

Years 5–6 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 5–6, the Learning area achievement standard can be used to assess across The Arts subjects.



Years 5–6 Australian Curriculum: The Arts achievement standard

By the end of Year 6, explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or 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-6?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 5–6 The Arts standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	<u>thorough</u> explanation of the use of elements, concepts and/or conventions in arts works they create and/or experience	<u>informed</u> explanation of the use of elements, concepts and/or conventions in arts works they create and/or experience	explanation of the use of elements, concepts and/or conventions in arts works they create and/or experience	<u>description</u> of the elements, concepts and/or conventions in arts works they create and/or experience	<u>identification of element/s, concept/s and/or convention/s</u> in arts works they create and/or experience
	<u>discerning</u> description of how the arts: <ul style="list-style-type: none"> communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts are used to continue and revitalise cultures 	<u>informed</u> description of how the arts: <ul style="list-style-type: none"> communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts are used to continue and revitalise cultures 	description of how the arts: <ul style="list-style-type: none"> communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts are used to continue and revitalise cultures 	<u>identification</u> of how the arts: <ul style="list-style-type: none"> communicate <u>aspects of</u> ideas, perspectives and/or meaning across cultures, times, places and/or other contexts are used to continue <u>or</u> revitalise <u>culture/s</u> 	<u>identification</u> of arts across cultures, times, places and/or other contexts

	A	B	C	D	E
Creating and making	<u>discerning</u> use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning	<u>informed</u> use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning	use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning	<u>variable</u> use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate <u>aspects of</u> ideas, perspectives and/or meaning	<u>fragmented</u> use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create aspects of arts works
Presenting and performing	<u>discerning</u> [use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes] to present and perform their arts works in formal and/or informal settings, demonstrating safe practices.	<u>informed</u> [use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes] to present and perform their arts works in formal and/or informal settings, demonstrating safe practices.	[use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes] to present and perform their arts works in formal and/or informal settings, demonstrating safe practices.	<u>variable</u> [use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes] to present and perform their arts works in formal and/or informal settings, demonstrating safe practices.	<u>fragmented</u> [use of subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes] to present and perform <u>aspects of</u> their arts works in formal and/or informal settings, demonstrating safe practices <u>with direction</u> .

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes are used to assess this aspect of the achievement standard.

Key shading emphasises the qualities that discriminate between the A–E descriptors



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