

Visual Arts

Prep–Year 10 example of knowledge and skills

This table shows an example of knowledge and skills for Prep to Year 10. It presents information from www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/example-of-knowledge-and-skills/.

		Prep – Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
		In this band students are introduced to the ways that ideas and intentions are communicated in and through visual arts. They develop knowledge, understanding and skills through visual arts practices focusing on:	In this band students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on:			
Representation	Subject matter	<ul style="list-style-type: none"> personal observations, sensory expression and imagination 	<ul style="list-style-type: none"> such as past histories, heritage, significant events and community celebrations 	<ul style="list-style-type: none"> such as environment (macro/micro), physical and conceptual properties of materials and technologies 	<ul style="list-style-type: none"> such as contemporary culture, and historical and cultural representations of art, craft and design 	<ul style="list-style-type: none"> such as conceptual art and emerging technological performances
	Forms	<ul style="list-style-type: none"> drawing, painting, sculpture, printmaking, fibre crafts and digital imaging 	<ul style="list-style-type: none"> drawing, design, painting, sculpture, printmaking, photography and film 	<ul style="list-style-type: none"> cross-media — drawing, design, painting, sculpture, printmaking, photography, film, etc. 	<ul style="list-style-type: none"> art, craft and design: including painting, sculpture, printmaking and photography 	<ul style="list-style-type: none"> art, craft and design: including painting, sculpture, printmaking, performance, and installation
	Styles			<ul style="list-style-type: none"> figurative, expressionistic, abstract, surrealism, Dada, digital art, etc. 	<ul style="list-style-type: none"> Postmodernism, contemporary constructivism, Pop, street art, graphic/poster design, industrial design and digital art 	<ul style="list-style-type: none"> contemporary trans-media, film as art, virtual collaborative art forms, animation, and interactive art
	Techniques	<ul style="list-style-type: none"> overlapping, patterns, colour mixing, collage, mixed media, wrapping, and paper mache 	<ul style="list-style-type: none"> photo-montage, weaving, block printing, digital imaging, wrapping, pottery and others 	<ul style="list-style-type: none"> collage, drawing, screen printing, digital imaging, construction and environmental sculpture 	<ul style="list-style-type: none"> manga, drawing, installation, digital imaging, graffiti and environmental sculpture 	<ul style="list-style-type: none"> installation, digital imaging, environmental sculpture, performance, and virtual interactive games
	Visual conventions	<ul style="list-style-type: none"> identifying, using and interpreting line, shape, colour, texture, space, time, tone and value 	<ul style="list-style-type: none"> identifying, using and interpreting a selection of design elements and design principles 	<ul style="list-style-type: none"> identifying, using and interpreting a selection of design elements and design principles 	<ul style="list-style-type: none"> select, apply and evaluate a range of design elements and design principles 	<ul style="list-style-type: none"> select, apply and evaluate a selection of design elements and design principles
	Materials	<ul style="list-style-type: none"> understanding of qualities and properties of a range of materials, for example, which material is good for making tall, thin animals 	<ul style="list-style-type: none"> understanding qualities and properties of a range of materials 	<ul style="list-style-type: none"> understanding of possibilities and restraints (qualities) of a range of materials 	<ul style="list-style-type: none"> combining and manipulating a range of physical and digital materials 	<ul style="list-style-type: none"> combining and manipulating a range of physical, digital and virtual materials
	Technologies	<ul style="list-style-type: none"> traditional and digital 	<ul style="list-style-type: none"> traditional and digital 	<ul style="list-style-type: none"> traditional and digital 	<ul style="list-style-type: none"> traditional and digital 	<ul style="list-style-type: none"> traditional, digital and virtual

		Prep – Year 2	Years 3–4	Years 5–6	Years 7–8	Years 9–10
Practices	Spaces	<ul style="list-style-type: none"> recognising the meaning of studio for visual artists and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work 	<ul style="list-style-type: none"> recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work 	<ul style="list-style-type: none"> recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function 	<ul style="list-style-type: none"> understanding role of the studio for artists: learning to share responsibility for preparation, cleaning and storing work display — presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function 	<ul style="list-style-type: none"> understanding the role of the studio for artists; learning to share responsibility for preparation, cleaning and storing work display — presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function; artists and designers working individually or collaboratively
	Skills	<ul style="list-style-type: none"> observational — seeing, noticing and viewing critically 	<ul style="list-style-type: none"> investigative — researching, discovering and reinterpreting artworks from various viewpoints as artist and audience observational — seeing, noticing and viewing critically practical — use of visual arts materials, equipment and instruments 	<ul style="list-style-type: none"> expressive — interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli conceptual — developing a thought or idea into a visual representation practical — using visual arts materials, equipment and instruments 	<ul style="list-style-type: none"> expressive — interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli conceptual — developing a thought or idea into a visual representation practical — use of visual arts materials, equipment and instruments multi-modal — to use a combination of two or more sensory modes 	<ul style="list-style-type: none"> expressive — interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli critical — deconstructing and interpreting the meaning and messages of an artwork, and responding to it through different contexts and/or viewpoints conceptual — developing a thought or idea into a visual representation practical — use of visual arts materials, equipment and instruments multi-modal — to use a combination of two or more sensory modes
	Processes	<ul style="list-style-type: none"> describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying 	<ul style="list-style-type: none"> investigating, determining, conceiving, experimenting, questioning, predicting, testing, evaluating, comparing, analysing, observing, identifying and connecting 	<ul style="list-style-type: none"> investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging and displaying 	<ul style="list-style-type: none"> investigating, elaborating, researching, experimenting, manipulating, documenting, enhancing, reflecting, acknowledging, comparing, analysing, identifying, evaluating, judging and displaying 	<ul style="list-style-type: none"> conceptualising, challenging, researching, enquiring, manipulating, adapting, documenting, evaluating, interpreting, deconstructing, comparing, analysing, planning, judging and displaying
	Viewpoints	<ul style="list-style-type: none"> contexts — recognising artworks from different cultures particularly Aboriginal and Torres Strait Islander Peoples, and works from Asia, and from different times 	<ul style="list-style-type: none"> contexts — recognising artists and artworks from the past, and from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia 	<ul style="list-style-type: none"> expression — physical, psychological, sensory and intuitive contexts — recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia 	<ul style="list-style-type: none"> expression — physical, psychological, sensory and intuitive contexts — recognising artists, artworks and audiences that promote a conceptual understanding. Refer to artists, artworks and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia 	<ul style="list-style-type: none"> persuasion — recognising artists, artworks, and audiences that promote a conceptual understanding from a persuasive perspective. Refer to artists, artworks and audiences from different cultures particularly Aboriginal and Torres Strait Islander Peoples, and from Asia