

THE ARTS

CONSULTATION CURRICULUM

Visual Arts – Comparative information 7–10

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COMPARISON OF CURRENT AND REVISED CURRICULUM IN THE ARTS 7–10

Content descriptions Year 7 to Year 10

Strand: Exploring and connecting

	Years 7–8 <i>Students learn to:</i>	Years 9–10 <i>Students learn to:</i>
Original	Analyse how artists use visual conventions in artworks (ACAVAR123) Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their artmaking, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)	Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)
Proposed	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)	evaluate the ways that visual artists, across times and contexts, express a range of perspectives in professional visual arts practice (AC9AVA10E01)
Original	Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118) Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their artmaking, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)	Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)
Proposed	research and apply best practice for respectfully selecting and using material in visual arts works, considering copyright laws and Indigenous Cultural and Intellectual Property protocols (AC9AVA8E02)	evaluate the ways that contemporary visual arts and cultural expressions challenge, entrench and celebrate multiple perspectives of Australia's identity over time (AC9AVA10E02)

Strand: Developing skills, practice and ideas

	Years 7–8 <i>Students learn to:</i>	Years 9–10 <i>Students learn to:</i>
Original	Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
Proposed	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)	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)
Original	Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)	Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
Proposed	practise and develop skills in using visual arts processes, visual conventions, materials and techniques when planning and developing concepts for visual arts works (AC9AVA8P02)	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)

Strand: Creating

	Years 7–8 <i>Students learn to:</i>	Years 9–10 <i>Students learn to:</i>
Original	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)	Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130) Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
Proposed	plan, develop and refine intentions for visual arts works by investigating visual artists' practices (AC9AVA8C01)	evaluate artistic influences to further refine artistic practice (AC9AVA10C01)
Original	Practice techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)	Plan and design artworks that represent artistic intention (ACAVAM128)

Proposed	create visual arts works that communicate intended concepts with a range of visual arts processes, visual conventions, materials and techniques (AC9AVA8C02)	create visual arts works that communicate personal views and intentions (AC9AVA10C02)
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Strand: Sharing and communicating

	Years 7–8 <i>Students learn to:</i>	Years 9–10 <i>Students learn to:</i>
Original	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)	Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
Proposed	curate exhibits of visual arts works to engage an intended audience and enhance artists' intended concepts (AC9AVA8S01)	investigate and evaluate art exhibits to inform the curating and exhibition of visual arts works for a specific purpose (AC9AVA10S01)

Achievement standards Year 7 to Year 10

	Years 7–8	Years 9–10
Original	<p>By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.</p> <p>Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</p>	<p>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.</p> <p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>
Proposed	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>