

Years 3–4 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 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.



Years 3–4 Australian Curriculum: Visual Arts achievement standard

By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts.

Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice 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-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 Visual Arts standard elaborations

	A	B	C	D	E
	The folio of student work contains evidence of the following:				
Exploring and responding	<u>discerning</u> description of: <ul style="list-style-type: none"> the use of visual conventions, visual arts processes and materials in artworks they create and/or experience where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts 	<u>informed</u> description of: <ul style="list-style-type: none"> the use of visual conventions, visual arts processes and materials in artworks they create and/or experience where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts 	description of: <ul style="list-style-type: none"> the use of visual conventions, visual arts processes and materials in artworks they create and/or experience where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts 	<u>identification</u> of: <ul style="list-style-type: none"> visual conventions, visual arts processes <u>and/or</u> materials in artworks they create and/or experience where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts 	<u>identification</u> of: <ul style="list-style-type: none"> visual <u>convention/s</u>, visual arts processes and/or <u>material/s</u> in artworks they create and/or experience artworks across cultures, times, places and/or other contexts
Creating and making	<u>discerning</u> use of visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning	<u>informed</u> use of visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning	use of visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning	use of visual conventions, visual arts processes <u>and/or</u> materials to create artworks that communicate <u>aspects of</u> ideas, perspectives and/or meaning	<u>fragmented</u> use of visual conventions, visual arts processes and/or materials to create artworks

	A	B	C	D	E
Performing and presenting	purposeful sharing or displaying their artworks and/or visual arts practice in informal settings.	effective sharing or displaying their artworks and/or visual arts practice in informal settings.	sharing or displaying their artworks and/or visual arts practice in informal settings.	variable sharing or displaying their artworks and/or visual arts practice in informal settings.	variable sharing or displaying their artworks and/or visual arts practice in informal settings with direction.

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