The Arts –
Visual Arts

Victorian Curriculum F–10 Version 2.0

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East Melbourne VIC 3002

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# Introduction

## Rationale

Visual arts contribute to the fields of art and craft. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.

Visual arts creative processes and practice provide insights into the impacts culture can have on ways of knowing, doing and being in Australia and the world. Investigating these impacts is integral to fostering students’ abilities to discern and understand the unique ways visual arts practice and creative processes can be both related and distinct to learning about culture.

Visual arts are central to the diverse and continuing cultural practices of Aboriginal and Torres Strait Islander Peoples. Through visual arts, Aboriginal and Torres Strait Islander artists articulate and express connection to and responsibility for Country and Place.

Learning about visual techniques, technologies, skills and media of local and global artists and craftspeople supports students to develop their own artworks with integrity and understanding of distinctions between art and culture. Students explore different perspectives to develop and expand perceptual, conceptual and cultural understanding, critical reasoning and practical skills. From this, students develop confident and proficient practices to achieve a personally responsive and distinctive visual aesthetic.

Students understand how creative industries contribute to personal, cultural, community and economic wellbeing. In Visual Arts, students learn to recognise and cultivate unique literacies, practices and creative processes to grapple with ideas, intricacies and dilemmas. The interrelationship between making and responding invites students to investigate, contextualise and make meaningful connections between personal and global perspectives as they apply Visual Arts knowledge, frameworks and practical skills.

Investigating artworks and practices prepares students to respectfully recognise, articulate and acknowledge artistic and cultural influences. In exploring how, why, where and for whom artists and craftspeople produce artworks, students recognise and appreciate the tensions, complexities and significance of visual arts histories, theories and practices.

## Aims

The Visual Arts curriculum aims to develop students’:

* conceptual and perceptual ideas and representations through inquiry processes
* knowledge and skills in using visual conventions, visual arts processes and materials
* critical and creative thinking skills through engagement with and development of visual arts practice and creative processes
* respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists and craftspeople; visual arts as social and cultural practices; and industry as artists and viewers or audiences
* confidence, curiosity, imagination and enjoyment
* personal expression through engagement with visual arts practices and ways of expressing, representing and communicating.

## Structure

The Visual Arts curriculum is presented as one curriculum level at Foundation and then in 2-level bands from Levels 1 to 10.

Visual Arts comprises 4 interrelated strands:

* Exploring
* Developing Practices
* Creating
* Presenting.

### Exploring

In this strand, students learn as artists and as audiences and viewers. They explore:

* visual arts practices in community, studio and/or industry settings across local, regional, national and global contexts
* visual arts works and their display in physical, virtual, formal and/or informal settings
* the diversity of where, why and how people create, make and engage with visual arts
* the diversity and significance of visual arts for Aboriginal and Torres Strait Islander Peoples, cultures and communities
* how visual arts communicate cultural and aesthetic knowledge, ideas, purpose, meaning and emotion
* how visual arts develop empathy and understanding of multiple perspectives.

Students respond using visual arts practices, materials and forms, imagery, sounds, movement, language and/or digital tools.

### Developing Practices

In this strand, students develop practices and skills for exploring, creating and responding to visual arts. Students develop knowledge and understanding through play, imagination, experimentation, and critical and creative thinking. They develop creative and critical practices including:

* creative skills and confidence for using, experimenting with and manipulating visual conventions, visual arts processes and materials for personal expression and communicating visually in diverse two-dimensional (2D), three-dimensional (3D) and/or four-dimensional (4D) visual arts forms and styles
* critical skills in observing, documenting, reflecting on, analysing and evaluating their own and others’ visual arts practices using language/terminology, embodied practices and/or problem-solving.

### Creating

In this strand, as artists, students use visual conventions, visual arts–specific and/or multi-arts creative processes, and visual arts materials. As audiences and viewers, they reflect on their work as it develops, for example through observation, analysis, reflection and evaluation. Students create and make visual arts works by:

* selecting, refining and resolving ideas and intentions for visual arts works
* identifying ideas and influences that will inform their work from, for example, other artists’ artworks and practices, experiences, themes or concepts
* selecting and manipulating visual conventions, visual arts processes and materials to represent ideas, perspectives and/or meaning.

### Presenting

In this strand, students present visual arts works to audiences and viewers. They make decisions about:

* if, when and how their visual arts works and/or visual arts practices will be shared with others
* where the work could be displayed or exhibited, for example in physical, virtual, formal or informal spaces.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Visual Arts, students progress along a learning continuum that provides the first achievement standard at Foundation, and then at Levels 2, 4, 6, 8 and 10.

### Content descriptions

In Visual Arts, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Visual Arts

### Visual arts practices

Visual arts practices are the ways that artists go about their work. Visual arts practices include:

* examining other artists’ works and practices; for example, identifying and analysing influences or considering how artists are using and adapting arts processes
* developing critical and creative thinking when observing and analysing artists’ works, and when documenting and reflecting on their own visual arts practice
* developing ideas, studio practice and collaboration
* experimenting with and developing knowledge and skills in using visual conventions, visual arts processes and materials
* creating artworks that represent ideas, perspectives and/or meaning
* considering where, how and why they share their artworks and ideas with viewers or audiences.

### Viewpoints

Throughout their Visual Arts learning, students use questions based on viewpoints as an inquiry tool for considering their own and others’ use of ideas and concepts from multiple perspectives. Students can use questions based on viewpoints to:

* structure their reasoning and reflecting
* explore ideas and make decisions
* explore and develop empathy for multiple perspectives
* express and celebrate identities, ideas and meaning
* think deeply about their own visual arts practices and visual arts works by others that they experience.

As they create and respond to visual arts works and experiences, students develop questions to explore ideas, perspectives and meaning. They think and make decisions as artists and as audiences and viewers. Questions based on viewpoints encourage students to consider a range of perspectives and to think deeply about their own and others’ visual arts works.

### Contexts

The context of an artwork is the frame of reference that allows the meaning to be interpreted. Interpretation of the meaning of an artwork can evolve from the context. The context of an artwork can be the location and time in which the artwork is made, presented or viewed. Context can also be the economic, philosophical, historical, social or cultural influences on the practices of the artist, the artist’s intentions, and their communication of ideas, values and beliefs in their artworks.

### Artists

Artists include visual artists, craftspeople and designers.

Artists work individually and collaboratively using diverse visual arts practices to create artworks. Students investigate the practice and artworks of artists working in diverse forms across cultures, times, places and other contexts. Students learn as artists as they develop their own visual arts practice.

### Artworks

Visual arts works include art, craft works and/or design works.

An artwork is an outcome of an artist’s practice. An artwork may be a completed product or a work in progress. Artworks can be experienced in person and/or digitally, for example by visiting galleries, exhibition spaces or public places, or by accessing artworks in online gallery spaces or in printed media such as arts journals. Students may use strategies such as questions based on viewpoints, frames, frameworks or lenses to analyse and interpret artworks and artists’ practices from multiple perspectives.

### Visual conventions

Visual conventions are traditional, cultural and stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms and are impacted by factors such as the time and culture they were created in and the choice of materials. Visual conventions are dynamic and evolve as visual art forms and practices develop over time. They include the elements and principles of art.

Art elements include colour, line, shape, form, tone, texture, sound, time and light.

Art principles include emphasis (including focal point), movement, rhythm, unity, variety, space, repetition (including pattern), balance, contrast, proportion and scale.

### Materials

In Visual Arts, students manipulate and adapt a wide range of materials and technologies to make 2D, 3D and 4D works. These may include:

* physical materials such as paint, dyes, charcoal and clay
* contemporary or emerging materials such as digital media
* organic and recycled/repurposed materials such as dry leaves, recycled cardboard, plastic, fabric, textiles or household objects.

Visual artists adapt and expand their practice to encompass and embrace new materials and ways of working.

### Visual arts forms

Visual arts forms embrace traditional, cultural and stylistic forms. Forms used in Visual Arts learning may include but are not limited to painting, drawing, sculpture, ceramics, printmaking, mixed media, film, video, sound, performance, photography, textiles, fashion, digital artworks and installation in 2, 3 and 4 dimensions. Visual arts forms develop and evolve as artists adapt and explore new technologies and ways of working.

### Visual arts processes

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form and are continually evolving.

### Exhibiting and curating

Artworks can be displayed for audiences and viewers in formal or informal settings. Displays of artworks can be curated in exhibitions in formal or informal settings.

Curating refers to the process of selecting and organising material, such as artworks and aspects of artists’ practice, that communicates the artists’ processes, ideas, intentions and/or perspectives. Curating can be part of the process for preparing for the informal or formal exhibiting of artworks or art practice for an audience and viewers.

# Curriculum

## Foundation

### Level description

In Foundation, learning in Visual Arts builds on the Victorian Early Years Learning and Development Framework (VEYLDF) and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the Arts disciplines and/or specialist teaching. There are examples in the elaborations for each discipline and examples that span across the disciplines.

In Foundation, Visual Arts learning fosters students’ understanding of how the arts enrich their lives and the lives of all people. Engagement with visual arts strengthens students’ sense of wellbeing and develops their connections with the world. Visual Arts learning involves exploration and purposeful, creative play, together with structured learning appropriate for students' level of development. In Visual Arts, students work individually and collaboratively with peers and teachers, drawing on their imaginations, stimulus materials such as images or works of fiction, and real-life experiences.

Students explore visual arts in their lives and communities. They learn that visual arts are central to all cultures and explore the diversity of artworks across cultures. They build empathy and understanding that what is familiar to one person can be new to somebody else. Students use visual arts knowledge and skills to make artworks that represent their ideas about the world and share their work with peers in informal settings. They experience being audiences or viewers of artworks.

In Foundation, the focus is on students:

* exploring and responding to artworks, artists’ practices and arts experiences including the artworks and practices of Aboriginal and Torres Strait Islander Peoples
* developing visual arts practices by exploring visual conventions, visual arts processes and materials through structured play, experimentation, imagination and inquiry
* creating artworks that are planned and created intuitively and expressively
* presenting and sharing their artworks and their experiences.

### Achievement standard

By the end of Foundation, students describe experiences, observations, ideas and feelings about artworks they encounter at school, home and in the community, identifying what they enjoy and why. They develop an understanding of visual arts conventions, skills and processes.

Students use play, imagination and experimentation with materials and processes to create artworks. They make and share artworks that communicate their experiences, observations and ideas.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore how and why the visual arts are important for people and communities VC2AVAFE01 | * identifying artworks and experiences in their lives, such as images, public art, 2D, 3D or screen-based works they encounter at school or in community settings, and sharing ideas and feelings about the works with peers and teachers
* exploring how illustrations/images in a text (fiction or non-fiction, print or screen) help to communicate narrative or information about characters, settings and/or mood
* listening to Aboriginal and Torres Strait Islander Peoples talk about the importance of the arts for connecting to people, culture, Country and Place; for example, using resources created or co-created by Aboriginal and Torres Strait Islander Peoples
 |
| explore ideas for artworks through play and visual arts processesVC2AVAFE02 | * exploring how facial expressions, gestures and other ways of moving, and using voice or language, can communicate emotions and feelings in artworks, for example characters in portraits, cartoons, songs, chants or dances from different times and cultures
* using play to explore ideas or understandings they observe or perceive in a text or image (print or screen); for example, exploring questions such as ‘What is happening?’
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use play, imagination, experimentation, materials and processes to discover possibilities and develop ideasVC2AVAFD01 | * playing with the tactile qualities of a range of materials (e.g. rough, smooth, spiky, gooey) and exploring how they feel about these qualities to develop ideas for a visual arts work; for example, using art materials to depict or embody the tactile qualities they discovered or moving their body in ways that represent the smooth nature of a stone or ball
* imagining how the characters in a story they are reading might dress or move, and making still or moving images to communicate ideas about the character
* identifying and describing shapes, colours and lines they observe in their environment and exploring ways to use these shapes creatively; for example, imagining and trialling ways to use geometric and organic shapes and collage techniques to represent a familiar object such as a face; improvising movements that trace a series of shapes such as circle, rectangle and triangle; or working collaboratively to form frozen or still images of each shape
* responding to the emotions they experience while listening to different pieces of music and using movement to share their response; for example, creating visual images combining body movements and materials such as crayons or paint
* improvising rhythmic patterns for clapping or stamping or inventing new movements for familiar action songs, and interpreting these visually using art elements such as shapes, lines and/or colours, and materials such as paper and pencil or string
* improvising movements to explain the steps in a process and then using a camera to capture a series of images or a photographic story
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create artworks that communicate experiences, ideas and observations and explore meaningVC2AVAFC01 | * creating artworks in a range of forms to communicate ideas from lived personal or social experiences; for example, using digital devices to record their peers playing a game and creating a voice over that describes what is happening; drawing a home scene of people and animals; or devising a character of a fictional hero for an animated series or text that could be used to communicate a health or sustainability message
* creating artworks in response to inspiration from sources such as play, imagination, observation, literature, artworks from their cultures and communities or arts knowledge and skill development activities
* manipulating objects, puppets or 2D images or creating animations using available technologies to create or retell stories
* repurposing materials and objects such as clothing or packing boxes as starting points for imagining and developing scenes and scenarios; for example, using packing boxes to create an imagined environment or vehicle
* viewing an exhibition at a gallery or museum, discussing the expression of ideas in the artworks exhibited and creating visual responses
 |

#### Strand: Presenting

|  |  |
| --- | --- |
| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| share their visual arts works with viewers and audiencesVC2AVAFP01 | * sharing their work with their teacher and responding to questions such as ‘What is going on in your work?’, ‘Tell me the story of what is happening’ and ‘What did you enjoy about making this work?’
* sharing their artworks with the class via a ‘gallery’ or ‘performance walk’; for example, walking around the space looking at the works and using positive language to comment on the works and identify features such as similarities or differences, and use of materials and art elements such as line
* taking images of class arts events (with permission from the people involved), creating an image sequence to document the occasion and adding sound; for example, importing the images to a software program, sequencing the images and using instruments and voices to create a soundscape to accompany the images
* talking about ideas such as themes, processes used to make the work, or features of the work such as patterns, pathways or lines; for example, talking with the teacher and explaining the important features of their work
* using digital devices to record their arts explorations, for example by curating (selecting, ordering) a sequence of digital images (photos) to show the steps in a process, such as images that show how they created new colours by mixing primary colours (using playdough or paint) and adding commentary that expresses their feelings, emotions and understandings
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## Levels 1 and 2

### Band description

In Levels 1 and 2, learning in Visual Arts builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing, and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imaginations, experiences and learnings from across the curriculum to support their engagement in arts learning, as artists and audiences.

Students explore artworks that they experience at home, school and through family and community events. They connect with visual artists who live and work in the community, for example by visiting arts spaces or exploring artworks and experiences such as virtual performances or exhibitions. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own visual arts practice. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value artworks and practices across cultures, communities and other contexts.

In Levels 1 and 2, the focus is on students:

* exploring and responding to artworks, artists’ practices and arts experiences across cultures, communities, times and places using visual arts practices and inquiry, including artworks and arts practices of Aboriginal and Torres Strait Islander Peoples
* developing creative and critical practices and skills
* creating artworks in 2D, 3D and 4D (time-based) forms using available materials and/or digital tools
* presenting and sharing artworks in informal settings such as classroom presentations.

### Achievement standard

By the end of Level 2, students identify where they experience artworks. They describe why and how people across cultures, communities, times, places and/or other contexts experience visual arts.

Students experiment with visual arts processes, materials and visual conventions to create artworks. They make and share artworks that communicate experiences, ideas and observations in informal settings.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore where, when, why and how people across cultures, communities, times, places and/or other contexts experience visual arts, including artworks created by Aboriginal and Torres Strait Islander PeoplesVC2AVA2E01 | * using viewpoints to explore and/or develop questions to investigate ideas and understandings about artworks, craft works or designs, such as ‘What do I think is the story in this artwork?’ and ‘What do I recognise in this artwork?’
* using viewpoints to explore and/or develop questions about an artist and their practice; for example, using protocols such as ‘See, Think, Wonder’ to generate questions such as ‘Who is the artist?’, ‘When and where was this artwork created?’ and ‘What materials and techniques might this artist have used?’
* investigating a diverse range of artworks made by living Australian artists, for example artworks from a local, regional, state or national collection
* exploring when, where, how and why Aboriginal and Torres Strait Islander Peoples use visual arts, crafts and designs to share knowledge about cultures, for example during, but not limited to, celebrations such as National Aboriginal and Torres Strait Islander Children's Day, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and National Reconciliation Week or to acknowledge significant occasions such as National Sorry Day
* identifying similarities and differences in artworks that represent subject matter or ideas they may be exploring in other learning areas; for example, exploring artworks that represent significant events from different times
* observing how visual conventions are used in artworks and designs created by Aboriginal and Torres Strait Islander Peoples, for example by exploring colours, symbols and patterns used in artworks, with representatives of Aboriginal and Torres Strait Islander communities or through resources that are created or co-created by Aboriginal and Torres Strait Islander Peoples
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore ways of using visual conventions, visual arts processes and materialsVC2AVA2D01 | * using viewpoints to develop thinking routines and to reflect on their arts experiences, for example ‘What was challenging about working in a limited timeframe?’, ‘What was something new that I discovered about the material?’ and ‘What failures led to new discoveries?’
* playing with a range of natural and/or constructed materials to experiment with visual conventions and visual arts processes; for example, creating mud sculptures or using sticks, leaves and playdough to explore texture
* examining artworks and trialling layering as a way of building surfaces, colour, texture and interest; for example, experimenting to create a layered world with pastels, then watercolour, ink and wax, and identifying how each material could be used in a future artwork once the experiment is complete
* exploring visual conventions using a wide range of materials, for example by creating lines using media such as pastels, chalk, paint, ripped paper, textiles and markers, or going on a ‘line hunt’ to identify and photograph the different lines they see around their school environment using a digital camera or creating rubbings
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use visual conventions, visual arts processes and materials to create artworks that communicate ideas, experiences and observationsVC2AVA2C01 | * using viewpoints and brainstorming to develop ideas for artworks as they experiment with visual conventions, subject matter and materials, for example ‘What happens if I make the subject fill the page?’, ‘Can I change the meaning of my work by using darker or lighter tones?’, ‘What happens if I combine these ideas?’, ‘How can I adapt this idea?’ and ‘What happens if I remove part of this design?’
* using a combination of chaotic/accidental mark-making with more detailed intentional mark-making; for example, using blobs of paint with added outlines and detail, then using imagination and creativity to build on the shapes to see what emerges
* creating a relief print through nature-printing or creating collagraphs with a raised textured surface using glue, thread/string and textured paper to print monoprints, cutting these shapes out and making a collage with a recognisable form, such as a face or an animal
* using 3D construction (sculpture) methods to represent subject matter or ideas being explored in another learning area; for example, building on their understanding of living things as a starting point to use modelling materials such as potato, clay and found objects to represent the life cycle of an insect
* using a combination of digital and physical materials and processes to make artworks, such as using photography or drawing apps for painting and drawing to create a collaged abstract work that represents feelings and emotions; for example, responding to music with colour, line and shape to create an artwork that communicates how the music makes them feel
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| present and share artworks in informal settingsVC2AVA2P01 | * presenting and describing an artwork they have made to the class, a small group or their teacher and explaining what they like about it
* creating and presenting a spontaneous and experimental artwork, such as using unlikely objects for brushes, testing colours and ‘brushstrokes’ using expressive movements, then applying a cardboard ‘window’ across the finished painting
* using an everyday object as the starting point, drawing the object, then taking it in turns to match each student’s artwork with the appropriate object, explaining how they arrived at their decision
* deciding on an appropriate audience and ways to share their artworks; for example, sharing a work in progress with the class or posting their work on a school learning management system
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## Levels 3 and 4

### Band description

In Levels 3 and 4, learning in the Visual Arts builds on each student’s prior learning and experiences. Visual Arts learning in this band continues to use purposeful and creative play-based activities that foster the development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using discipline-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers.

Students continue to explore artworks that they experience at home, school or through family and community events. They connect with visual artists who live and work in the community, for example by visiting arts spaces or exploring artworks and experiences such as virtual exhibitions. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own visual arts practice. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value artworks and practices from across cultures, times, places and other contexts such as countries or cultures in Asia.

In Levels 3 and 4, the focus is on students:

* exploring and responding to artworks and experiences that showcase where, why and/or how visual arts are created across cultures, times and places
* exploring and responding to examples of artworks created by Aboriginal and Torres Strait Islander Peoples that communicate connection to and responsibility for Country and Place
* developing creative practices for using visual conventions, visual arts processes and materials
* developing critical practices for observing, reflecting on and responding to artworks and visual arts practices they experience, including their own visual arts practice
* creating artworks in a range of 2D, 3D and/or 4D (time-based) forms using available materials and digital tools
* presenting or sharing artworks in informal settings such as spaces within the school.

### Achievement standard

By the end of Level 4, students identify and describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They recall where, when, why and/or how visual artists create and/or display artworks across cultures, times, places and other contexts, including the work of Aboriginal and Torres Strait Islander Peoples.

Students explore and experiment with visual conventions, materials and processes to develop their visual arts practice. They use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning. They present and/or display their artworks and/or visual arts practice in formal and/or informal settings.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore and describe artworks, and why, when and how visual arts are created and/or presented across cultures, times, places and other contextsVC2AVA4E01 | * exploring artists’ practice and using viewpoints to develop questions to strengthen understanding of the practices, such as ‘What does the artists’ studio or space look like?’, ‘How do they develop their ideas?’, ‘What are they doing when they are developing and trialling their techniques and working with materials?’ and ‘How do they engage with galleries (physical or virtual) to exhibit their work?’
* observing and exploring details such as use of materials, techniques and processes in artworks, and using viewpoints to develop questions, such as ‘What is the artwork made of?’, ‘How can I look more closely at this work to see something I did not notice the first time?’, ‘What do I see when I look at the work through half-shut eyes?’ and ‘How does the work look like it feels, and how does it actually feel?’
* exploring a diverse range of artworks created by artists working collaboratively and discussing the ideas the artists represent in their artworks
* making connections and comparisons between artists working across cultures, times, places and other contexts, for example by finding similarities and differences between the artists’ approach to a theme such as sustainability or community celebrations, or finding similarities and differences between the ways that different artists use materials and techniques, such as approaches to creating sustainable sculpture using found objects, and natural and human-made materials
* exploring ways to represent the world as they see it, for example by using ideas about and experience of a recent event (such as a sports or cultural event or celebration) and making an artwork that communicates their perspective of the event and then identifying how their work is different from the works created by other students in the class, or how their works compare to works by other artists that feature similar subject matter
 |
| explore how Aboriginal and Torres Strait Islander Peoples use visual arts to communicate their connection to and responsibility for Country and PlaceVC2AVA4E02 | * using viewpoints to develop questions that explore what is important to Aboriginal and Torres Strait Islander artists, including their identities, stories and communities, such as ‘How does this work represent identity?’, ‘Are there Country-based narratives in this artwork?’, ‘What do we see?’ and ‘What have we learnt that makes us think this?’
* considering what their own cultural connections are as individuals (for example, considering Country and Place, language, family customs, values and beliefs), how they can use visual arts processes, subject matter and visual conventions to create artworks that communicate their personal connection to Country and Place, and using viewpoints to develop questions, such as ‘Where do I feel most connected to my family, and what symbols, colours, shapes and subject matter could I create to represent this connection?’
* accessing examples of contemporary Aboriginal and Torres Strait Islander artists’ ideas about Country and Place through cultural expressions, for example works that express spiritual and intellectual connections to the land, sea, sky and waterways, and using viewpoints to develop questions about the work, such as ‘Who are the artists and on what Country or Place was the work created?’, ‘What can I learn from the artists about this work?’ and ‘What does this work make me think about my own connections to significant Countries?’
* looking at visual arts works that represent the importance of Country and Place and story for Aboriginal and Torres Strait Islander Peoples as a starting point for talking about different ways of seeing the same Country and Place and telling stories
* examining a diverse range of symbols and emblems and learning from people with cultural authority about their importance to Aboriginal and Torres Strait Islander Peoples’ identities and cultures
* exploring topics in other learning areas, such as the diversity of nations, by examining a diverse range of cultural expressions or artworks of and by Aboriginal and Torres Strait Islander artists to learn from the artists what the works teach us about the subject matter
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop visual arts practices by exploring and experimenting with visual conventions, visual arts processes and materials to create artworksVC2AVA4D01 | * learning to use visual arts language when describing and documenting their art making by using viewpoints to develop questions to annotate their visual experiments, such as ‘What media did I use?’, ‘What worked well?’ and ‘What went wrong and how could I explore other options next time?’
* using viewpoints to develop questions to document their exploration of visual conventions, materials, techniques and processes or to reflect on the effectiveness of their experimentation, such as ‘What was I trying to achieve?’ and ‘What did I learn from pushing the boundaries of the materials and processes?’
* exploring the ways that artists use composition by observing space and balance within an artwork, such as foreground and background, positive and negative space or areas of emphasis, and using the investigation as a basis for the composition of a new artwork
* exploring materials based on visual conventions; for example, creating a tactile (texture) board from a collection of materials and objects, brainstorming adjectives to describe the textures and/or collecting samples of colours they connect with and inventing new names for those colours that are meaningful to them
* exploring and experimenting with the properties of materials; for example, finding different ways of using recycled materials, such as cardboard and chenille sticks, to create a sculpture
* manipulating and experimenting with combinations of various materials and technologies to create visual effects; for example, using crosshatching to create tone or using design elements to focus the viewer’s attention on a composition
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaningVC2AVA4C01 | * using viewpoints to develop questions to explore multiple possibilities for artworks, such as ‘What are my questions about this idea?’, ‘What visual conventions would best communicate these ideas?’ and ‘What do I already know about this idea?’
* using viewpoints to develop questions as they experiment with visual conventions, subject matter and materials to communicate meaning, such as ‘What happens if I make the subject fill the frame?’ and ‘Can I change the meaning of my work by using darker or lighter tones?’
* using viewpoints to develop questions to reflect on their art making, such as ‘In what ways can I use colour to change the feeling of this artwork?’ and ‘How does using darker tones contrasting with lighter ones create an illusion of depth?’
* drawing on a selection of topics they may be exploring in other learning areas and brainstorming ideas for artworks
* developing compositional ideas, selecting one idea, documenting their reasons for the selection and making the artwork
* exploring perspective in artworks; for example, using physical or digital tools to explore perspective in an area in the school and considering how to represent the space in depth in an artwork
* combining their understanding of visual conventions and visual arts processes to create different meanings in an artwork; for example, using a range of 2D media such as charcoal and coloured pastels to create gradation of tone in their artwork
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| present and/or display artworks in formal and informal settingsVC2AVA4P01 | * selecting examples from their visual arts practice, for example experimentation with materials and processes or different compositional approaches for a final artwork, and arranging these in a visual display to share the development of their ideas
* deciding on appropriate ways to share their artworks and their learning, for example by including experiments and self-reflections in folios or visual diaries, sharing their progress with their peers and deciding on appropriate audiences and locations for the display of their artworks, such as decorative or communicative exhibitions/displays for the school community or social media posts for the broader community
* trialling different ways of presenting artworks in different locations; for example, presenting a school wall display of artworks and considering what might need to change so that it can be shared on a digital platform such as the school learning management system
* discussing and documenting the ideas and themes of their artwork (for example, taking the form of a written or spoken artist statement and exploring different ways of presenting their artwork and artist statement), identifying and explaining their own and other artists' choices in art making, including visual arts processes, visual conventions and materials
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, students continue to learn in and through the practices of Visual Arts, building on their prior learning and experiences. They work creatively and purposefully and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students engage with artworks, artists and practices across cultures, times, places and/or other contexts, for example by exploring artworks, arts spaces and practices in their local area, state or territory, or a country or region of Asia. They take opportunities to engage with living artists and their works, for example by visiting arts spaces or exploring artworks and experiences such as exhibitions available through online sources. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their visual arts practice. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value artworks and practices from diverse cultures.

In Levels 5 and 6, the focus is on students:

* exploring and responding to artworks from local, regional, national and global cultures, times, places and other contexts that show how artists communicate ideas, perspectives and/or meaning through their visual arts practice
* exploring and responding to artworks and visual arts practices that showcase ways that Aboriginal and Torres Strait Islander Peoples are continuing and revitalising cultures
* developing creative practices for using visual conventions, visual arts processes and materials
* developing critical practices for observing, reflecting on and responding to artworks and practices they experience, including their own visual arts practice
* creating artworks in a range of 2D, 3D and/or 4D (time-based) forms using available materials and/or digital tools
* presenting artworks and practices in available informal and formal settings, including, as appropriate, school-hosted digital spaces such as a school learning management system.

### Achievement standard

By the end of Level 6, students explore the ways that visual conventions, visual arts processes and materials are combined in artworks they create and/or experience. They describe how artworks created across cultures, times, places and other contexts communicate ideas, perspectives and meaning. They identify how visual arts are used to continue and revitalise cultures, including the work of Aboriginal and Torres Strait Islander Peoples.

Students develop ideas in artworks using visual conventions and visual arts processes. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning. They present and/or display and discuss artworks in informal and formal settings.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in visual arts practices across cultures, times, places and other contexts, including from Aboriginal and Torres Strait Islander PeoplesVC2AVA6E01 | * using viewpoints to develop questions about ideas and issues in artworks from different periods of time, such as ‘What does this artwork tell us about the impact of this person/culture on society?’ and ‘What can I learn about this person’s experiences or about what it means to be Australian?’
* using viewpoints to develop questions to examine, compare and contrast what they notice in an artwork, for example critically navigating multiple perspectives of the same artwork as a class and questioning why they see these works so differently
* investigating how a diverse range of Australian artists have expressed historical, social and environmental concerns over time
* identifying ways that artworks by different artists can present multiple perspectives of the same subject or topic, for example portraits over time or the changing Australian landscape
* exploring a range of Australian and international artworks, such as artworks from countries or regions in Asia, that communicate a topic or issue and individually expressing their own views of the issue in their own artworks
 |
| explore ways that Aboriginal and Torres Strait Islander Peoples use visual arts to continue and revitalise culturesVC2AVA6E02 | * using viewpoints to question understandings about artists, designers and artworks, and explore what needs to be investigated further, such as ‘What do I already know about this artist/designer?’, ‘What do I need to learn to have a better understanding about this artist/designer, their Country or Place and Culture?’ and ‘What questions would I ask the artist/designer about this artwork/design?’
* exploring how Aboriginal and Torres Strait Islander Peoples have represented themselves in artworks as a visual declaration of identity, for example in works with traditional songlines compared to representations in graphic texts, animations and popular culture
* exploring the ways that visual arts created by Aboriginal and Torres Strait Islander artists may have multiple purposes, for example art as cultural practice, art to communicate cultural understandings or art as narrative
* investigating a range of site-specific artworks created by Aboriginal and Torres Strait Islander artists, exploring how they communicate and celebrate cultural knowledge and understandings, for example street artworks, murals and installations
* investigating how meaning and purpose are communicated in artworks and designs created or co-created by Aboriginal and Torres Strait Islander Peoples; for example, learning about how visual conventions are used in artworks and designs, such as textiles and fashion, to share cultural knowledge with the broader community
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop visual arts skills by experimenting with visual conventions, visual arts processes and materials VC2AVA6D01 | * using viewpoints to develop questions to reflect on how colour, tone and composition can be manipulated to express how mood and emotions are communicated and experienced in artworks, such as ‘What would I like people to feel as they experience my work?’, ‘What colours best communicate the ideas in the artwork?’ and ‘What composition will I use to best express my emotions about the subject of the artwork?’
* using viewpoints to reflect on the ideas developed in artworks to explore how they can use visual conventions and visual arts processes to communicate ideas
* integrating ideas and themes from other learning areas and brainstorming ideas for artworks
* exploring a range of approaches to printmaking, such as transferring previously created drawings onto printing foam and creating multiple prints that explore visual conventions; for example, using different coloured inks or paints, gradually adding pattern and texture to increase the complexity of detail, or cutting out and combining aspects of prints and other 2D media to explore a collaborative approach
* making informed choices about using various combinations to represent an idea or subject matter; for example, exploring and reflecting on observational and gestural drawing processes as different ways to describe an object or figure; combining materials, such as imaginative drawing over realistic photographs; exploring different approaches to working in 3D forms by developing a range of techniques in modelling using materials such as earthenware clay or modelling clay; or developing skills in hand-building and surface decoration to reflect on ways to communicate ideas, subject matter and meaning
* experimenting with styles of expression from different cultures and times in their artworks, for example realistic, symbolic, narrative and abstract
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| plan and create artworks using visual conventions, visual arts processes and materials to communicate ideas, perspectives and meaningVC2AVA6C01 | * applying their understanding of visual arts processes and materials to create artworks that demonstrate an understanding of aesthetic qualities; for example, using a range of joining techniques to create a sculptural construction using cardboard and textiles or carefully considering the use of joining techniques in creating an environmental sculpture using natural materials
* using visual conventions and visual arts processes to communicate ideas and meaning in their artwork; for example, exploring the ways that different brushstrokes can communicate meaning in a painting, such as long, smooth, horizontal blended lines in a watercolour wash contrasted with textural brushstrokes with thick paint in contrasting colour
* examining a series of diverse artworks that employ frames, windows, mirrors or sections as containers or portals into space and using this tool as inspiration to create artworks; for example, creating different-sized frames to view the world around them and considering how they can include frames within frames
* exploring a range of materials, such as paints, drawing materials or clay, and comparing virtual simulations of these materials, documenting their exploration and using the findings to create an artwork that combines physical and digital materials
* experimenting with materials and planning an artwork, documenting their choices of materials that best communicate their ideas
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| select, present and display artworks and visual arts practice in informal and formal settingsVC2AVA6P01 | * preparing artworks for display within the school environment, for example by measuring and making frames or stands for artworks, measuring artworks and planning the display of artworks, writing and positioning written labels for each artwork and considering the best way to arrange the space to engage the audience
* exploring digital methods of encoding information in artworks to share with audiences, for example by using image coding software or QR codes
* working collaboratively to create an online exhibition of student work, such as on a school learning management system
* exploring options for sharing work in public spaces, such as in cafe galleries, in public exhibition spaces or through community arts events
* selecting, documenting and presenting their learning from their investigations, experiments and reflections in a visual diary, oral presentation or multimedia presentation
* creating a set of labels to accompany artworks in a class exhibition of student work, for example labels that provide viewers with information about the background of the artists and the ideas in the artworks, an exhibition introduction, advertising material and reviews
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, learning in Visual Arts builds on each student’s prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences and viewers. They work individually and in collaboration with peers and teachers.

Students explore visual arts in local, regional, national and global contexts, such as visual arts in countries or regions of Asia, including the use of visual arts in multi-arts, transdisciplinary or hybrid forms. They take opportunities to engage with living visual artists and expand their awareness of the diversity of artworks and visual arts practices.

In Levels 7 and 8, the focus is on students:

* exploring and responding to artworks and visual arts practices across cultures, times, places and other contexts, for example through exploration of works in physical or virtual spaces, or engagement with artists
* exploring the diversity of visual arts created by Aboriginal and Torres Strait Islander Peoples and how this work demonstrates respect for Indigenous Cultural and Intellectual Property (ICIP) rights
* developing creative practices for developing ideas, themes and their visual arts practice
* developing critical practices by reflecting on, evaluating or responding to their own work or the work of others, for example by developing artworks based on exploration, inquiry and research
* creating artworks in 2D, 3D, 4D (time-based) and/or multidisciplinary forms to communicate ideas and intentions using visual conventions, visual arts processes and materials
* presenting artworks to audiences or viewers, in physical and/or virtual spaces.

### Achievement standard

By the end of Level 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They describe ways that visual artists across cultures, times, places and other contexts communicate ideas, perspectives and meaning through their visual arts practice including the artworks of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating and responding to artworks.

Students select and manipulate visual conventions, visual arts processes and materials to explore and develop ideas for artworks. They document and reflect on their visual arts practice and use visual arts terminology. They use visual conventions, visual arts processes and materials to create artworks that represent ideas, perspectives and meaning. They curate, present and discuss exhibits and/or displays of their own and/or others’ artworks and/or visual arts practice for audiences.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in artworks created across cultures, times, places and other contextsVC2AVA8E01 | * researching the ways that artists from different times and places have represented a particular subject or theme, such as portraiture, the natural world or social events, using a range of styles and conventions
* observing and investigating how artists select and apply different visual arts techniques to represent themes, concepts and ideas and considering how they could use these in their own art making
* creating written accounts, such as catalogue entries, interview transcripts or reviews, that discuss or explain how artists have shown their ideas in their art practice
* exploring ways that artists, architects or craftspeople communicate ideas and meaning in their work, using written discussions, annotated images, debates or digital presentations
* investigating and trialling techniques and visual arts processes used by artists, how these processes and technologies have changed over time and how they can have an impact on art making
* exploring the ways that artists are inspired and influenced by the practice of artists from other countries or cultures they have relationships with, for example the reciprocal influence and impact between Australian and Asian artists and their practices
 |
| explore the diversity of artworks created by Aboriginal and Torres Strait Islander Peoples and culturally responsive approaches to creating artworks, including Indigenous Cultural and Intellectual Property rightsVC2AVA8E02 | * engaging in activities that help them to understand how to make ethical choices and empathise with content creators and story owners; for example, asking questions such as ‘Who created this artwork?’, ‘Whose story is it?’ and ‘May I use ideas from this artwork and do I need permission to do so?’
* locating and discussing information about Indigenous Cultural and Intellectual Property rights and protocols, and engaging in activities that help them understand how to make ethical choices and empathise with content creators and story owners; for example, asking questions such as ‘Who created this artwork?’, ‘Whose story is it?’ and ‘May I use ideas from this artwork and do I need permission to do so?’
* exploring how they can respectfully reference and demonstrate an understanding of Aboriginal and Torres Strait Islander Peoples’ perspectives and ideas in artworks
* investigating an example of cultural appropriation, for example a situation where an artist used symbols, techniques or styles that carry cultural knowledge without gaining permission from the knowledge holders
* using Aboriginal and Torres Strait Islander Peoples’ cultural material to develop and create contemporary work; for example, using cultural material that belongs to a collective or a cultural group rather than an individual when creating new work
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop and refine skills in visual arts practices using visual conventions, visual arts processes and materials to create artworksVC2AVA8D01 | * investigating the choices that other artists have made to represent ideas to assist in developing their own ideas; for example, using sketches, studies, maquettes or annotated digital images of artworks
* reflecting on learning and evaluating and resolving choices to represent their ideas as the ideas for the artwork progress, using informal discussions, process annotations, reviews or written/oral/multimedia evaluations in physical or digital journals or visual diaries
* exploring the ways that a range of artists use materials, visual conventions and visual art processes to communicate their concepts, for example by investigating how artists use choices of materials and visual arts processes when working on a similar concept and how this impacts the audience or viewer response, or experimenting with these approaches to consider how they might approach the same concept
* observing the different ways that artists respond to sensory stimuli, such as emotions, feelings or material properties, to generate ideas and directions for their own works; for example, being guided by the tactile qualities of a material as inspiration for practical exploration
 |
| reflect on, analyse and document their own and others’ visual arts practices to inform decisions they make in the exploration, development and resolution of their artworksVC2AVA8D02 | * developing understanding of the ways that visual conventions can be used to communicate feelings and emotions in artworks, reflecting on and documenting their use in a range of artworks
* exploring and reflecting on the way a particular artist or group of artists use materials, techniques and processes in their work to inform their own investigations
* reflecting on their own explorations and the work of others to develop an understanding of visual conventions and how they can be used to communicate meaning in artworks, building on their understanding of composition to explore multiple ways to represent space and depth in an artwork; for example, experimenting with proportion and scale, positive and negative space in 3D work, or exploring the use of linear, aerial and atmospheric perspective, and reflecting on how they may apply this understanding to create the illusion of space
* documenting the processes used to create a visual arts work in a written or electronic journal
* evaluating feedback from teachers and peers, for example feedback offered in discussions and reviews of the progress and planning of their artworks and planning in progress, then documenting their subsequent decisions and responses in written, oral, multimedia, physical or digital journals or diaries using visual arts terminology
* using set goals to practise and reflect on the use of specific skills over time; for example, practising observational drawing skills by completing one drawing a week of increasingly complex compositions and using questions to reflect on aims, strengths and areas for improvement
* considering sustainable practices when exploring properties of materials to understand how they can be used to create artworks; for example, considering when it is appropriate to fire ceramics, taking into consideration the longevity of the finished product, or exploring the creation of dyes and paints made from natural materials, such as plants or fruits
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| select and manipulate visual conventions, visual arts processes and materials to create artworks VC2AVA8C01 | * applying their knowledge and understanding of visual arts processes, materials and techniques to create artworks; for example, demonstrating understanding of relief printing and the technical skills needed to create an edition of prints or creating artworks by exploring digital tools
* representing ideas in their artworks through considered use of visual conventions
* creating a series of digital assets that represent distinct textures (for example, placing assets within a space that explore visual conventions, such as line, shape and colour), creating artworks and using their visual arts practice as a way of exploring their feelings and emotions, such as self-awareness, emotional awareness and personal wellbeing
* working independently and/or in groups to create artworks that tell stories or create awareness about issues that are significant and important to them
* transforming an analog visual arts work into a series of digital versions using digital tools, visual art processes and materials, evaluating and selecting the most successful transformation and documenting the steps in the process using appropriate visual arts terminology
 |
| explore, develop and refine artworks in a range of art forms and styles to communicate ideas, perspectives and meaningVC2AVA8C02 | * using viewpoints to develop questions to explore issues and concepts that arise from the combination of elements in an artwork, such as ‘What combinations are surprising and where can this lead me?’, ‘What would happen if I …?’ and ‘How can I push these ideas further?’
* engaging in visual brainstorming by selecting, organising and combining appropriate images, forms, visual art processes and materials to represent ideas about a particular subject; for example, annotating the process with short statements using visual arts terminology
* documenting their visual arts practice when developing ideas and processes, such as the use of materials and tools, creative thinking and reflection as they experiment and develop skills in using materials and techniques, finding ways to communicate their thinking visually and developing their use of visual arts language
* developing a series of compositional sketches as planning for a final artwork that communicates how the visual conventions and planned processes will communicate meaning, making decisions about the final artwork and justifying their choices
* exploring and researching ideas and subject matter about their interests in the world from a particular perspective or a range of perspectives and then planning and refining their approaches to represent their ideas
* recording and documenting their research into a subject or theme using their own images or images from other sources, written annotations and comments or evaluations
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| curate and present examples of their visual arts practice and/or artworks to communicate ideas, perspectives and/or meaning to audiencesVC2AVA8P01 | * using viewpoints to develop questions for the presentation of artworks, such as ‘How can I create a visual narrative through the groupings of these artworks?’, ‘Does the audience need space to view this artwork or do I want to draw them in close?’ and ‘How does this artwork relate to the space in which it will be displayed?’
* creating a webpage, walkthrough, presentation or other document to connect remote audiences with a display of artworks
* working together to identify and select a space within the school for showing their works, considering who in the community might see their works or why it could be valuable for others to see their works
* visiting and evaluating exhibitions of work in galleries, museums or community sites and developing responses in written, oral or multimedia explanations or reviews, digital presentations or in oral discussions
* making a themed series of artworks to be displayed in the class or via the school intranet, considering the relationships between each of the artworks and the space in which they are to be displayed
* creating didactic labels for an exhibition or display of artworks; for example, researching a variety of didactic labels in an art gallery and using the findings to plan and write labels about artists and artworks
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, learning in Visual Arts continues to build on each student’s prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including the use of visual arts in multi-arts, transdisciplinary or hybrid forms. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

In Levels 9 and 10, the focus is on students:

* exploring and responding to artworks and visual arts practices from across cultures, times, places and other contexts
* exploring and responding to the ways artworks created by Aboriginal and Torres Strait Islander Peoples celebrate and challenge multiple perspectives of Australian identity
* building and extending creative practices and skills for visual arts practice as they develop ideas and intentions, create representations, and develop skills and techniques in specific visual arts processes
* building and extending critical practices by reflecting on, evaluating or responding to their own work and the work of others
* creating artworks to communicate ideas, perspectives and meaning in 2D, 3D, 4D (time-based) and/or multidisciplinary forms to communicate ideas and intentions
* presenting artworks and practices to audiences, for example by curating exhibits of their work as individual artists or by working collaboratively.

### Achievement standard

By the end of Level 10, students analyse and evaluate how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They evaluate how and why artists from across cultures, times, places and other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to communicate and/or challenge ideas, perspectives and meaning, including the practices of Aboriginal and Torres Strait Islander artists. They evaluate how visual arts are used to represent, celebrate and challenge perspectives of Australian identity, including artworks by Aboriginal and Torres Strait Islander Peoples.

Students explore and respond to artworks and inspiration from multiple sources to develop and resolve artworks that communicate ideas, perspectives and meaning. They document, reflect on and annotate their own visual arts practice. They select and apply skills, demonstrating an understanding of the use of visual conventions, visual arts processes and materials to create artworks. They use visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and meaning. They curate, critique and evaluate exhibitions of their own and/or others’ artworks and visual arts practice in different contexts, times and places for different audiences.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate the ways that artists across cultures, times, places and other contexts develop personal expression in their visual arts practice to communicate and/or challenge ideas, perspectives and meaningVC2AVA10E01 | * analysing a selection of artworks that represent a point of view on the same or similar theme, story, historical event, place, time, or use of a technique or materials, noting the differences and similarities in the range of artworks and how an artist’s lived experience and cultural forces can have an impact on perspectives found in their work
* researching, analysing and evaluating the ways that artists from different times and places represent subject matter and themes or concepts, such as freedom and social change or identity, using a range of styles and conventions
* creating extended written, oral or multimedia accounts, such as essays, podcasts or vodcasts, debates or reviews, that discuss and explain how artists have represented their ideas in their artworks and art practice
* selecting different critical perspectives to develop explanations about artists’ approaches and works at different times and in different contexts
* exploring the development of a visual arts form over time, considering the impact of globalisation, cultural practices and new discoveries in materials and technologies, for example woodblock printing or photography
 |
| investigate the ways that Australian artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practiceVC2AVA10E02 | * exploring the ways that Aboriginal and Torres Strait Islander visual artists use their practices to communicate ideas, messages and lived experiences to the broader community
* researching a diverse range of artworks or designs, such as artworks in galleries, protest posters or street art, to analyse how and why Aboriginal and Torres Strait Islander artists have used visual language as a tool to express activism for change
* analysing the ways that Aboriginal and Torres Strait Islander Peoples use their practices to challenge and inform community debate and present multiple ways of understanding an issue, for example understandings about ‘first contacts’ between Aboriginal and Torres Strait Islander Peoples and people from Britain or Europe
* understanding ways that the arts provide opportunities for Aboriginal and Torres Strait Islander Peoples to continue and develop their culture
* investigating how Aboriginal and Torres Strait Islander visual artists are caring for Country and Place, Culture and people through the visual arts, for example by working with representatives of local Aboriginal and/or Torres Strait Islander communities to explore how local groups are caring for the local environment and highlighting these issues through visual arts projects, such as campaigns that focus on environmental issues
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| experiment with visual conventions, visual arts processes and materials to develop and refine skills and personal expression to create artworks that communicate ideas, perspectives and meaningVC2AVA10D01 | * developing an inspiration journal of collections from everyday life, such as photographs, found objects, experiments with media, thoughts and ideas, and using viewpoints to develop questions to identify their own personal style, such as ‘What am I drawn to and why is this important to me?’
* documenting and evaluating their investigations of visual arts processes, visual conventions and materials in a diary, portfolio or digital journal (for example, annotating the processes used) and using viewpoints to develop questions that deepen their understanding of the concepts explored or processes used, such as ‘Have I pushed and explored this idea, medium or technique as far as I can?’, ‘What is the problem and how can I find multiple possible solutions?’, ‘What happens when I …?’, ‘What did I learn from …?’ and ‘How can this inform my future art making?’
* experimenting with the material properties of a medium or form and investigating or exploring, in depth, the technical processes associated with that form to develop a comprehensive understanding of the ways that they can use it to represent their ideas in their own visual arts practice
* investigating multiple ways of approaching an activity; for example, using a diverse range of media to express different interpretations of one topic, such as producing several sketches of one object using different media, with each one exploring a different emotion
* drawing lines, shapes and arrows over photocopies of artworks to demonstrate their understanding of how composition can communicate meaning, for example by using lines to trace over an artwork to show composition techniques, such as rule of thirds; creating movement using diagonal or curved lines, repetition and pattern; or the use of visual hierarchy to indicate how the viewer’s eye follows the layout of a designed product
 |
| reflect on, analyse, evaluate and document the ways they and other visual artists respond to artworks and influences to inform and refine their own visual arts practiceVC2AVA10D02 | * investigating a diverse range of visual artists from different places and cultures, and researching the influences on their work and practices to develop an understanding of the many factors that can shape their own visual arts practice
* investigating and reflecting on the role and influence of their own culture, family or personal experiences when developing ideas for artworks
* analysing and reflecting on the ways that artists have structured their artworks to represent ideas; for example, using viewpoints to develop questions to facilitate their understanding of the artists’ intentions
* reflecting on, evaluating and resolving their choices for representing their ideas, for example through informal discussions or reviews, or in written, oral or multimedia evaluations, such as journals
* exploring current issues that are of importance to them, such as global or local issues, as a starting point for ideas for artworks that explore themes or concepts such as sustainable futures, wellbeing and emotional health, or human rights issues
* investigating the ways that artists use their visual arts practice to explore, examine, resolve or represent personal experiences and expressions as a starting point to explore and respectfully and safely represent personal issues, such as self-awareness, emotional awareness and personal wellbeing
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| plan, develop and resolve artworks that communicate ideas, perspectives and meaningVC2AVA10C01 | * using self-assessment and reflection guided by questions based on viewpoints to solve creative challenges and to consider how artworks can be refined and resolved by editing, altering, updating, improving, adding, taking away and re-evaluating
* experimenting with and evaluating ways of structuring ideas in sketches, studies, maquettes, annotated digital images or journal entries
* discussing interpretations or reactions from audiences to artworks
* evaluating and responding to feedback on work in progress from teachers and peers in discussions or reviews, and documenting their decisions and responses in visual, written or oral form in physical or digital journals
* collaborating with other students, groups or agencies, such as community groups, to generate ideas for artworks, artistic projects or curated exhibitions or events
 |
| select and apply visual conventions, visual arts processes and materials to create artworks that reflect personal expression, and communicate and/or challenge ideas, perspectives and meaningVC2AVA10C02 | * creating artworks that realise the intentions and communicate the ideas developed through experimentation and planning
* researching approaches to representing their ideas and interests in the world, subjects or concepts from a particular viewpoint or a range of perspectives
* recording and documenting research into their subject using their own images or images from other sources, written annotations, comments and evaluations
* resolving ideas and concepts visually, using creative problem-solving throughout the visual arts process
* creating their own artworks in response to a specific subject, theme or idea, using materials, techniques and conventions in intentional, interpretative and personal ways
* applying their knowledge and understanding of visual arts processes and materials to create artworks; for example, demonstrating understanding of sculptural techniques, space and form to create a site-specific 3D work, or a range of painting techniques to create compositional structure and the illusion of space and composition in a landscape painting
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#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| critique and evaluate art exhibits in a range of contexts to inform the curation and exhibition of their own and/or others’ artworks and/or visual arts practiceVC2AVA10P01 | * investigating ways in which artworks are displayed and how artists and curators work together to create a visual narrative
* visiting and evaluating exhibitions of work in physical or virtual galleries, museums or community sites to develop ideas for presenting their own exhibition of student artworks
* describing how artists, designers, architects or craftspeople communicate ideas and meaning in artworks, through written discussions, annotated images, debates or digital presentations
* evaluating options, preferences or similar approaches to those used by artists, designers or craftspeople when presenting their own work or creating an artist statement or curatorial statement
* creating a virtual or scale model of an exhibition of an artist they have researched to communicate their understanding of the artist’s intentions
* planning and curating exhibitions of their own work, community installations, projects or imagined exhibitions of artworks by other artists, considering, as appropriate, Indigenous Cultural and Intellectual Property rights
* developing material to accompany exhibitions, such as didactic panels, artist or curatorial statements, branding, advertising or press statements
* developing responses to exhibitions of work such as written, oral or multimedia descriptions or reviews, digital presentations or in-class discussions
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