

Years 1–2 standard elaborations — Australian Curriculum v9.0: Visual 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 Visual 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 working with (WW) 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.



Years 1–2 Australian Curriculum: Visual Arts achievement standard

By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.

Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Visual Arts for Foundation–10*
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/visual-arts/year-2?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 1–2 Visual Arts standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of student work contains evidence of the following:					
Exploring and responding	<u>applying knowledge when</u> identifying where they experience visual arts	<u>making connections when</u> identifying where they experience visual arts	identifying where they experience visual arts	<u>exploring</u> where they experience visual arts	<u>becoming aware of</u> experiencing visual arts
	<u>applying knowledge when</u> describing where, why and/or how people across cultures, communities and/or other contexts experience visual arts	<u>making connections when</u> describing where, why and/or how people across cultures, communities and/or other contexts experience visual arts	describing where, why and/or how people across cultures, communities and/or other contexts experience visual arts	<u>exploring</u> where and/or how people experience visual arts	<u>becoming aware of</u> people experiencing visual arts
Creating and making	<u>applying knowledge when</u> experimenting with visual conventions, visual arts processes and materials to make artworks	<u>making connections when</u> experimenting with visual conventions, visual arts processes and materials to make artworks	experimenting with visual conventions, visual arts processes and materials to make artworks	experimentation with <u>aspects of</u> visual conventions, visual arts processes <u>and/or</u> materials	<u>becoming aware of</u> experimentation with visual conventions, visual arts processes and/or materials

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Presenting and performing	applying knowledge when sharing artworks in informal settings.	making connections when sharing artworks in informal settings.	sharing artworks in informal settings.	exploring sharing artworks in informal settings.	becoming aware of sharing visual artworks.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
AP	Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations
WW	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them



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