

Prep–Year 6 Visual Arts

Australian Curriculum Version 9.0: Sequence of achievement standards

The table below provides a sequence of achievement standards for Prep–Year 6 Visual Arts, organised by Responding and Making. A similar resource is available for Years 7–10 Visual Arts and Prep–Year 6 The Arts.

	Prep	Years 1–2 band	Years 3–4 band	Years 5–6 band
Responding	By the end of the Prep year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.	By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.	By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts.	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.
Making	Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.	Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.	Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.	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.

More information

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

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