

# Prep–Year 6 The Arts

## Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

This resource provides a sequence of achievement standards aspects, with related content descriptions, for Prep–Year 6 The Arts, organised by Responding and Making.

By breaking each achievement standard into discrete aspects and including content descriptions, the increasing complexity of the achievement standard can be seen across Prep–Year 6. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of students within a single year level or band
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

The following key has been used to assist teachers to identify the strand for each content description code.

| Key | Exploring and responding | Developing practices and skills | Creating and making | Presenting and performing | Note: Schools select subject-specific content descriptions that align to context (Dance [DA], Drama [DR], Media Arts [MA], Music [MU], or Visual Arts [VA]). |
|-----|--------------------------|---------------------------------|---------------------|---------------------------|--|
|-----|--------------------------|---------------------------------|---------------------|---------------------------|--|

|            | Prep<br>Students:   | Years 1–2 band<br>Students:  | Years 3–4 band<br>Students:   | Years 5–6 band<br>Students:  |
|------------|---|--|---|--|
| Responding | describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community<br>AC9ADAFE01<br>AC9ADAFP01<br>AC9ADRFE01<br>AC9ADRFP01<br>AC9AMAFE01<br>AC9AMAFP01<br>AC9AMUFE01<br>AC9AMUFP01<br>AC9AVAFE01<br>AC9AVAFP01 | identify where they experience the arts<br>AC9ADA2E01<br>AC9ADR2E01<br>AC9AMA2E01<br>AC9AMU2E01<br>AC9AVA2E01  | describe use of elements, concepts and/or conventions in arts works they create and/or experience<br>AC9ADA4E01<br>AC9ADA4D01<br>AC9ADA4C01<br>AC9ADR4E01<br>AC9ADR4D01<br>AC9ADR4C01<br>AC9AMA4E01<br>AC9AMA4D01<br>AC9AMA4C01 | explain the use of elements, concepts and/or conventions in arts works they create and/or experience<br>AC9ADA6E01<br>AC9ADA6C01<br>AC9ADA6P01<br>AC9ADR6E01<br>AC9ADR6C01<br>AC9ADR6P01<br>AC9AMA6E01<br>AC9AMA6C01<br>AC9AMA6P01 |
|            |   | describe where, why and/or how people across cultures, communities and/or other contexts experience the arts<br>AC9ADA2E01<br>AC9ADA2E02<br>AC9ADR2E01<br>AC9ADR2E02<br>AC9AMA2E01<br>AC9AMA2E02 | describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts<br>AC9ADA4E01<br>AC9ADA4E02<br>AC9ADR4E01<br>AC9ADR4E02<br>AC9AMA4E01<br>AC9AMA4E02             | describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts<br>AC9ADA6E01<br>AC9ADA6E02<br>AC9ADR6E01<br>AC9ADR6E02<br>AC9AMA6E01<br>AC9AMA6E02                      |
|            |   |  |   | describe how the arts are used to continue and revitalise cultures<br>AC9ADA6E02<br>AC9ADR6E02<br>AC9AMA6E02   |
|            |   |  |   |  |

|        | Prep<br>Students:   | Years 1–2 band<br>Students:  | Years 3–4 band<br>Students:   | Years 5–6 band<br>Students:  |
|--------|---|--|---|--|
| Making | use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms  | demonstrate arts practices and skills across arts subjects   | use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning  | use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning |
|        | AC9ADAFE01 AC9AMUFE01<br>AC9ADAFD01 AC9AMUFD01<br>AC9ADAF01 AC9AMUFC01<br>AC9ADAFP01 AC9AMUFP01<br><br>AC9ADRFE01 AC9AVAFE01<br>AC9ADRFD01 AC9AVAFD01<br>AC9ADRFC01 AC9AVAF01<br>AC9ADRFP01 AC9AVAFP01<br><br>AC9AMAFE01<br>AC9AMAFD01<br>AC9AMAF01<br>AC9AMAFP01 | AC9ADA2D01 AC9AMU2D01<br>AC9ADA2C01 AC9AMU2C01<br>AC9ADAFP01 AC9AMU2P01<br><br>AC9ADR2D01 AC9AVA2D01<br>AC9ADR2C01 AC9AVA2C01<br>AC9ADR2P01 AC9AVA2P01<br><br>AC9AMA2D01<br>AC9AMA2C01<br>AC9AMA2P01 | AC9ADA4D01 AC9AMU4D01<br>AC9ADA4C01 AC9AMU4C01<br>AC9ADA4P01 AC9AMU4P01<br><br>AC9ADR4D01 AC9AVA4D01<br>AC9ADR4C01 AC9AVA4C01<br>AC9ADR4P01<br><br>AC9AMA4D01<br>AC9AMA4C01 | AC9ADA6D01 AC9AMU6D01<br>AC9ADA6C01 AC9AMU6C01<br><br>AC9ADR6D01 AC9AVA6D01<br>AC9ADR6C01 AC9AVA6C01<br><br>AC9AMA6D01<br>AC9AMA6C01   |
|        |   | create arts works in a range of forms  |   | demonstrate safe practices   |
|        |   | share their work in informal settings  | present and/or perform their work in informal settings  | present and perform their arts works in formal and/or informal settings  |
|        |   | AC9ADA2P01 AC9AMUF201<br>AC9ADR2P01 AC9AVAF201<br>AC9AMA2P01   | AC9ADA4P01 AC9AMU4P01<br>AC9ADR4P01 AC9AVA4P01<br>AC9AMA4P01  | AC9ADA6P01 AC9AMU6P01<br>AC9ADR6P01 AC9AVA6P01<br>AC9AMA6P01   |

## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) or email the K–10 Curriculum and Assessment Branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).



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