

**TABLE OF FORMS**
**Visual Arts: Making Artworks**

2D forms	3D forms	4D forms/time-based works
<b>Drawing*</b> and any of the following: <ul style="list-style-type: none"> <li>• painting including acrylic, oil, watercolour, and the use of mediums, gels and glazes</li> <li>• printmaking including lino block printing, silk screen printing, collographs, etching</li> <li>• photo and digital media including wet photography and digital media (still)</li> <li>• graphics including computer generated and enhanced</li> <li>• collage, frottage and montage</li> <li>• other 2D forms may also be included</li> </ul>	Any of the following: <ul style="list-style-type: none"> <li>• ceramics including hand built and thrown forms</li> <li>• sculpture including relief, in the round and conceptual works</li> <li>• installations</li> <li>• textiles</li> <li>• designed images, objects and environments including images, objects, interior and exterior environments, jewellery, wearables, and objects of body adornment</li> <li>• other 3D forms may also be included</li> </ul>	Any of the following: <ul style="list-style-type: none"> <li>• performance works</li> <li>• time-based installation works</li> <li>• video</li> <li>• digital animation</li> <li>• other 4D forms may also be included</li> </ul>
Across 2D, 3D and/or 4D forms particular opportunities to engage with Information and Communication Technologies (ICT) must be provided for students to have experience of: <ul style="list-style-type: none"> <li>• graphics-based programs to create and manipulate digitally generated images (including scanned images, digital camera, internet images, CD), video stills, animations and web page designs</li> <li>• importing images (through scanning, internet, digital camera and CD) into graphics and word-processed documents.</li> </ul>		

**Mandatory course:** Select at least two forms from 2D, 3D and/or 4D forms. The number of forms selected in each field is at the discretion of teachers.

Drawing and computer based technologies are a requirement

**Elective course:** Select greater specialization or a broad based course from 2D, 3D and/or 4D forms. The number of forms selected in each field is at the discretion of teachers

Teachers are encouraged to include 4D forms

**Photographic and Digital Media: Making photographic and digital works**

Still	Interactive	Moving
Any of the following: <ul style="list-style-type: none"> <li>• photographic media including wet photography, camera-based and non-camera-based works</li> <li>• digital media in printed form</li> <li>• manipulated images including collage, montage and image transfers</li> <li>• enhanced images derived from wet photography</li> <li>• computer-generated images</li> <li>• photostatics including, photocopies, transparencies, transfers</li> <li>• installation works</li> <li>• other still photographic and digital forms may also be included</li> </ul>	Any of the following: <ul style="list-style-type: none"> <li>• computer-generated images</li> <li>• games</li> <li>• holographic and virtual realities</li> <li>• hypertext works</li> <li>• web design</li> <li>• internet art</li> <li>• performance works</li> <li>• installation works</li> <li>• audio works</li> <li>• other interactive photographic and digital forms may also be included</li> </ul>	Any of the following: <ul style="list-style-type: none"> <li>• video</li> <li>• film</li> <li>• animation</li> <li>• performance works</li> <li>• installation works – time-based</li> <li>• other moving photographic and digital forms may also be included</li> </ul>

Teachers can select to specialize in one form eg Still or a broad investigation of two or three forms eg Still, Interactive and/or Moving. The number of forms selected in each field is at the discretion of teachers.

**Visual Design: Making visual design artworks**

<b>Print</b>	<b>Object</b>	<b>Space-Time</b>
investigated through artworks that explore: <ul style="list-style-type: none"> <li>• multimedia as a form of visual design</li> <li>• individual and group identity</li> <li>• the visual image in advertising</li> <li>• the conventions and application of illustration/ cartooning</li> <li>• typographic forms</li> <li>• visual semiotics eg text, font, lettering</li> <li>• application of visual images in print eg posters, post cards</li> <li>• student-initiated forms of print design</li> </ul>	investigated through artworks that explore: <ul style="list-style-type: none"> <li>• the body as a site for visual design eg jewellery, wearables</li> <li>• iconic symbols</li> <li>• ceramic ware</li> <li>• habitat design</li> <li>• fabric</li> <li>• theatrical applications of visual design</li> <li>• containers as a site for visual design</li> <li>• student-initiated forms of object design</li> </ul>	investigated through artworks that explore: <ul style="list-style-type: none"> <li>• the conventions of interactive visual design artworks</li> <li>• the creation of virtual worlds</li> <li>• the conventions of video/ animation</li> <li>• the use of sound and light to convey meaning</li> <li>• the architectural considerations of interior and exterior spaces</li> <li>• site-specific installations and exhibitions</li> <li>• environment as a stimulus for visual design</li> <li>• student-initiated forms of space-time design</li> </ul>

Teachers can select to specialize in one form eg Space-Time or a broad investigation of two or three forms eg Print, Object and/or Space-Time. The Number of forms selected in each field is at the discretion of teachers