

# Years 9–10 standard elaborations — Australian Curriculum v9.0: Visual Arts

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## 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 9–10 Australian Curriculum: Visual Arts achievement standard**

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage 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-10?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 9–10 Visual Arts standard elaborations

	A	B	C	D	E
<b>The folio of student work contains evidence of the following:</b>					
<b>Exploring and responding</b>	<b>discerning</b> analysis of how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience	<b>informed</b> analysis of how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience	analysis of how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience	<b>description</b> of how <b>and/or</b> why visual conventions, visual arts processes and materials are <b>used</b> in artworks they create and/or experience	<b>identification</b> of visual conventions, visual arts processes <b>and/or</b> materials used in artworks they create and/or experience
	<b>discerning</b> evaluation of how: <ul style="list-style-type: none"> <li>and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning</li> <li>visual arts are used to celebrate and challenge perspectives of Australian identity</li> </ul>	<b>informed</b> evaluation of how: <ul style="list-style-type: none"> <li>and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning</li> <li>visual arts are used to celebrate and challenge perspectives of Australian identity</li> </ul>	evaluation of how: <ul style="list-style-type: none"> <li>and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning</li> <li>visual arts are used to celebrate and challenge perspectives of Australian identity</li> </ul>	<b>description</b> of how: <ul style="list-style-type: none"> <li><b>and/or</b> why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning</li> <li>visual arts are used to celebrate <b>or</b> challenge <b>perspective/s</b> of Australian identity</li> </ul>	<b>identification</b> of: <ul style="list-style-type: none"> <li>artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks</li> <li>visual arts used to celebrate or challenge perspective/s of Australian identity</li> </ul>
<b>Creating and making</b>	inspiration drawn from multiple sources to <b>purposefully</b> generate and develop ideas for artworks	inspiration drawn from multiple sources to <b>effectively</b> generate and develop ideas for artworks	inspiration drawn from multiple sources to generate and develop ideas for artworks	inspiration drawn from <b>source/s</b> to <b>partially</b> generate or develop ideas for artworks	<b>fragmented</b> development of ideas for artworks

	A	B	C	D	E
	<b>purposeful</b> documentation and reflection on their own visual arts practice	<b>detailed</b> documentation and reflection on their own visual arts practice	documentation and reflection on their own visual arts practice	<b>partial</b> documentation or reflection on their own visual arts practice	<b>fragmented</b> documentation or reflection on their own visual arts practice
	<b>discerning</b> use of knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning	<b>informed</b> use of knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning	use of knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning	use of knowledge of visual conventions, visual arts processes <b>and/or</b> materials to create artworks that represent and/or communicate <b>aspects of</b> ideas, perspectives and/or meaning	<b>fragmented</b> use of knowledge of visual conventions, visual arts processes and/or materials to create artworks
<b>Presenting and performing</b>	curation and <b>purposeful</b> presentation of exhibitions to engage audiences of either: <ul style="list-style-type: none"> <li>• their own artworks and visual arts practice</li> <li>• others' artworks and visual arts practice</li> </ul> [that effectively represent and/or communicate ideas, perspectives and/or meaning].	curation and presentation of exhibitions to engage audiences of either: <ul style="list-style-type: none"> <li>• their own artworks and visual arts practice and/or</li> <li>• others' artworks and visual arts practice</li> </ul> [that <b>effectively</b> represent and/or communicate ideas, perspectives and/or meaning].	curation and presentation of exhibitions to engage audiences of: <ul style="list-style-type: none"> <li>• their own artworks and visual arts practice and/or</li> <li>• others' artworks and visual arts practice</li> </ul> [that represent and/or communicate ideas, perspectives and/or meaning].	<b>variable</b> presentation of exhibitions to engage audiences of: <ul style="list-style-type: none"> <li>• their own artworks and visual arts practice and/or</li> <li>• others' artworks and visual arts practice</li> </ul> [that represent and/or communicate <b>aspects of</b> ideas, perspectives and/or meaning].	<b>fragmented</b> presentation exhibitions to audiences of either: <ul style="list-style-type: none"> <li>• their own artworks and visual arts practice and/or</li> <li>• others' artworks and visual arts practice.</li> </ul>

**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.

<b>Key</b>	<b>shading</b> emphasises the <b>qualities that discriminate between the A–E descriptors</b>
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