

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

By breaking each achievement standard into discrete aspects, the increasing complexity of the achievement standards 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.

	Prep Students:	Years 1–2 band Students:	Years 3–4 band Students:	Years 5–6 band Students:
Responding	describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community	identify where they experience the arts	describe use of elements, concepts and/or conventions in arts works they create and/or experience	explain the use of elements, concepts and/or conventions in arts works they create and/or experience
		describe where, why and/or how people across cultures, communities and/or other contexts experience the arts	describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts	describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts
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	describe how the arts are used to continue and revitalise cultures
		create arts works in a range of forms		use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning
		share their work in informal settings	present and/or perform their work in informal settings	demonstrate safe practices
				present and perform their arts works in formal and/or informal settings

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.