

Years 7–8 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 7–8 Australian Curriculum: Visual Arts achievement standard

By the end of Year 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks.

Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.

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-7?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 7–8 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> analysis of how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience	<u>informed</u> analysis of how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience	analysis of how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience	<u>description</u> of visual conventions, visual arts processes or materials used in artworks they create and/or experience	<u>identification</u> of visual conventions, visual arts processes or materials used in artworks they create and/or experience
	<u>discerning</u> evaluation of the ways that visual artists communicate ideas, perspectives and/or meaning through their visual arts practice across cultures, times, places and/or other contexts	<u>informed</u> evaluation of the ways that visual artists communicate ideas, perspectives and/or meaning through their visual arts practice across cultures, times, places and/or other contexts	evaluation of the ways that visual artists communicate ideas, perspectives and/or meaning through their visual arts practice across cultures, times, places and/or other contexts	<u>description</u> of the ways that visual artists communicate ideas, perspectives and/or meaning through their visual arts practice across cultures, times, places and/or other contexts	<u>identification</u> of visual artists and/or their visual arts practice across cultures, times, places and/or other contexts

	A	B	C	D	E
	<u>discerning</u> description of respectful approaches to creating, and/or responding to artworks	<u>informed</u> description of respectful approaches to creating, and/or responding to artworks	description of respectful approaches to creating, and/or responding to artworks	<u>identification</u> of respectful approaches to creating, and/or responding to artworks	<u>statement/s about</u> respect in artworks
Creating and making	<u>purposeful</u> generation, documentation, and development of ideas for artworks	<u>detailed</u> generation, documentation, and development of ideas for artworks	generation, documentation, and development of ideas for artworks	<u>partial</u> generation, documentation, <u>or</u> development of ideas for artworks	<u>fragmented</u> development of ideas for artworks
	<u>discerning</u> reflection on their visual arts practices	<u>informed</u> reflection on their visual arts practices	reflection on their visual arts practices	<u>variable</u> reflection of their visual arts <u>practice/s</u>	<u>description</u> of their visual arts practice/s
	informed selection and <u>effective</u> manipulation of visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning	<u>informed</u> selection and manipulation of visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning	selection and manipulation of visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning	<u>use</u> of visual conventions, visual arts processes and/or materials to create artworks that represent <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
Presenting and performing	curation and <u>purposeful</u> presentation of exhibits and/or displays for audiences of: <ul style="list-style-type: none"> • their own artworks or visual arts practice and/or • others' artworks or visual arts practice [that effectively represent ideas, perspectives and/or meaning].	curation and presentation of exhibits and/or displays for audiences of: <ul style="list-style-type: none"> • their own artworks or visual arts practice and/or • others' artworks or visual arts practice [that <u>effectively</u> represent ideas, perspectives and/or meaning].	curation and presentation of exhibits and/or displays for audiences of: <ul style="list-style-type: none"> • their own artworks or visual arts practice and/or • others' artworks or visual arts practice [that represent ideas, perspectives and/or meaning].	presentation of exhibits and/or displays for audiences of: <ul style="list-style-type: none"> • their own artworks or visual arts practice and/or • others' artworks or visual arts practice [that represent <u>aspects of</u> ideas, perspectives and/or meaning].	<u>fragmented</u> presentation of exhibits and/or displays for audiences of: <ul style="list-style-type: none"> • their own artworks or visual arts practice and/or • others' artworks or visual arts practice.

Note: Words in the square brackets are not part of the achievement standard. However, they have been included to clarify that the representation of ideas, perspectives and/or meaning provides purpose for presentation of the artwork, which continues the understanding and skills stated in the Years 5 and 6 band.

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