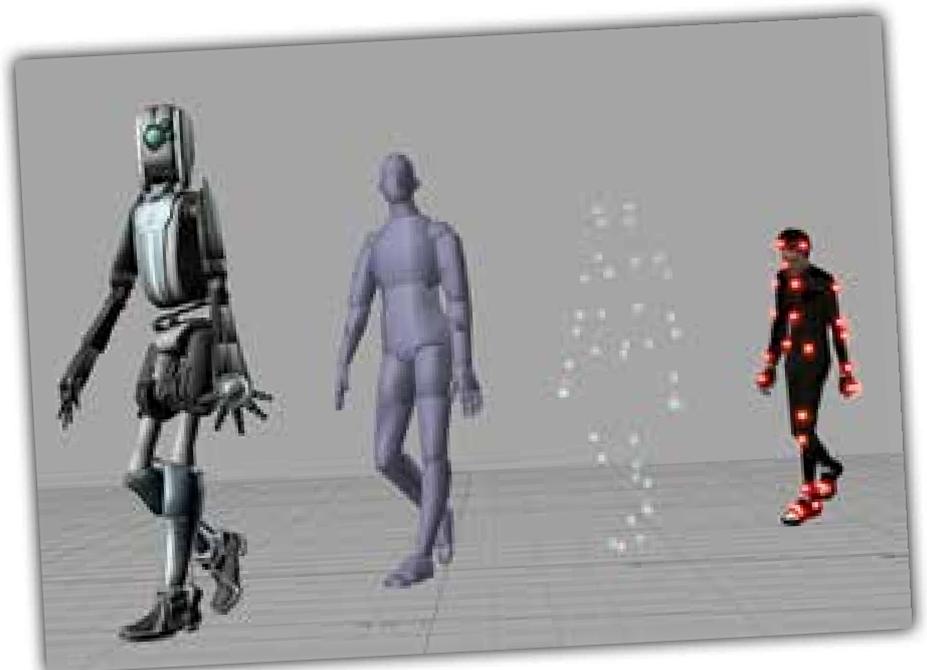
### Core

- BSBCRT101A  
Apply critical thinking
- BSBWOR203A  
Work effectively with others
- CUFIND201A  
Develop and apply creative arts industry knowledge
- CUSOHS301A  
Follow occupational health and safety procedures

### Electives

- BSBCRT301A  
Develop and extend critical and creative thinking skills
- BSBDES201A  
Follow a design process
- CUFRES201A  
Collect and organise content for broadcast or publication
- CULLB307C  
Use multimedia

**This VET Course runs for one year in Year 11 and once completed you will receive a Certificate II in Creative Industries (Media) as well as progress through Units 1 & 2 VCE. 3D Animation Foundations is designed to introduce students to the many career opportunities available for 3D artists, animators and designers. This course gives student an understanding of the creative potential of the 3D animation software used in the games, film and visual effects industry.**





# STUDIO ART

Studio Art encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices.

Student research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their art making.

## Unit 1: Studio Inspiration and Techniques

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.

### Assessment: Unit 1

- An outline of a proposed investigation of studio practice using visual language
- A selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- A visual analysis report
- A presentation of at least one finished artwork.
- Examination

## Unit 2: Studio exploration and concepts

Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. 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.

### Assessment: Unit 2

- Undertaking an exploration proposal
- Undertaking studio process
- Producing at least one artwork.
- Visual analysis report
- Examination

## Unit 3: Studio Practices and Processes

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.

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.

### Assessment: Unit 3

- Exploration proposal
- Document reflections, identify, analyse and evaluate the experimental and developmental work, including the clarification of ideas and studio processes in a visual diary
- Develop a range of potential directions throughout the studio process
- Artists and studio practices SAC

## Unit 4: Studio Practice and Art Industry Contexts

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.

### Assessment: Unit 4

- Folio of at least 2 final artworks
- Focus, reflection and evaluation of studio process and practices
- Art industry Context SAC
- Examination





# VISUAL COMMUNICATION AND DESIGN

The Visual Communication and Design course examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Throughout the study, students explore manual and digital methods to develop and refine presentations.

## Unit 1: Introduction to visual communication design

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 make messages, ideas and concepts 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 explore elements and design principles and develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

### Assessment: Unit 1

- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Final presentations created using manual and/or digital methods
- Written report of a case study
- Annotated visual report of a case study
- Oral report of a case study supported by written notes and/or visual materials

- A presentation using digital technologies

## Unit 2: Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills 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 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.

### Assessment: Unit 2

- Folio of typography and image ideas and concepts created using manual and digital methods
- Folio of technical drawings created using manual and digital methods
- Written and oral descriptions and analysis of historical and contemporary design examples
- Folio demonstrating the design process created using manual and/or digital methods
- Final presentations of visual communications

## Unit 3: Design thinking and practice

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, 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

### Assessment: Unit 3

- Two or three dimensional presentation design solutions
- Written report on design presentations
- Design industry report

## Unit 4: Designing to a Brief

The focus of this unit is 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 needs. Students 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 with their target audience. Students refine and present two visual communications within the parameters of the brief. They reflect and evaluate the design process and the design decisions they took in the realisation of their ideas.

### Assessment: Unit 4

- Brief
- Folio
- Final presentations
- Written examination