

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.



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
	The folio of student work contains evidence of the following:				
Exploring and responding	<u>thorough</u> explanation of the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience	<u>informed</u> 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	<u>partial</u> explanation of the ways that visual conventions, visual arts processes <u>and/or</u> materials are used in artworks they create and/or experience	<u>identification</u> of visual conventions, visual arts processes and/or materials are used in artworks they create and/or experience
	<u>discerning</u> description of how: <ul style="list-style-type: none"> artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning 	<u>informed</u> description of how: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	<u>identification</u> of how: <ul style="list-style-type: none"> artworks created across cultures, times, places and/or other contexts communicate <u>aspects of</u> ideas, perspectives and/or meaning visual artworks are used to continue <u>and/or</u> revitalise <u>culture/s</u> 	<u>identification</u> of artworks created across cultures, times, places and/or other contexts

	A	B	C	D	E
	<ul style="list-style-type: none"> visual artworks are used to continue and revitalise cultures 				
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: <ul style="list-style-type: none"> documentation and/or artwork/s.

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

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