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| Years 5–6 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.

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| **Years 5–6 Australian Curriculum: Visual Arts achievement standard** |
| By the end of Year 6, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how visual arts are used to continue and revitalise cultures.Students develop and document ideas for their own artworks. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal 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-5?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 Visual Arts standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: |
| Exploring and responding | thorough explanation of the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience | informed explanation of the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience | explanation of the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience | partial explanation of the ways that visual conventions, visual arts processes and/or materials are used in artworks they create and/or experience | identification of visual conventions, visual arts processes and/or materials are used in artworks they create and/or experience |
| discerning description of how:* artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning
* visual artworks are used to continue and revitalise cultures
 | informed description of how:* artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning
* visual artworks are used to continue and revitalise cultures
 | description of how:* artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning
* visual artworks are used to continue and revitalise cultures
 | identification of how:* artworks created across cultures, times, places and/or other contexts communicate aspects of ideas, perspectives and/or meaning
* visual artworks are used to continue and/or revitalise culture/s
 | identification of artworks created across cultures, times, places and/or other contexts |
| Creating and making | purposeful development and documentation of ideas for their own artworks | detailed development and documentation of ideas for their own artworks | development and documentation of ideas for their own artworks | partial development or documentation of ideas for their own artworks | fragmented development of ideas for their own artworks |
| discerning selection and use of visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning | informed selection and use of visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning | selection and use of visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning | variable use of visual conventions, visual arts processes and/or materials to create artworks that communicate aspects of ideas, perspectives and/or meaning | fragmented use of visual conventions, visual arts processes and/or materials to create artworks |
| **Presenting and performing** | presentation in informal and/or formal settings of documentation and artworks that purposefully communicate ideas, perspectives or meaning. | presentation in informal and/or formal settings of documentation and artworks that effectively communicate ideas, perspectives or meaning. | presentation in informal and/or formal settings of documentation and artworks that communicate ideas, perspectives or meaning. | presentation in informal and/or formal settings of documentation and artworks that communicate aspects of ideas, perspectives or meaning. | fragmented presentation in informal and/or formal settings of:* documentation and/or
* artwork/s.
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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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