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| **Unit Overview** **Unit 3: Art as knowledge** | **NOTES** |
| In Unit 3, students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience. Through independent investigation of their inquiry question and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. They explore the concept ‘art as knowledge’ as they employ new knowledge inspired by their personal interests, beliefs and observations of the world. Students use the contemporary, personal, cultural and/or formal contexts to study selected artists and explore expression, different layers of meaning and diverse interpretations of artworks. In this unit, students enrich their knowledge and aesthetic experience of their world through making and responding. Informed by their knowledge of art practices, experiences, history and influences, they embark on a body of work that visually and intellectually engages the audience — perhaps through sensory experiences, or by provoking conversation, inspiring action or challenging expectations. Students use inquiry learning to develop, research, reflect and resolve artworks using visual language, media areas and approaches selected for effective communication of intended meaning and their acquired knowledge. They recognise that art knowledge can be constructed and imaginative. Constructed knowledge challenges perceptions and the status quo, is intellectually engaging, innovative, provocative, can present alternative futures, and may involve interpretation from a different context. Imaginative knowledge can entertain, express, record, invent, encapsulate the human condition, and may require the suspension of disbelief. Students may connect to other learning and subject disciplines to enrich their intellectual inquiry and approaches. As audience, students consider what one can learn from works of art and how prior knowledge of culture and society influences our systems of decoding visual language. As artists, students consider what knowledge an artist requires to inform their art practice, and what knowledge and understanding an artwork can convey. |  |
| **Subject Matter: Developing** |
| Develop a personal inquiry question to guide investigation and generate a self-directed focus, to inform art practice and solve visual problems. |
| Implement ideas for a personal inquiry through a teacher-facilitated direct stimulus or experience.For example:* provocation from an expert lecture and/or class visit, editorial, article or symposium.
* excursion to a specific site, either art-related or drawing on local context and interests, e.g. environmental, social, historical or cultural.
* personal reaction, interest or story relevant to a specified text.
* scientific, philosophical or artistic process and experimentation.
* investigation of a historical event.
* presentation of empirical data (socio-economic, historical, scientific).
* learning in another subject.
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