

Years 7–8 Visual Arts Curriculum and assessment plan

Example A

| Level description | Context and cohort considerations |
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| <p>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.</p> <p>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.</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 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 <ul style="list-style-type: none"> • 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. | <p>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.</p> <p>Students have access to shared materials for drawing, mixed media, printmaking, ceramics, and found-object sculpture in the designated Visual Art spaces.</p> <p>Focussing on the environment is a school-wide focus for the middle school, with appreciating the environment the theme across Visual Arts.</p> |

| Unit 1 — Capturing nature | Unit 2 — Representing my place |
|---|---|
| <p>Timing: Years 7 Duration: 10 weeks</p> <p>Viewpoint question: How do artists capture their observations of birdlife?</p> <p>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.</p> <p>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.</p> <p>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.</p> | <p>Timing: Year 8 Duration: 20 weeks</p> <p>Viewpoint question: How do artists use symbols and codes/conventions to represent their experiences of place?</p> <p>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.</p> <p>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.</p> <p>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.</p> |

| 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 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | experiment with visual conventions, visual arts processes and materials to develop skills AC9AVA8D01 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | generate, document and develop ideas for artworks AC9AVA8C01 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 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 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| investigate the diversity of First Nations Australians' artworks and arts practices, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights AC9AVA8E02 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice AC9AVA8D02 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning AC9AVA8C02 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | | |

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

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

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