

Years 3–4 standard elaborations — Australian Curriculum v9.0: The Arts

Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for The Arts describes what students are expected to know and be able to do at the end of each year/band. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

In Years 3–4, the Learning area achievement standard can be used to assess across The Arts subjects.



Years 3–4 Australian Curriculum: The Arts achievement standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places and/or other contexts.

Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 The Arts for Foundation–10*

https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-4?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0

Years 3–4 The Arts standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	<p><u>discerning</u> description of:</p> <ul style="list-style-type: none"> the use of elements, concepts and/or conventions in arts works they create and/or experience where, why and/or how arts works are created and presented across cultures, times, places and/or other contexts 	<p><u>informed</u> description of:</p> <ul style="list-style-type: none"> the use of elements, concepts and/or conventions in arts works they create and/or experience where, why and/or how arts works are created and presented across cultures, times, places and/or other contexts 	<p>description of:</p> <ul style="list-style-type: none"> the use of elements, concepts and/or conventions in arts works they create and/or experience where, why and/or how arts works are created and presented across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> elements, concepts and/or conventions in arts works they create and/or experience where, why and/or how arts works are created <u>and/or</u> presented across cultures, times, places and/or other contexts 	<p><u>identification</u> of:</p> <ul style="list-style-type: none"> element/s, concept/s and/or convention/s in arts works they create and/or experience arts works created or presented across cultures, times, places and/or other contexts
Creating and making	<p><u>discerning</u> use of arts knowledge and skills to create arts works in a range of forms that effectively communicate ideas, perspectives and/or meaning</p>	<p><u>informed</u> use of arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning</p>	<p>use of arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning</p>	<p><u>variable</u> use of arts knowledge and skills to create arts works in a range of forms that communicate <u>aspects of</u> ideas, perspectives and/or meaning</p>	<p><u>fragmented</u> use of arts knowledge and skills to create arts works</p>

	A	B	C	D	E
Presenting and performing	<u>discerning</u> [use of arts knowledge and skills to] present and/or perform their work in informal settings.	<u>informed</u> [use of arts knowledge and skills to] present and/or perform their work in informal settings.	[use of arts knowledge and skills to] present and/or perform their work in informal settings.	<u>variable</u> [use of arts knowledge and skills to] present and/or perform their work in informal settings.	<u>fragmented</u> [use of arts knowledge and skills to] <u>partially</u> present and/or perform their work in informal settings.

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that use of arts knowledge and skills are used to assess this aspect of the achievement standard.

Key	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>
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