



Australian
CURRICULUM
Review

THE ARTS

CONSULTATION CURRICULUM

Visual Arts – All elements 7–10

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F–10 AUSTRALIAN CURRICULUM: THE ARTS

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: The Arts comprises five subjects:

- In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.
- In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on communications practices, and draw on this understanding when making and responding to media arts works.
- In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement.
- In Visual Arts, students experience and explore the concepts of artists, visual arts works, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design.

The Arts curriculum is written on the basis that all students will study The Arts from Foundation to the end of Year 8. State and territory school authorities or individual schools will determine how the curriculum is implemented. There is flexibility for schools to develop teaching programs that may involve integrated units within the arts and/or across the curriculum. Schools may also form partnerships with the arts industry to complement provision of The Arts curriculum.

- In primary school, the curriculum has been developed to allow for the study of the five arts subjects from Foundation to Year 6.
- In Years 7 and 8, the curriculum has been written to allow students to experience one or more arts subjects in depth.
- In Years 9 and 10, the curriculum is written to allow students to specialise in one or more arts subjects.

Rationale

The arts are as old as humanity. They are part of every culture and central to the diverse and continuing cultures of First Nations Australians.

Through the arts, people share stories, ideas, knowledge and understanding. The arts give people ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.

Engaging in quality arts experiences and processes enriches our social and emotional wellbeing. It fosters the development of our imagination and enables us to reach our creative and intellectual potential. The distinctive languages, knowledges, skills, techniques and processes of each arts subject in the Australian Curriculum is to be valued equally its own right. They enable learners to play, explore, question, challenge and imagine new possibilities as they create, embody, design, represent, collaborate and communicate imagined and conceptual ideas, emotions, observations and experiences. The arts foster rich interdisciplinary opportunities for learners as they grow in their understanding of self and others and make sense of, interpret, and respond to their worlds.

Rich in tradition, the arts play a major role in the development and expressions of diverse cultures and communities, locally, nationally and globally. The exploration of cultures and histories develops critical intercultural understandings to inform decision-making and aesthetic choices. Students communicate meaningful ideas in current, traditional and emerging art forms. They use arts knowledge, processes and understandings to learn and make meanings as artists and audiences engaging with arts organisations, creative industries and arts professionals.

Through the arts, students learn to aesthetically express their ideas, thoughts, questions, understandings and opinions. They learn that the processes involved in designing, making, producing and analysing their work is essential to learning about, in and through The Arts.

The arts are core to the development of confident, compassionate, creative and resilient individuals who can think and reflect critically, challenge current stereotypes and work towards making a difference in reimagining their own and their communities' futures.

Aims

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to arts works with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints

- understanding of Australia’s histories and traditions through the arts, engaging with the arts works and practices, both traditional and contemporary, of First Nations Australians
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions.

These aims are extended and complemented by specific aims for each subject in The Arts.

Organisation of the learning area

Content structure

The Australian Curriculum: The Arts is presented in two-year band levels from Year 1 to Year 10, with Foundation being presented as a single year.

Band level descriptions

Band level descriptions provide an overview of the learning that students should experience at each level. They highlight the important interrelationships between the content strands and interrelationships between the content strands and the core concepts.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band. To provide flexibility for schools an achievement standard has been written for The Arts learning area, as well as for each subject from Foundation to Year 6. Some schools may wish to report holistically on The Arts learning area in Foundation to Year 6, while others may prefer to report on specific subjects.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that young people are expected to learn, and that teachers are expected to teach, in each band. The content descriptions are organised under four strands in each of The Arts subjects.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands

Content in the Australian Curriculum: The Arts is organised under four strands:

- Exploring and connecting
- Developing skills, practice and ideas
- Creating
- Sharing and communicating.

Exploring and connecting

This strand is about exploring ideas, practices, works and contexts for the arts in the lives of individuals and groups, cultures and communities. Through their explorations, students make connections as artist and as audience, seeing and valuing multiple perspectives. Students explore where and why people make art, develop cultural and aesthetic knowledge, and consider ideas and meanings communicated in and through the arts. By considering personal, national and global contexts, students are challenged to explore diversity and connect with the roles that the arts play in everyone's life.

Developing skills, practice and ideas

This strand is about developing skills and practice in and across The Arts subjects. As artists, students develop creative and critical practice. They develop their capability and confidence to use the elements, principles, conventions or concepts, skills and processes relevant to individual Arts subjects in a range of contexts. Students may also develop skills and practices for creating works in multi- or trans-disciplinary forms. Ideas, play, imagination, experimentation and critical thinking are central to developing artistic and creative practice. As artists and as audiences, students develop skills for analysing, reflecting on and evaluating their art making practices.

Creating

This strand is about using subject-specific or multi-arts creative processes. Students initiate, create, produce, refine and realise new work. They interpret, produce, refine or realise existing work. Students think critically and creatively, analyse, reflect and evaluate. They create and produce their work, individually or collaboratively, using a diverse range of forms, including forms where artists and audiences are co-creators. Some student artwork will have a final form, while other work will be process-driven and may not be resolved.

Sharing and communicating

This strand is about artists sharing work and ideas with audiences. Students present their work using available contexts and spaces. They plan, design and rehearse their presentations and performances. They initiate, observe and participate in interactions between artists and audiences. Student's critique and reflect on their own work and evaluate their own and others' responses to the work.

Core concepts

Core concepts are the big ideas, understandings, skills and processes that are central to The Arts curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of and capability in The Arts across the years of schooling.

The core concepts that form the essence of learning in The Arts and underpin the content in the four strands are:

- learning by making and responding
- learning as artist and as audience.

Figure 1 shows the relationship of the core concepts to the content strands.

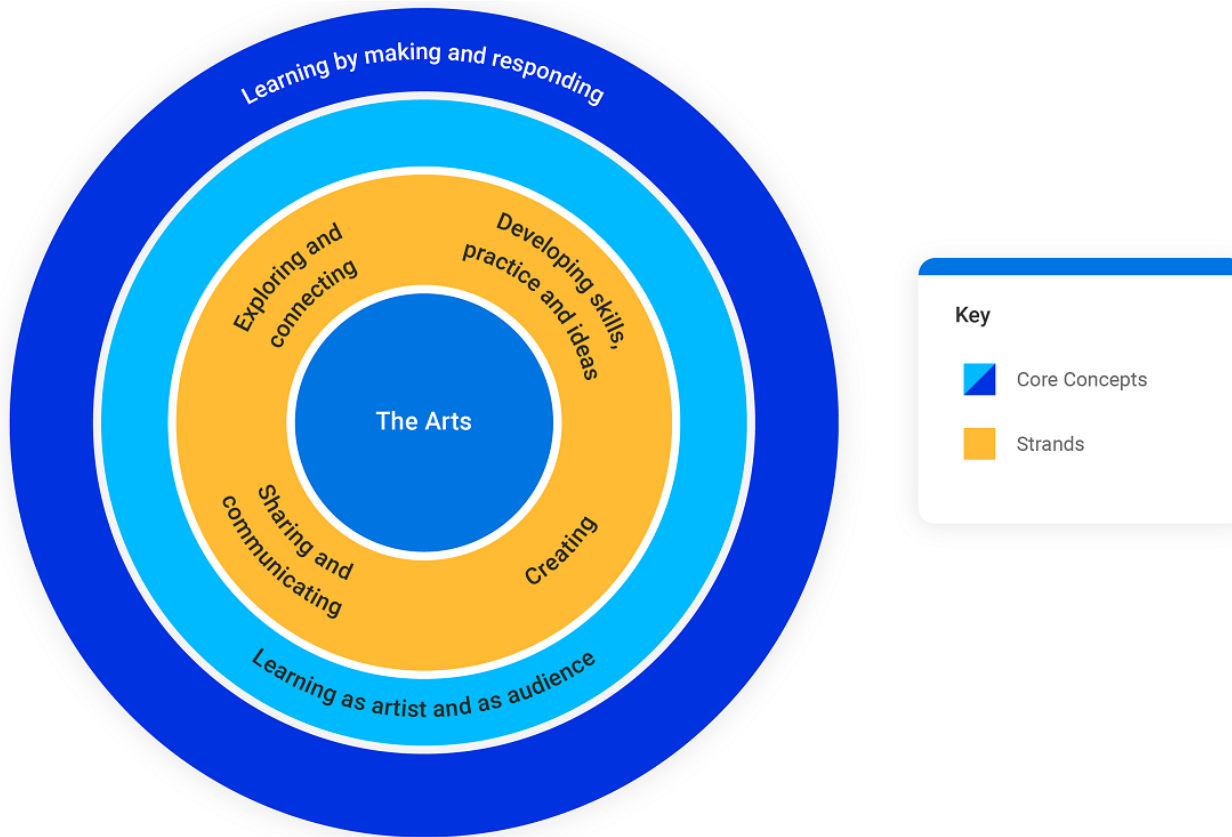


Figure 1: Relationship of the core concepts to the content strands

Read more

Learning by making and responding

In The Arts, students learn as artists and as audiences through the interrelated artistic and creative practices of making and responding. Through making and responding students engage with arts works and cultural expressions, artists, real and imagined worlds, and contexts.

Making and responding are core concepts that underpin all learning in The Arts. Together, they allow students to learn as artists, engage with other artists and audiences, experience arts works, and develop knowledge and understanding about the role artists and arts practice play in cultures and communities. Making and responding reflect the iterative and interwoven nature of creative and critical arts practice. Each can operate independently, and each informs the other.

Making engages senses, cognition, and emotions through:

- play, imagination, wonder, ideas and practical actions
- thinking critically and creatively
- learning about and using knowledge, skills, techniques, processes, materials and technologies
- creating arts works that communicate ideas and intentions
- reflecting.

Responding includes:

- investigating, analysing and evaluating ideas, intentions, arts works, arts practices, contexts and the role that the arts, artists and audiences play in cultures and communities
- being curious, wondering and considering multiple perspectives
- asking questions, and exploring possibilities and ideas
- reflecting, critiquing and evaluating.

Learning as artist and as audience

Students learn, develop and refine critical and creative practice as artists. As artists students:

- develop skills and understanding of elements, concepts, skills, techniques and processes
- explore meanings and possibilities across diverse art forms
- generate, develop and resolve ideas
- work individually, collaboratively and as co-creators
- act on intentions

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- experiment with techniques, materials and technologies
- ask probing questions to solve problems and make decisions.

Students are an audience for their own work as it develops or in its completed form. They consider issues such as:

- how their work and practice embodies, enacts or represents their ideas and intentions
- the meanings the work might communicate to a wider audience
- how audiences might experience and respond to their work
- how they might explain their thinking and intentions to audiences
- how their work might be seen as reflecting, representing, challenging, confirming, disrupting or damaging ideas or understandings.

Students are also an audience for work created by other artists. They:

- explore how audiences engage with arts works
- make meaning from arts works and experiences
- connect with other artists and with audiences
- consider how the arts works they are experiencing reflect, represent, challenge, confirm, celebrate or disrupt ideas and understandings held by people, communities and cultures.

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to The Arts are Critical and Creative Thinking, Personal and Social capability and Intercultural Understanding.

Literacy and Numeracy are fundamental to all learning. While literacy and numeracy development is core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including The Arts.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Read more

Literacy

In the Australian Curriculum: The Arts, students use literacy to develop, apply and communicate their knowledge and skills as artists and as audiences. Through arts learning students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret or evaluate their own and others' arts works. Each subject in The Arts requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the arts vary according to context and they develop their ability to use language dynamically and flexibly.

Numeracy

In the Australian Curriculum: The Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate arts works. Across The Arts subjects, students recognise and use: number to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D shapes and 3D objects; scale and proportion to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles. Students work with a range of numerical concepts to organise, analyse and create representations of data such as diagrams, charts, tables, graphs and motion capture, relevant to their own or others' arts works.

Critical and Creative Thinking

Students develop critical and creative thinking as they make and respond to art works, ideas and practices in different contexts. As artists, students develop questions, imagine and act on possibilities, consider various options and alternatives when creating, interpret and generate ideas and make decisions. As audience, students think critically and creatively about their work and the work of other artists. They reflect, analyse, critique and evaluate their thinking about arts works and the roles that the Arts play in the lives of people, communities and cultures.

Personal and Social capability

In the Australian Curriculum: The Arts, students develop Personal and social capability as they make and respond to arts works, ideas and practices. When working with others, students develop social management skills as they communicate effectively, collaborate, make decisions that meet the needs of themselves and others and demonstrate leadership as they create arts works. As artists and as audience, students develop self-awareness and self-management skills as they set goals, work collaboratively, reflect upon various arts practices, and build resilience, adaptability, and perseverance as they think about their work and the work of other artists.

Intercultural capability

Students develop Intercultural understanding as they consider the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. As artists, students explore their own cultural identities and those of others they appreciate the diversity of cultures and contexts in which artists and audiences live. As audience, students engage with artworks from diverse cultural sources, and are able to consider accepted roles, images, objects, sounds, beliefs and practices in new ways. They take opportunities to use their arts practice to respond to biases, stereotypes, prejudice and discrimination.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts.

Cross-curriculum priorities are incorporated through learning area content, they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. Each of the cross-curriculum priorities has relevance and strong connections to The Arts learning area.

The cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures is embedded in content descriptions for each Arts subject. The Asia and Australia's Engagement with Asia and Sustainability cross-curriculum priorities are identified in content elaborations where they offer opportunities to add depth and richness to student learning.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

Through the Australian Curriculum: The Arts students learn about the central place of the Arts in the oldest continuous living cultures in the world. They explore how First Nations Australians recognise and communicate connections to Country/Place through cultural expressions that draw on belief systems connected to the lands, sea, sky and waterways.

Students learn about the distinctiveness and diversity of First Nations Australians' cultural practices and expressions that represent unique ways of being, knowing, thinking and doing. They learn how First Nations Australians are using materials, forms and technologies in innovative ways to create cultural expressions and arts works that celebrate, challenge and communicate ideas and perspectives. Students explore ways First Nations Australians' cultural expressions combine dance, drama, music, media and visual elements to tell stories and share knowledge. They learn about First Nations Australians' cultural practices as both the oldest and newest examples of artistic and creative practice known to humanity.

Through The Arts curriculum, students learn that First Nations Australian cultures have internationally enshrined rights to ensure that these can be maintained, controlled, protected and developed. Students have the opportunity to consider their role in enacting those rights through respectful use of Indigenous Cultural Intellectual Property protocols. As they examine ways First Nations Australians continue, maintain and revitalise their cultures students also learn about the impact of historical and contemporary events on the cultures. Students learn about the significant and ongoing contributions of First Nations Australians to Australian identity and how these contributions are acknowledged locally, nationally and globally. Showcasing and celebrating these contributions to Australia’s cultural life allows students to engage with the voices of First Nations Australians. It also encourages collaboration with artists, creative practitioners and knowledge holders from First Nations Australian communities.

Asia and Australia’s Engagement with Asia

In the Australian Curriculum: The Arts, students can examine art forms and practices that reflect the rich and diverse cultures, belief systems and traditions of the Asia region. Students can explore traditional, contemporary and emerging media, forms and practices and relationships between artists and audiences across Australia and Asia. They consider the local, regional and global influence of arts and cultural practices created and experienced across the region. Students can also investigate the role of the arts in developing, maintaining and transforming cultural beliefs and practices and communicating an understanding of the rich cultural diversity of the Asia region. They reflect on the intrinsic value of these arts works and artists’ practices as well as their place and value within contexts and communities.

Sustainability

Through the Australian Curriculum: The Arts students can explore how ideas and perspectives about issues such as living sustainably, equity and social justice can be represented in arts works from all times and places. As artists, students can create work individually or collaboratively that communicates their ideas about these issues, contributing to community action for sustainable futures. Learning in and through The Arts develops students’ ability to consider multiple perspectives and value diversity. Students are encouraged to consider sustainability when selecting and using materials and processes to create their work.

Learning areas

The Australian Curriculum: The Arts provides opportunities to integrate or connect content to other learning areas or subjects; in particular English, Languages, Humanities and Social Sciences, Mathematics and Digital Technologies.

Read more

The Arts and English

The Arts and English and share a focus on communicating ideas and perspectives in oral, aural, written and visual modes, with an awareness of purpose and audience. Both learning areas help students develop speaking, listening and writing skills as they individually or collaboratively develop, create and share their work.

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The Arts and Humanities and Social Sciences

Through The Arts and Humanities and Social Sciences students explore and share stories, ideas and understandings about culture, identity and relationships. They develop respect and empathy for diverse perspectives and ways of seeing the world. As artists, students can explore ideas and perspectives relevant to the themes and issues that they encounter through Humanities and Social Sciences.

The Arts and Languages

The Arts and Languages share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and how these are exemplified in and through artistic and linguistic practices and behaviours.

The Arts and Mathematics

The Arts and Mathematics share understandings about pattern, measurement, and spatial reasoning. In The Arts, this knowledge is used for creating and exploring arts works. Mathematics and The Arts both give students opportunities to learn about natural and constructed environments through observation and modelling. Students can use visual, sonic, dramatic and kinaesthetic arts forms to communicate mathematical understandings.

The Arts and Digital Technologies

The Arts and Digital Technologies share a focus on user experience and user interface through creating and communicating. Creating spoken, print, graphic or electronic communications for an audience is important for both subjects. These activities can involve collaboration and are usually shaped by digital systems in their production. While there is no direct link between content descriptions, each of the Arts subjects provides an appropriate area for application of the knowledge and skills taught across Digital Technologies.

Key considerations

Learning through the practices of Dance, Drama, Media Arts, Music and Visual Arts

Arts learning involves deep engagement through the continuing and emerging practices of the arts. Understanding how the arts are being used in dynamic and innovative ways across cultures and communities supports students to understand how they can contribute to their world as artists and

as audience. Schools make decisions about the subjects and forms students engage in within their Arts learning. For example, students may explore and create:

- arts works that exist in physical, digital or virtual spaces
- individual or collaborative arts works
- arts works that combine traditional, contemporary and emerging forms, media or materials
- arts works in innovative, hybrid, multimodal or trans-disciplinary ways
- arts works where the audience is a co-creator with the artist.

Connecting learning in The Arts with Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: The Arts offers rich opportunities to develop students' knowledge and understanding of many organising ideas for the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. When planning learning teachers should:

- Ensure that First Nations Australians' voices are heard when accessing and learning about cultural expressions and whenever possible, collaborate with First Nations knowledge holders and cultural practitioners. Cultural expressions are 'expressions that result from the creativity of individuals, groups and societies, and that have cultural content'. ([UNESCO, 2017](#))
- Follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australian Peoples and their cultural expressions. Teachers should use approved resources, such as those provided by their state or territory school system or First Nations Australian education consultative groups or other protocols accredited by First Nations Australian Peoples.
- Take opportunities to reveal and showcase diverse examples of the dance, drama, media arts, music and visual arts of First Nations Australians.
- Ensure that they and their students observe relevant copyright laws and Indigenous Cultural and Intellectual Property (ICIP) protocols. ICIP is a right identified in the United Nations Declaration on the Rights of Indigenous People. Article 11 describes the rights of Indigenous people to practise and revitalise their cultural traditions and customs and Article 31 describes the right to maintain, control, protect and develop cultural heritage, traditional knowledge and traditional cultural expressions. Information about ICIP in Australia is available on the [Australia Council for the Arts website](#).

Materials, styles and forms

The Australian Curriculum: The Arts gives teachers flexibility to plan learning activities which focus on arts works, artists, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in arts learning.

The curriculum is designed to facilitate an inclusive approach that:

- recognises the diverse physical, sensory or cognitive abilities students use to experience arts works and practice. For example, students might experience music by feeling vibrations or visually by looking at documentation, experience visual works by touch, or experience dance, drama or media arts works by listening to a description of the work
- allows students to learn in a culturally inclusive and supportive environment free from prejudice and discrimination. Culturally inclusive learning recognises the language, culture, practices, rituals, knowledges and beliefs of each student and their families.
- uses available resources including digital tools.

Viewpoints

Viewpoints are an inquiry tool for considering the arts from multiple perspectives, as artist or as audience. Students can utilise Viewpoints throughout their learning in The Arts, to:

- frame wondering, reasoning and reflecting
- explore ideas and make decisions
- value multiple perspectives
- express and celebrate identities, ideas and meanings
- think deeply about their own arts works and art created by others.

Viewpoints provide perspectives and contexts such as:

- Personal and imaginative – fostering students’ agency and voice through reflecting on ideas and putting thoughts into action; reflecting on and responding to their own art making; observing and exploring arts works and practices
- Cultures and worlds – thinking as artists and as audience about contexts for arts practice; considering social, cultural, historical and environmental ideas and meanings that arts works and experiences represent and communicate
- Conventions and processes – developing skills; acquiring knowledge; reflecting; creating; developing a language to communicate their ideas; exploring techniques; responding to ideas and materials before, during and after art making or critiquing.

Read more

As they make and respond to arts works and experiences, students develop questions to explore ideas and meaning. They think and make decisions as artists and as audience. Questions in the Viewpoints resource encourage students to consider a range of perspectives and to think deeply about their own arts works and art created by others. These sample questions from the resource can be adapted to suit specific learning contexts.

Table 1 shows sample questions from the Viewpoints resource.

Table 1. Sample questions from the Viewpoints resource

Personal and imaginative	Cultures and worlds	Conventions and processes
<ul style="list-style-type: none"> • Am I the artist? • Who made this artwork? • What do I want to know or notice about my artwork? • What do I want others to know about my artwork? • Who is the audience for this artwork? • How can I shape my artwork to share my point of view? • Why is this artwork working out successfully? What am I doing creatively? • How do I feel about ...? • What would happen if ...? • Who can I discuss my next step with? • How can I ...? What will I need to think about? • What does this work mean to me? How does it represent my identity? 	<ul style="list-style-type: none"> • What are artworks? • Why do artists make work? For whom? • What is this artwork about? • What do i know about the cultural context for this work? What do i want to know? What do i need to know? • What are the cultural responsibilities of the artist who made this work? • Is this work challenging stereotypes or ideas? • Where, why and how was this work originally made and presented to audiences? • What is this work saying about social structures such as those associated with identity, religion, politics, gender or class? • What was happening in the world when this work was being made? • What about this work situates it as being created in a particular time or place? • How does this work communicate with audiences? • How does our understanding of a culture or community help us communicate effectively? • Is my understanding of the work similar or different to understandings of other audiences? How? Why? • When I create or perform a work what is my cultural message? 	<ul style="list-style-type: none"> • How am I planning to communicate my message through my work? • What would I like people to feel as they experience my work? • What do I need to know about this material? • Is there a skill I need to practise before I begin creating my work? • What do I need to know about the conventions of this style or form? Am I planning to use ...? • What content am I planning on including in my performance? • Is this all going according to plan? • What alterations have I made along the way? • Did someone give me an idea or some input while I was creating this work? How can I /should I acknowledge their contribution? • What am I learning about this technique / process / form / material ...? • Am I pleased with the outcome of my art making / performance? • How does my work show my skill to others? • Does my work communicate my original ideas? What changed during the process? Why did I decide to make those changes? • What did I learn about ... by making this work, presenting this performance ...?

Personal and imaginative	Cultures and worlds	Conventions and processes
	<ul style="list-style-type: none"> • How does this work relate to my culture? To my life? • How can we ensure that artworks are preserved for future generations? • How can we use the arts to inspire positive action and change? • What do we mean when we say that arts works speak across time and place? 	

7–10 AUSTRALIAN CURRICULUM: THE ARTS: VISUAL ARTS

ABOUT VISUAL ARTS

Rationale

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

Visual Arts is a central element in the diverse and continuing cultures of First Nations Australians. Through visual arts, First Nations Australians express connection to and responsibility for Country/Place, challenge the impact of other cultures on their ways of knowing, being, doing and becoming, and, maintain, continue and revitalise cultures.

Through exploring their own and the artists' ways of knowing, doing and being in the world, students develop and expand perceptual, conceptual and cultural understanding, critical reasoning and practical skills. They learn about and produce visual arts works in ways akin to artists, craftspeople and designers. They understand and appreciate how the creative industries contribute to personal, cultural, community and economic wellbeing. Learning in Visual Arts enables students to recognise and cultivate unique literacies, viewpoints, practices and processes for grappling with ideas, dilemmas and complexities.

The nexus of making and responding invites students to apply visual arts knowledge, conceptual frameworks and practical skills to investigate, contextualise and make meaningful connections between personal and global views as well as intrinsic and extrinsic worlds. Visual techniques, technologies, skills and media are developed through processes and practices distinctive to the visual arts. Learning experiences in and through Visual Arts fosters the acquisition of distinctive language and literacies as well as ways of knowing, doing and being that enrich our learning encounters and experience across disciplinary and cultural contexts.

In exploring how, why, where and for whom artists, craftspeople and designers produce visual arts works, students recognise and appreciate the significance, tensions and complexities of visual arts histories, theories and practices. Through the interrelationship of making and responding, they become increasingly confident and proficient in achieving a personally distinctive visual aesthetic. This contributes to developing critical visual sensibilities that prepare students to recognise, articulate and acknowledge artistic and cultural influences in, from and for ourselves and society.

Aims

The Australian Curriculum: The Arts: Visual Arts aims to develop students':

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

Organisation of the learning area

Content structure

The Australian Curriculum: The Arts: Visual Arts is presented in two-year band levels from Year 1 to Year 10, with Foundation being presented as a single year.

Band descriptions

Band level descriptions provide an overview of the learning that students should experience at each level. They highlight the important interrelationships of the content strands and of the content strands to the core concepts.

Achievement standards

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Content elaborations

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Strands

Content in the Australian Curriculum: The Arts: Visual Arts is organised under four strands:

- Exploring and connecting
- Developing skills, practice and ideas
- Creating
- Sharing and communicating.

Together, the four strands allow students to learn in and through diverse contexts and methodologies. Teaching and learning programs should balance and integrate the strands. Students learn in and through Visual Arts, by:

- exploring and connecting with visual arts works and practices from all times, places and contexts. They explore where and why people make and share visual arts and develop knowledge of the role that visual arts plays in lives and cultures. Students are challenged to explore and connect with the diversity of visual arts practice across personal, national and global contexts.
- developing visual arts practice through experimenting and exploring the ways that they can manipulate visual arts processes, visual conventions, materials and techniques to develop skills and ideas for their own visual arts works. They explore the professional arts practices of artists and arts communities to inform their own art making. They practice skills and techniques and reflect on their learning.
- creating visual arts works in a range of art forms that communicate ideas and concepts.
- sharing visual arts works and artist intentions with audiences in formal and informal environments. They engage in the processes of planning and curating exhibitions of visual arts works that enhance the intentions of individual and groups of artists.

The following table shows the relationship of the strands to the organisation of the content descriptions in Visual Arts.

Table 6: Relationship of the strand organisation to the content descriptions

Strand	Overview of Visual Arts content
Exploring and connecting	<ul style="list-style-type: none"> • Viewing exhibitions of art works in physical and virtual, formal and informal settings and engaging with artists and artists practices • Exploring, analysing and evaluating art works and art practices across times, cultures and communities • Exploring the significance of visual arts and cultural expressions as visual culture as they investigate visual arts across times and diverse contexts • Exploring and making connections between personal visual arts preferences and those of other people across local, national and global contexts
Developing skills, practice and ideas	<ul style="list-style-type: none"> • Experimentation, problem solving, idea generation • Manipulating materials, techniques and visual arts processes in multiple visual art forms • Understanding, exploring, manipulating and subverting visual conventions and visual arts processes • Practicing, reflecting on and developing skills and techniques • Documenting thinking on their own visual arts practices
Creating	<ul style="list-style-type: none"> • Building, developing and refining ideas for visual art works that communicate artist intentions • Manipulating and selecting materials, techniques, visual conventions to communicate ideas and concepts in artworks • Refining skills and techniques in a diverse range of visual arts processes • Developing personal style and expression
Sharing and communicating	<ul style="list-style-type: none"> • Preparing artworks for display and exhibition in multiple settings • Developing artist statements and ways of communicating artist intentions with audiences • Understanding the process of curating and exhibiting as extensions of artworks and artist intentions • Seeking and responding to audience feedback or responses • Reflecting on and evaluating artist practice

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Visual Arts curriculum. They give clarity and direction about what content matters most in Visual Arts. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep, and increasingly sophisticated, understanding of Visual Arts across the years of schooling.

Underpinning the Visual Arts curriculum are the core concepts of the Arts learning area:

- learning by making and responding
- learning as artist and as audience.

In Visual Arts, students learn as artists and as audiences as they develop their visual arts practice in the disciplines of visual arts, craft and design. Through making and responding students engage with visual arts works and cultural expressions, artists, designers and crafts people, arts industries, real and imagined worlds, and contexts.

Figure 6 shows the relationship of the core concepts to the content strands.

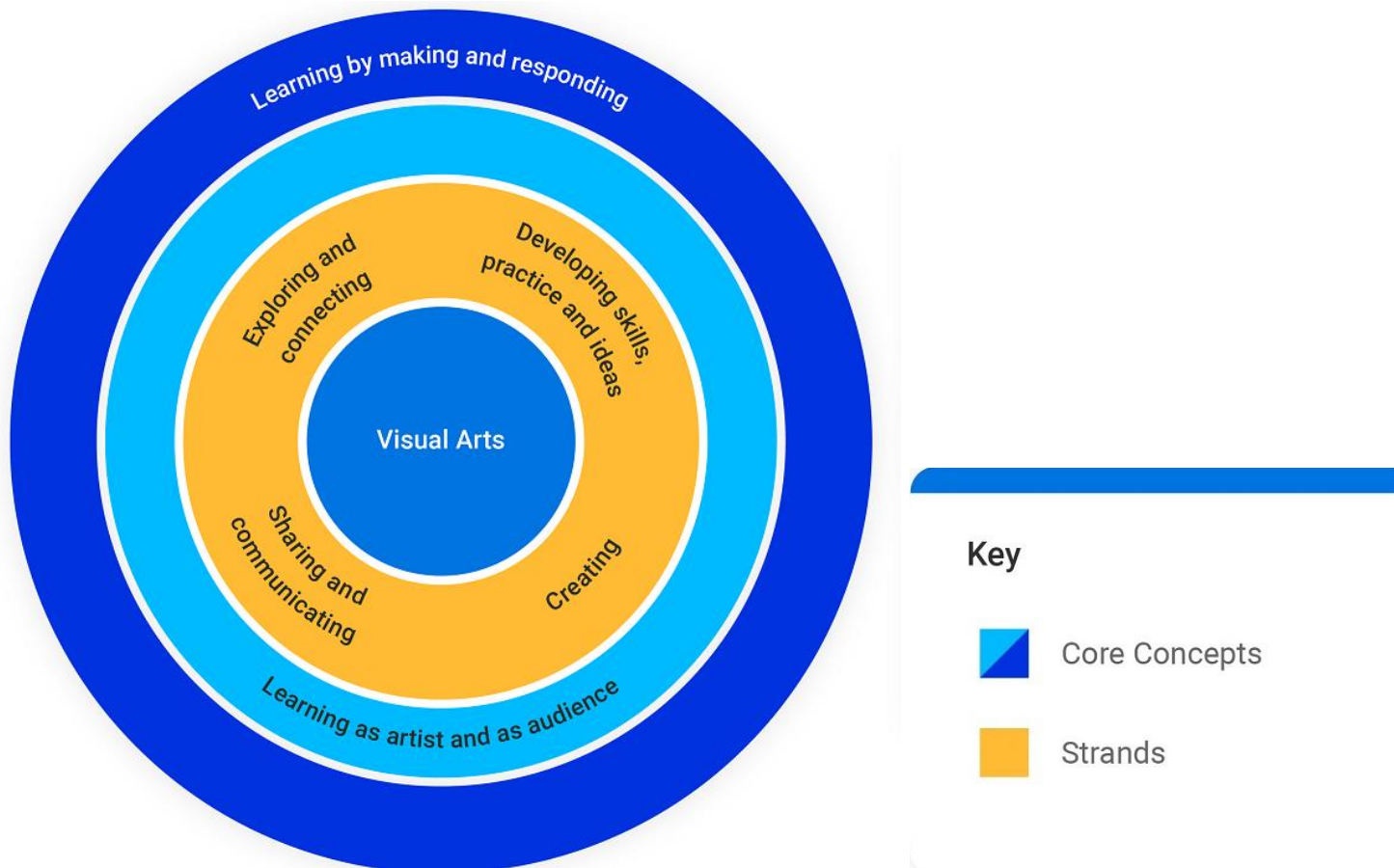


Figure 6: Relationship of the core concepts to the content strands

Read more

Learning by making and responding

Making and responding reflect the iterative and interwoven nature of visual arts practice. Each can operate independently, and each informs the other.

In Visual Arts making can involve:

- play, imagination, wonder, ideas and practical actions
- exploring, experimenting with and stretching properties of visual arts conventions and materials thinking critically and creatively
- learning about and using knowledge, skills and techniques for using visual arts processes, materials and visual conventions
- creating visual arts works and exhibits that communicate ideas and intentions
- reflecting on learning.

In Visual Arts responding can involve:

- documenting thinking, understanding and ideas about their developing visual arts practice
- investigating, analysing and evaluating artists ideas, intentions, and artistic practice
- being curious, wondering, considering multiple perspectives
- asking questions, exploring possibilities and ideas
- reflecting, critiquing, and evaluating.

Learning as artist and as audience

Students learn, develop and refine critical and creative visual arts practice. They:

- develop skills and understandings of visual arts processes, visual conventions and materials when creating, analysing, evaluating and appreciating visual arts works and artists practices
- explore meanings and possibilities across diverse forms and styles
- consider relationships between visual arts, cultural expressions and other arts forms or learning areas/disciplines
- consider the role of visual arts in cultures and communities
- generate, develop and resolve ideas
- work individually, collaboratively and as co-creators
- act on intentions
- experiment with techniques, materials and technologies
- ask probing questions to solve problems and make decisions.

Australian Curriculum: The Arts – Visual Arts – All elements 7–10.
Consultation curriculum

Students are an audience for their own visual arts work as it develops or in its completed form. They consider issues such as:

- how their interpretations, compositions, visual arts practices and visual arts works, embody, enact or represent their ideas and intentions
- the meanings their visual arts works and art exhibits might communicate to a wider audience
- how they might explain their thinking and intentions to audiences
- how their visual arts work might be seen as reflecting, representing, challenging, confirming, disrupting or damaging ideas or understandings.

Students are also an audience for visual arts works created by other artists. They:

- explore how audiences experience and engage with Visual Arts
- make meaning from visual arts they view or perform and from other experiences involving visual arts
- engage in interactive relationships with other artists and with audiences
- consider how the visual arts works they are experiencing reflect, represent, challenge, confirm or disrupt ideas and understandings held by people, communities and cultures.

Key considerations

Learning in Visual Arts involves students engaging with visual arts practices and drawing on the world as a source of ideas. The information below outlines information about knowledge and skills students develop in Visual Arts.

Visual Arts practice

Visual arts practice refers to the ways that artists go about their work and includes their influences, the creative development of ideas, studio practice and collaboration. Artists use visual arts processes, materials and visual conventions in their visual arts practice. . Students learn about the visual arts practices of artists to inform, develop and reflect upon their own visual arts practice.

Through visual arts practice, students develop critical and creative thinking and proficiency in selecting, manipulating, adapting and stretching materials and techniques to support their conceptual and perceptual understandings.

Learning in Visual Arts results in the combination of representation, visual conventions and viewpoints by students to make visual arts works. Through these practices, students develop critical and creative thinking that supports their analysis and critique of others' visual arts works. In the final curriculum further information about Visual Arts practices will be provided in the examples of knowledge and skills.

Visual conventions

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

Visual Arts processes

Visual arts processes are the processes that are used to create visual arts works and are perpetually evolving. Learning about visual arts processes should include consideration of methods, tools, techniques and technologies relevant to the selected visual arts form.

Visual Arts forms

Visual arts forms embrace traditional, cultural and/or stylistic forms that may include but are not limited to painting, drawing, sculpture, ceramics printmaking, mixed media, textiles, photography and instillation in one, two, three and four dimensions. Visual arts forms develop and evolve as artists adapt and explore new technologies and ways of working.

Students should have experience in creating visual arts works in a variety of diverse forms.

Materials

In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies. These may include traditional materials from different contexts such as paint, dyes, charcoal and ink, and contemporary or emerging materials such as digital media.

Curating and exhibiting

Curating refers to the process of planning an exhibition of work and can include selecting and preparing works for display, writing artist statements and exhibition information material, review and advertising materials, preparation of the space including interior design lighting and atmospheric conditions.

Exhibitions and exhibits of visual arts works refer to the display of work for audiences and can be formal and informal. They may include sharing visual arts works in the classroom with peers or a curated exhibition in a formal space specific to the purpose such as a gallery, café, school and/or performance space.

VISUAL ARTS – CURRICULUM ELEMENTS

YEAR 7 AND 8

Band description

In Years 7 and 8, learning in Visual Arts builds on each student's prior learning and experiences. Students continue to learn through the practices of the Arts subjects. They use play, imagination and visual arts-specific processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students explore Visual Arts in local, regional and global contexts including use of visual elements in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with visual artists, works and practices, for example by visiting arts spaces or exploring arts works and experiences such as performances or exhibitions available through online sources.

Material selected for learning across Years 7 and 8 should focus on visual arts works, artists, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in visual arts learning.

In Years 7 and 8, learning in Visual Arts focuses on:

- exploring visual arts works and practices through practical investigations, research and analysis across a range of styles and contexts. Students research the laws and protocols relating to copyright and Indigenous Cultural Intellectual Property and consider implications for personal and collaborative practice
- developing skills, practice and ideas related to ideas, themes or practices, taking account of prior learning, experience and interests. Depending on the contexts selected for learning, students may focus on the elements and conventions, skills, techniques or processes used in specific visual arts forms or on the use of specific materials or technologies
- creating work to communicate ideas and intentions using visual arts practices and materials. Students may focus on making works in a range of visual arts forms or they might contribute to visual arts works in trans-disciplinary or hybrid forms
- sharing and communicating by curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing collateral such as artist statements. They engage with audiences in ways that are appropriate to the visual arts work and exhibition format and analyse their own and/or others' responses to the work.

Throughout their learning, students have opportunities to reflect, evaluate or respond; for example, documenting or critiquing ideas and intentions or the use of skills, processes and techniques or receiving and responding to feedback.

Achievement standard

By the end of Year 8, students analyse the ways that visual artists communicate ideas and concepts through their visual arts practice. They demonstrate and describe how they and other visual artists work within ethical and legal requirements and protocols.

Students develop their own visual arts practice as they manipulate visual conventions, materials and techniques to create artworks that communicate their ideas and intentions. They curate exhibits to enhance the communication of artists' ideas and intentions. They analyse responses to the works.

Strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Exploring and connecting	investigate and analyse the ways that visual artists, across times and contexts, combine visual arts processes, visual conventions, materials and techniques to communicate concepts in their visual arts practice (AC9AVA8E01)	<p>learning about and investigating cultural expressions by First Nations Australian artist/s that crosses over multiple artforms or other subjects; for example, hearing the artists talk about a dance presentation with visual projections and music which references environmental concerns and historical events and is presented with projections of visual images (AC9AVA8E01_E1)</p> <p>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 (AC9AVA8E01_E2)</p> <p>analysing the ways that artists represent their subject in their artworks to support their representation of their ideas in their own artmaking (AC9AVA8E01_E3)</p> <p>structuring written accounts such as catalogue essays, interview transcripts or reviews that discuss or explain how artists have shown their ideas in their artmaking (AC9AVA8E01_E4)</p> <p>investigating and/or trialling techniques and visual arts processes used by artists, thinking about whether these processes and technologies have changed over time, and how they can have an impact on art making (AC9AVA8E01_E5)</p>
	research and apply best practice for selecting and using material in visual arts works, considering copyright laws and Indigenous Cultural and Intellectual Property protocols (AC9AVA8E02)	<p>identifying what copyright and Indigenous Cultural and Intellectual Property protocols are 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 “Whose story is it?”, “Is this my story to share or should I ask permission to tell it?” or “What is stealing” (AC9AVA8E02_E1)</p> <p>investigating examples of how visual artists and designers ensure their legal and moral obligations are met when selecting and using First Nations Australians’ cultural material to develop and create contemporary work, for example by accessing information about how professional artists and/or design companies go about obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual to create new work (AC9AVA8E02_E2)</p> <p>investigating an example of cultural appropriation that has been before the courts, identifying breaches to the protocols for using First Nations Australians’ cultural and intellectual property in the arts, and considering how the breaches could have been avoided. (AC9AVA8E02_E3)</p>

		recognising how to select and use historical materials that accurately communicate First Nations Australians' perspectives such as their resilience in response to the impacts of colonisation as background material for creating visual arts works (AC9AVA8E02_E4)
Developing skills, practice and ideas	experiment with the ways that visual artists select, combine and manipulate visual arts processes, visual conventions, materials and techniques to represent concepts in their own visual arts practice (AC9AVA8P01)	transforming an analogue visual artwork into a series of digital versions using a variety of programs, visual art processes and materials, then selecting the most successful transformation and documenting the steps to create a procedural text using correct terminology (AC9AVA8P01_E1)
		engaging in visual brainstorming by selecting, organising or combining appropriate images, forms, visual art processes and materials to represent ideas about a particular subject. Annotating the process with short statements using correct terminology. Using Viewpoints to explore issues and concepts that arise from the combination of elements, for example "what combinations are surprising, and where can this lead me?" "What would happen if I....", "how can I push these ideas further?" (AC9AVA8P01_E2)
		developing an awareness of cultural and artistic conventions for representing subjects through a contextual study of artists and their artworks taking care to observe protocols for using First Nations Australian Cultural property in the Arts. (AC9AVA8P01_E3)
		reflecting on learning, evaluating and resolving their choices to represent their ideas as the ideas for the artwork progresses using informal discussions, process annotations, reviews or written evaluations in journals or visual diaries (AC9AVA8P01_E4)
		exploring the ways that different artists use materials, visual conventions and visual art processes to communicate their concepts, for example investigating how artists might use vastly different materials and visual arts processes when working on a similar concept and how this impacts the viewer response. Experimenting with these approaches when exploring how they might approach the same concept. (AC9AVA8P01_E5)
	practise and develop skills in using visual arts processes, visual conventions, materials and techniques when planning and developing concepts for visual arts works (AC9AVA8P02)	investigating the choices that artists have made to structure their representation of ideas to assist in improvising and investigating ways of structuring their ideas in sketches, studies, maquettes, annotated digital images and journal entries (AC9AVA8P02_E1)
	using teacher and student set goals to practice specific skills over time; for example, practising observational drawing skills by completing a drawing a week of increasingly complex compositions and using Viewpoints to develop questions reflecting on aims, strengths and areas for improvement and to set future goals (AC9AVA8P02_E2)	
	evaluating feedback from teachers and peers, offered in discussions and reviews of their artworks and planning in progress, and documenting their subsequent decisions and responses in written or digital journals or diaries using visual arts terminology (AC9AVA8P02_E3)	

Creating	plan, develop and refine intentions for visual arts works by investigating visual artists' practices (AC9AVA8C01)	selecting a profile of a living Australian artist and projecting what their daily routine in the studio might look like (AC9AVA8C01_E1)
		documenting the visual arts processes used when creating an artwork, such as considering steps in caring for tools and equipment in the studio such as cleaning, maintenance and repair and/or understanding how to store, organise, send and catalogue digitally based visual art works (AC9AVA8C01_E2)
		developing a series of compositional sketches as planning for a final artwork communicating how the visual conventions and planned processes will communicate meaning. Making decisions about the final artwork and justifying their choices. (AC9AVA8C01_E3)
		exploring and researching ideas about their interests in the world/subjects from a particular viewpoint or a range of viewpoints to plan and refine their approaches to representing their idea (AC9AVA8C01_E4)
		recording and documenting their research into a subject or theme using their own images or images from other sources, written annotations and comments, and evaluations (AC9AVA8C01_E5)
		developing explanations of how artists, designers, architects or craftspeople communicate ideas and meanings in their work using written discussions, annotated images, debates or digital presentations (AC9AVA8C01_E6)
	create visual arts works that communicate intended concepts with a range of visual arts processes, visual conventions, materials and techniques (AC9AVA8C02)	creating a series of Augmented Reality digital 'assets' that represent distinct textures; for example, placing assets within a space to communicate concepts that explore blocking some areas and revealing others (AC9AVA8C02_E1)
		representing a single idea in a multimodal form connecting a minimum of three senses to the audience (AC9AVA8C02_E2)
		working independently or in groups to tell create artworks that tell stories or create awareness about issues that are significant and important to them. (AC9AVA8C02_E3)
		developing understanding of the ways that visual conventions can be used to communicate feelings and emotions in artworks for example, exploring through multiple small compositional sketches how they can change the emotions communicated in a simple still life through changes in composition, colour and tone. (AC9AVA8C02_E4)

Sharing and communicating	curate exhibits of visual arts works to engage an intended audience and enhance artists' intended concepts (AC9AVA8S01)	creating a webpage, walkthrough, presentation or other document to connect geographically distanced audiences with a visual arts showcase and documenting the 'user flow' to track the steps taken to view or visit this content (AC9AVA8S01_E1)
		planning and curating exhibitions of their own work, community installations and projects, and imagined exhibitions of artists' artwork (AC9AVA8S01_E2)
		working together to designate a space within the school community for showing their works, considering who in the community might see their works, and how it could be valuable for others to see their work (AC9AVA8S01_E3)
		visiting and evaluating exhibitions of work in galleries, museums or community sites and developing responses to exhibitions of work in written explanations or reviews, digital forms of presentations or in verbal discussions (AC9AVA8S01_E4)
		investigating ways in which artworks are displayed and how artists and curators work together to create a visual narrative that communicates broader ideas about an artist, or a group of artists intentions, for example, by creating a virtual or scale model of an exhibition of an artist they have researched to communicate their understanding of the artists intentions (AC9AVA8S01_E5)

YEAR 9 AND 10

Band description

In Years 9 and 10, learning in Visual Arts builds on each student's prior learning and experiences. Students continue to learn through the practices of the Arts subjects. They use play, imagination and visual arts-specific processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students explore Visual Arts in local, regional and global contexts including use of visual elements in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with artists, visual arts works and visual arts practices, for example by visiting arts spaces or exploring arts works and experiences such as galleries, or exhibitions available through online sources.

Material selected for learning across Years 9 and 10 should focus on visual arts works, artists and artists' practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in visual arts learning.

In Years 9 and 10, learning in Visual Arts focuses on:

- exploring visual arts works and practices through practical investigations, research, analysis and evaluation across a range of styles and contexts. Students consider how visual arts and cultural expressions can be used to celebrate, entrench or challenge perspectives of Australians' identity
- developing skills, practice and ideas related to ideas, themes or practices, taking account of prior learning, experience and interests. Depending on the contexts selected for learning, students may focus on the elements and conventions, skills, techniques or processes used in specific visual arts forms or on the use of specific materials or technologies
- creating work to communicate ideas and intentions using visual arts practices and materials to develop their own personal style and visual arts practice. Students may focus on making works in a range of visual arts forms or they might contribute to visual arts works in trans-disciplinary or hybrid forms
- sharing and communicating by curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing collateral such as artist statements. They engage with audiences in ways that are appropriate to their visual arts work and exhibition format and analyse their own and/or others' responses to the work.

Throughout their learning, students have opportunities to reflect, evaluate or respond, for example documenting or critiquing ideas and intentions, the use of skills, processes and techniques or receiving and responding to feedback.

Achievement standard

By the end of Year 10, students evaluate the ways that audience perceptions and ideas are challenged through visual arts works and visual artists' practice. They analyse and evaluate the ways that artists communicate concepts in their work and apply this understanding when critiquing their own visual arts practice.

Students demonstrate personal style through their developing visual arts practice. They draw on inspiration from multiple sources to create artworks that communicate views, concepts and intentions. Students curate and present exhibitions of artworks to communicate their intentions and engage audiences. They evaluate responses to the works.

Strand	Content description	Elaboration
	<i>Students learn to:</i>	<i>This may involve students:</i>
Exploring and connecting	evaluate the ways that visual artists, across times and contexts, express a range of perspectives in professional visual arts practice (AC9AVA10E01)	reviewing multiple examples of visual artworks that express a point of view on a same or similar theme, story, historical event, place, time or technique, 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 (AC9AVA10E01_E1)
		investigating how linear timelines, in contrast to circular timelines, can shift meanings in art with reference to First Nations Australians' ways of knowing, being and doing (AC9AVA10E01_E2)
		researching and explaining the ways that artists from different times and places represent subject themes such as portraiture, the natural world or social events using a range of styles and conventions (AC9AVA10E01_E3)
		structuring extended accounts such as essays, debates or reviews that discuss and explain how artists have shown their ideas in their artmaking (AC9AVA10E01_E4)
		selecting different critical viewpoints to develop explanations about artists' approaches and works at different times and in different contexts (AC9AVA10E01_E5)
	evaluate the ways that contemporary visual arts and cultural expressions challenge, entrench and celebrate multiple perspectives of Australia's identity over time (AC9AVA10E02)	researching a diverse range of protest posters from Australia and mapping how and why artists have used visual communication as a tool to express activism for change (AC9AVA10E02_E1)
		analysing the ways that visual artists use their practice to challenge and inform community debate and present multiple ways of understanding an issue; for example, considering the perception of Australia as a welcoming country (AC9AVA10E02_E2)
		comparing and critiquing ways contemporary visual artists use their practice to challenge, entrench, and celebrate influences on Australia's identity and present multiple ways of understanding, considering perspectives about Australia as an invaded and colonised nation or a nation that developed from a peaceful settlement (AC9AVA10E02_E3)
		exploring the ways that contemporary First Nations Australians' visual artists use their practice to communicate ideas, messages and lived experiences to the broader community about issues such as identity, land rights, racism, family, stolen generation and dispossession (AC9AVA10E02_E4)

		<p>understanding the ways that the visual arts provide a voice for marginalised groups, such as understanding the ways that visual arts provide opportunity to privilege the voice of First Nations Australians to continue and develop their culture (AC9AVA10E02_E5)</p> <p>analysing personal meaning, political statements, critical theories, and emotions in First Nations Australian and non-First Nations Australians' contemporary visual arts and cultural expressions (AC9AVA10E02_E6)</p> <p>investigating how First Nations Australians' artists are caring for Country/Place, Culture and People through the visual arts; for example, by working with representatives of the First Nations Australians' community 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 (AC9AVA10E02_E7)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Developing skills, practice and ideas</p>	<p>experiment with a range of visual arts processes, visual conventions, materials and techniques when developing technical skills and personal style to represent concepts in their own visual arts practice (AC9AVA10P01)</p>	<p>experimenting with the material properties of a medium or form and investigating and 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 (AC9AVA10P01_E2)</p> <p>stretch, push and explore multiple ways of approaching an activity, for example, using a diverse range of media to express different interpretations of the one topic such as producing several sketches of the one object using different media and each exploring a different emotion. (AC9AVA10P01_E3)</p> <p>investigate and explore a diverse selection of artists through their sketchbooks to uncover their practices and find connections between their processes and the development of their personal expression. Develop an 'inspiration' journal of collections from everyday life, such as photographs, found objects, experiments with media and thoughts and ideas. Use Viewpoints to interrogate their 'inspiration' journal and begin identifying their own personal style, for example "what am I drawn to, and why is this important to me?" (AC9AVA10P01_E4)</p>
		<p>documenting and evaluating their investigations of visual art processes, visual conventions and materials in a diary, portfolio or digital journal, for example, through annotating the processes used and using Viewpoints to develop questions to facilitate increasing understanding of their learning and of the concepts explored 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 this..." "How can it inform my future art making?" (AC9AVA10P01_E5)</p>
		<p>drawing lines, shapes and arrows over photocopies of artworks and using a code to demonstrate their understanding of the way the artist has composed the artwork to communicate meaning, for example, using line to map the use of composition such as rule of thirds, creating movement using diagonal and or curved lines, repetition and pattern or the use of visual hierarchy to indicate how the viewers eye follows the layout of a designed product (AC9AVA10P01_E6)</p>

Creating	communicate, interpret and build on critical feedback from a range of sources including self-assessment and reflection when planning, developing personal style and communicating concepts in their visual arts works (AC9AVA10P02)	uncovering meanings, interpretations, and reactions from audiences by seeking impressions without confirming or leading the audience towards intended concepts (AC9AVA10P02_E1)
		tracking success using self-assessment guided by Viewpoints to solve creative challenges and considering how the visual art work could be improved and then editing, altering, updating, improving, adding or taking away from the work and re-evaluating (AC9AVA10P02_E2)
		experimenting with and evaluating ways of structuring ideas in sketches, studies, maquettes, annotated digital images or journal entries (AC9AVA10P02_E3)
		evaluating and responding to feedback from teachers and their peers in discussions and reviews of works in process and document their decisions and responses in written or digital journals or diaries (AC9AVA10P02_E4)
		collaborating with other students, groups or agencies to generate ideas for artworks on design or artistic projects for curated exhibitions or events (AC9AVA10P02_E5)
	evaluate artistic influences to further refine artistic practice (AC9AVA10C01)	investigating the role and influence of their own culture, family and personal experiences when developing ideas for art works (AC9AVA10C01_E1)
		investigating a diverse range of visual artists who work in a similar genre and access accounts of them discussing their influences to develop an understanding of the many factors that shape their visual arts practice (AC9AVA10C01_E2)
		analysing the ways that artists have structured their artworks to represent ideas using Viewpoints to generate questions to facilitate their understanding of the artists intentions (AC9AVA10C01_E3)
		evaluating and resolving their choices for representing their ideas as the work progresses in informal discussions or reviews or in written evaluations in journals (AC9AVA10C01_E4)
	create visual arts works that communicate personal views and intentions (AC9AVA10C02)	creating visual art works that communicate their ideas and realise the intentions developed through their experimentation and planning (AC9AVA10C02_E1)
researching ideas about their interests in the world/subjects from a particular viewpoint or a range of viewpoints to plan and refine their approaches to representing their ideas (AC9AVA10C02_E2)		
recording and documenting their research into their subject using their own images or from other sources, written annotations and comments and evaluations (AC9AVA10C02_E3)		
initiate own ways of resolving ideas and concepts visually using creative problem solving through the process of creating their final art works (AC9AVA10C02_E4)		
creating their own artworks in response to a specific subject theme or idea using material, techniques, conventions in intentional, interpretative and personal ways (AC9AVA10C02_E5)		
constructing explanations of how artists, designers, architects or craftspeople communicate ideas and meaning in artworks in written discussions, annotated image, debates or digital presentations (AC9AVA10C02_E6)		

Sharing and communicating	investigate and evaluate art exhibits to inform the curating and exhibition of visual arts works for a specific purpose (AC9AVA10S01)	investigating professional arts roles within a cultural institution and considering how these positions play out in an opening of a major exhibition and how they contribute to the overall outcome for the team (AC9AVA10S01_E1)
		selecting and presenting their own artworks in exhibitions in class, in the school or in the wider community (AC9AVA10S01_E2)
		planning and curating exhibitions of their own work, community installations or projects or imagined exhibitions of artists' artworks (AC9AVA10S01_E3)
		developing material to accompany exhibitions such as didactic panels, artists' or curatorial statements, branding or advertising or press statements (AC9AVA10S01_E4)
		visiting and evaluating exhibitions of work in galleries, museums or in community sites (AC9AVA10S01_E5)
		developing responses to exhibitions of work, for example, in written explanations or reviews, digital forms of presentations or in verbal discussions (AC9AVA10S01_E6)
		creating an artist statement which may include references to artistic influences and the development of a personal style and/or expression (AC9AVA10S01_E7)