

Years 3–4 Visual Arts Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>In this band, learning in The Arts builds on each student's prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students' identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers.</p> <p>Students continue to explore artworks that they experience at home, school or through family and community events. They connect with visual artists who live and work in the community; for example, by visiting arts spaces and/or exploring artworks and experiences such as virtual exhibitions. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own visual arts practice. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value artworks and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia.</p> <p>In this band, the focus is on students:</p> <ol style="list-style-type: none"> 1. exploring and responding to <ul style="list-style-type: none"> • artworks and experiences that showcase where, why and/or how visual arts are created across cultures, times, places and/or other contexts • examples of artworks created by First Nations Australians that communicate connection to and responsibility for Country/Place 2. developing creative and critical practices and skills <ul style="list-style-type: none"> • creative practices for using visual conventions, visual arts processes and materials • critical practices by observing, reflecting on and responding to artworks and visual arts practices they experience, including their own visual arts practice 3. creating artworks in a range of 2D, 3D and/or 4D (time-based) forms using available materials (including available digital tools) 4. presenting/sharing artworks in informal settings such as spaces within the school. 	<p>Across Years 3–4, students study Visual Arts for one lesson per week. The Visual Arts subject-specific achievement standard is used as it is the only Arts subject offered across the band.</p> <p>The school provides materials and equipment to facilitate Visual Arts projects, e.g. laptops, digital cameras, a printing press and a kiln.</p>

Unit 1 — Print it, stitch it	Unit 2 — Paw-traits	Unit 3 — Dream life	Unit 4 — Aussie insects
Timing: Year 3, Semester 1 Duration: 20 weeks	Timing: Year 3, Semester 2 Duration: 20 weeks	Timing: Year 4, Semester 1 Duration: 20 weeks	Timing: Year 4, Semester 2 Duration: 20 weeks
<p>Viewpoint question: How do special places shape our identity?</p> <p>Students explore visual artworks about different ways of seeing and telling stories about places. They begin by considering artworks that represent the importance of Country/Place and storytelling for First Nations Australians. They investigate three-dimensional star maps by Torres Strait Islander artists and paintings about songlines by First Nations Australian artists. They consider some of the different ways that First Nations Australians are connected to Country by reflecting on the relationships between places, cultures and identities, developing intercultural understanding as they describe the similarities and differences in cultural practices, artistic expressions, and knowledge systems in the artworks and communities investigated. Inspired by First Nations artworks that depict a view of Country from above, students use digital devices to find satellite images of the place where they live and use that imagery as a source for experimenting with drawing a bird's eye view.</p> <p>Students share stories they associate with places of personal significance, e.g. adventures at a beach holiday. Students use critical and creative thinking as they imagine the place from a bird's eye view, creating possibilities for artworks by connecting their memories with their understanding of satellite imagery. They draw the place from memory, experimenting with how to tell their story within the drawing. Students transfer the drawing onto a surface that can be cut up/cut into and textured, e.g. low-relief printing plate. They experiment with textural mark-making to represent the features of the place and print the plate onto paper and fabric. During the printing process, students build on their knowledge of the colour wheel by mixing secondary colours and experimenting with warm and cool colours as they create prints. Students add texture to one of their prints on fabric (e.g. simple sewing stitches, appliqué of fabric shapes) to harmonise the colour scheme, story and the place represented. Students share their completed textile pieces with the class by telling their stories to each other, using the artwork as a story prompt.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members as relevant in Unit 1, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, such as language use, traditional storytelling forms, and dance. When translating Aboriginal and Torres Strait Islander stories, teachers are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP).</p>	<p>Viewpoint question: How can I represent my pet through art?</p> <p>Students explore artworks featuring pets from a range of cultures, places and times (e.g. ancient Egypt, Medieval eras, contemporary Australian paintings and sculptures) to consider the relationship between people and pets, and how and why pets have been depicted in different contexts. They contribute to structured class discussions by describing visual conventions, processes and materials used in the artworks they explore.</p> <p>Students bring and share photographs of their own pet or a pet they would like to have in the future. With the photograph as stimulus, they experiment with a range of tonal drawing processes to draw the pet, focusing on developing an understanding of texture and how to create it with light and shadow. They practise close observation to depict the overall form and small details of their pets. They develop confidence as they draw by adapting their approaches based on their previous successes and learning from challenges and setbacks.</p> <p>In response to picture books written by First Nations Australians about animals (e.g. camp dogs), students plan a sculpture of their pet. To experiment with the form of their sculpture, students experiment with plasticine. They put their ideas into action as they create a small maquette of the pet, focusing on balance and form as they trial and then develop the body and limbs of the pet, ensuring it can stand or sit and balance. This experimentation then informs decisions for making the form of their pet sculpture using recyclable packaging. Students consider creative ways to use the materials to represent their pet's form, pose, facial features and personality. Once students decide on the preferred form using available materials, they secure the parts with tape and use papier-mâché.</p> <p>Students explore the idea that pairs of complementary colours (i.e. colours that are opposite each other on the colour wheel) can communicate mood. They decide on a colour scheme for their pet sculpture to represent what their pet means to them. Students learn about the purpose and features of an artist statement and revise visual art conventions and vocabulary. Students write their own artist statement, using scaffolding, to describe the choices for their pet sculpture. Students display their pet sculptures and artist statements at a 'pet show' for the school community to enjoy at Open Day.</p>	<p>Viewpoint question: How can I develop the identity of a superhero?</p> <p>Students explore and respond to contemporary and modernist artworks that depict fantasy and dream worlds, houses, characters and narratives.</p> <p>Students explore online examples of artworks made using the game of <i>Exquisite Corpse</i>. In groups of three they use their imaginations and play the game three times, each finishing the game with their own fantastic character, which will form the foundation of their own superhero character. Students discuss their favourite superhero movies and the types of special powers that characters can have. They use critical and creative thinking as they transfer these ideas to the character created from the <i>Exquisite Corpse</i> game. They imagine a special power for their superhero character and adjust their character by redrawing, adding to or altering it.</p> <p>Students use critical and creative thinking to generate ideas for a dream house or vehicle for their character. They draw possible ideas and consider alternatives by considering how to use visual conventions (e.g. space, texture, colours, shapes, materials) in different ways to create different outcomes.</p> <p>Students explore the visual conventions of superhero comic books, such as their simplicity, use of white space, structure, story progression from left to right. Students' literacy skills are enhanced as they read comics and consider the relationship between the use of language and pictures. They work in pairs to develop a brief short story about the day that their two superhero characters meet. They transfer the story into a short comic strip, using a template, and they enhance their personal and social capability as they collaborate to create the comic strip by using pen or digital comic software (if available). While drawing the comic, they refer to their 3D characters, houses or vehicles as needed.</p> <p>Students share their comic strips in small group discussions using scaffolding to support their descriptions of the choices used to communicate ideas in their section of the comic.</p>	<p>Viewpoint question: How can wearable art communicate ideas about ecology?</p> <p>Students examine visual artworks that represent the importance of Country/Place for First Nations Australians as a starting point for talking about the relationship between humans and flora and fauna within environments. They consider how First Nations Australians have long observed and understood the behaviours, life cycles, and seasonal indicators of insects through deep-time ecological knowledge. They explore the visual conventions and meaning in artworks that make links between plants and animals, including insects, and the way that humans can impact the ecology of a Country/Place. Students respond to examples of artworks that share cultural knowledges and stories to describe how artworks communicate meaning about Country/Place.</p> <p>Students investigate Australian insects and/or introduced insects. They select an insect to research its life cycle, how it contributes (positively or negatively) to the ecology, and any threats to its habitat. They collect photos of the various stages of development, food sources and habitat. Students learn about the genre of scientific illustration and the different ways observations and information about insects can be recorded and represented.</p> <p>Students view a range of contemporary wearable artworks made using different materials and styles. They consider how patterns and forms from living things can be simplified and organised using symmetry. Focusing on their chosen insect, students develop radial and symmetrical patterns to represent features of their insect.</p> <p>Students receive a letter from a mock movie producer, which asks them to design a costume for a character that communicates the qualities of an Australian insect. They brainstorm a character profile to inform their costume design. Through drawings, they experiment with ways to manipulate elements of design to translate their insect knowledge to inform their costume design. Students make an aspect of their costume by repurposing an item of pre-loved clothing through processes such as stitching or papier-mâché. They create their costume, persisting with tasks when faced with challenges and adapting their approach as needed. Students display their costume as part of an end-of year learning celebration.</p>

	Unit 1 — Print it, stitch it		Unit 2 — Paw-traits		Unit 3 — Dream life		Unit 4 — Aussie insects	
	Assessment 1 — Print it, stitch it project	Timing/ week	Assessment 2 — Paw-traits project	Timing/ week	Assessment 3 — Dream life project	Timing/ week	Assessment 4 — Aussie insects short response	Timing/ week
Assessment	<p>Description: Students respond to artworks investigated in the unit and use colour and texture in a textile work that communicates a story about a place of significance to the student.</p> <p>Technique: Project — Develop ideas and/or make artwork/s</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> as negotiated 	Term 2, Week 8	<p>Description: Students respond to artworks about pets and make a sculpture of their pet (or future pet) using recycled materials and papier-mâché. Students use of form and colour to represent their pet. They display their pet sculptures and artist statements at a 'pet show' for the school community to enjoy at Open Day.</p> <p>Technique: Project — Develop ideas and/or make artwork/s</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> as negotiated 	Term 4, Week 8	<p>Description: Students use visual conventions, 2D and 3D processes and various artmaking materials to create a folio of artworks related to an imaginary character. They submit their finished work for display.</p> <p>Technique: Project — Make and display artwork/s</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> as negotiated 	Term 2, Week 8	<p>Description: Students contribute to class and small group discussions to describe why and/or how artworks studied in class communicate meaning about Country/Place.</p> <p>Technique: Short response</p> <p>Mode: Spoken/signed responses</p> <p>Conditions:</p> <ul style="list-style-type: none"> up to 30 seconds per item or up to 1 minute for a folio completed over several lessons 	Term 3, Week 7
							<p>Assessment 5 — Aussie insects project</p> <p>Description: Students use visual conventions focusing on elements of design (e.g. shape, colour, line, texture, form), 2D and 3D processes and materials to design a costume for a character that communicates the qualities of an Australian insect. They display their costume as part of an end-of-year learning celebration.</p> <p>Technique: Project — Make and display artwork/s</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> as negotiated 	Term 4, Week 8
Achievement standard	<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>		<p>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.</p> <p>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.</p>	
Moderation	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.							

Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit			
Exploring and responding	1	2	3	4	Developing practices and skills	1	2	3	4	Creating and making	1	2	3	4	Presenting and performing	1	2	3	4
explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts AC9AVA3E01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	experiment with a range of ways to use visual conventions, visual arts processes and materials AC9AVA3D01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning AC9AVA3C01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	share and/or display artworks and/or visual arts practice in informal settings AC9AVA3P01	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place AC9AVA3E02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>															

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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