ACiQ v9.0

Years 7-8 Visual Arts Curriculum and assessment plan

Example A

Level description

In this band, learning in Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students explore visual arts in local, regional, national and global contexts, such as visual arts in countries or regions of Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living visual artists and expand their awareness of the diversity of artworks and visual arts practices.

In this band, the focus is on students:

- 1. exploring and responding to
 - artworks and visual arts practices across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
 - the diversity of visual arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights
- 2. developing practices and skills
 - · creative practices and skills for developing ideas, themes and their visual arts practice
 - critical practices by taking opportunities to reflect on, evaluate or respond to their own work or the work of others; for example, developing intentions for artworks based on exploration, inquiry and research
- 3. creating artworks in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual conventions, visual arts processes and materials
- 4. presenting artworks to audiences, in physical and/or virtual spaces; for example, for a specific target audience.

Context and cohort considerations

Students are introduced to Visual Arts through a term unit in Year 7 and semester unit in 8. These units are designed to build on the knowledge from one unit to the next and provide a solid foundation for more in-depth study once Visual Arts can be studied as an elective in Years 9 and 10.

Students have access to shared materials for drawing, mixed media, printmaking, ceramics, and found-object sculpture in the designated Visual Art spaces.

Focusing on the environment is a school-wide focus for the middle school, with appreciating the environment the theme across Visual Arts.

Unit 1 — Capturing nature	Unit 2 — Representing my place
Timing: Years 7 Duration: 10 weeks	Timing: Year 8 Duration: 20 weeks
Viewpoint question: How do artists capture their observations of birdlife? The connection between arts and nature is commonly explored by artists, providing an opportunity for artists and audiences to examine and develop a greater appreciation of their environment. In this unit, students develop an awareness of birdlife in their environment to inspire ideas for their own artwork. They explore how artists capture observations of birdlife to understand how they fit into the complex eco-systems of the Australian environment and communicate layers of meaning. Through investigation and analysis, students learn how a range of key Australian artists, including First Nations Australian artists, use visual language to observe the details of Australian birds and to communicate their own perspectives and ideas. Students develop a folio of 2D artworks to represent local birds and environments using visual language to observe and capture the natural world and communicate their findings for audiences through drawing, mixed media and printmaking.	Viewpoint question: How do artists use symbols and codes/conventions to represent their experiences of place? Art can be used to communicate traditional knowledges and relationships such as the connection to Country/Place, cultural understandings, using significant symbols and practices. First Nations Australian artists communicate connection to land, sea, sky and waterways using holistic values and belief systems that are connected to the environment and reflected through artwork. In this unit, students develop an awareness of the cultural significance of their environment as they represent personal and cultural stories associated with place through their artwork. Students discuss and explore protocols for adapting their ideas while responding to diverse artists and artworks and learn how to draw inspiration from artists in culturally respectful ways. Through analysis and evaluation, students learn how a range of Australian artists, including First Nations Australian artists, use symbols and codes/conventions to represent their experiences of and connection to place. The focus then shifts to students reflecting on a place that holds significance for them. Students put ideas into action in response to their own places of significance developing symbols and codes/conventions to communicate personal stories. They manipulate visual conventions, processes and materials to create a folio of experimental 2D and 3D artworks and then make a resolved artwork/s.





	Unit 1 — Capturing nature	Unit 2 — Representing my place				
	Assessment 1 — Birdlife project	Term/week	Assessment 2 — Representing my place short response	Term/week		
	Description: Students generate, document, and develop a folio of 2D artworks which communicates observations of local birdlife in response to the work of Australian artists. They analyse and reflect on their selection and manipulation of visual conventions, processes and materials in response to set questions as part of class activities.		Description: Students view a range of artworks that communicate connection to a place. They analyse and evaluate the ways that visual artists manipulate visual conventions, visual arts processes, and materials to communicate meaning. Students select one of their responses to submit for their final assessment.			
	Technique: Project		Technique: Short responseMode: WrittenConditions: • 50–150 words per item, up to 500 words for the folio of responses			
	Mode: Multimodal		individual response			
	Conditions:		Assessment 3 — Representing my place project	Term/week		
ent	 documentation of folio in art journal or digital presentation up to 1.5 minutes or up to 4 x A4 art journal pages/annotated experimentation or equivalent of digital media individual response 		Students generate, document and develop a folio of experimental artworks that represents a place of significance to them and then reflect on their practice. They analyse how visual conventions, processes and materials are selected and manipulated and respectfully acknowledge artists that have inspired their practice. Students resolve and display artwork/s using personal symbols and codes/conventions to communicate ideas and perspectives.			
Assessment			Technique: ProjectPart A			
Asse			Mode: Multimodal	Term 1, Week 9		
			Conditions:	Wook o		
			documentation of folio in art journal or digital presentation			
			• up to 1.5 minutes or up to 4 x A4 art journal pages/annotated experimentation or equivalent of digital media			
			individual response			
			Part B			
			Mode: Practical	Term 2,		
			Conditions:	Week 9		
			artwork/s displayed in real or virtual spaces for audiences			
			written artist statement up to 150 words			
			individual response			
Achievement standard	By the end of Year 8, students analyse how visual conventions, visual arts processes and materials are in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, time and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice describe respectful approaches to creating and/or responding to artworks. Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They reflect on their visual arts practice.	By the end of Year 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks. Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select				
Acr	and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or other and/or visual arts practice for audiences.	and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.				
Moderation	Calibration: A professional learning discussion for all assessment tasks will be conducted to design and common understanding. This will occur prior to each assessment task being handed out.	Consensus: A and C standard responses for each assessment task will be shared for cross marking purposes one week after the due date.				

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Example A

January 2024



Content descriptions	Units		Content descriptions	Units		Content descriptions	Units		Content descriptions	Units	
Exploring and responding	1	2	Developing practices and skills			Creating and making	1	2	Presenting and performing	1	2
investigate ways that visual conventions, visual arts processes and materials are manipulated to represent ideas, perspectives and/or meaning in artworks created across cultures, times, places and/or other contexts AC9AVA8E01	V	☑	experiment with visual conventions, visual arts processes and materials to develop skills AC9AVA8D01	Ø	V	generate, document and develop ideas for artworks AC9AVA8C01	V	☑	curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate ideas, perspectives and/or meaning to audiences AC9AVA8P01		Ø
investigate the diversity of First Nations Australians' artworks and arts practices, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9AVA8E02	V	✓	reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice AC9AVA8D02	V	V	select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning AC9AVA8C02	Ø	V			

General capabilities	Units			
	1	2		
Critical and creative thinking				
Digital literacy				
Ethical understanding		V		
Intercultural understanding				
Literacy				
Numeracy				
Personal and social capability				

Cross-curriculum priorities	Units			
	1	2		
Aboriginal and Torres Strait Islander histories and cultures	Ø	Ø		
Asia and Australia's engagement with Asia				
Sustainability				

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