

# Years 7–8 Visual Arts Curriculum and assessment plan

## Example B

Level description	Context and cohort considerations
<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"> <li>exploring and responding to <ul style="list-style-type: none"> <li>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</li> <li>the diversity of visual arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights</li> </ul> </li> <li>developing practices and skills <ul style="list-style-type: none"> <li>creative practices and skills for developing ideas, themes and their visual arts practice</li> <li>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</li> </ul> </li> <li>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</li> <li>presenting artworks to audiences, in physical and/or virtual spaces; for example, for a specific target audience.</li> </ol>	<p>Students are introduced to Visual Arts as a semester unit in Year 8. This unit provides an overview and exploration of conventions, processes and a range of materials, to provide a foundation for Visual Arts. Students are able to choose Visual Arts as an elective in Years 9 and 10.</p> <p>Students have access to shared materials for drawing, mixed media, printmaking and ceramics in the designated Visual Art spaces.</p>

Unit 1 — Colour, carving and connection
<p><b>Timing: Year 8</b> <b>Duration: 20 weeks</b></p> <p>Viewpoint question: How can artists represent their connection to Country/place?</p> <p>Many artists use their local environment as inspiration for their own art making. In this unit, students find inspiration in their school environment, students experiment with the elements (particularly line, shape and colour) to develop ideas. They make, and display artwork that artistically expresses their environment.</p> <p>To inform their understanding of the idea of place expressed in Visual Art, students investigate the significance of Country/place to a diverse range of artists. Guided by the teacher, students discuss the use of respectful approaches when responding to cultural ideas and arts practices. Learning about local artists within which their school is located (where possible), students analyse how identity as connection to Country/place has been expressed through artworks. Students develop an appreciation of the diversity of artists and their practices and reflect on their own connection to the local environment to inspire their own art making.</p> <p>Students experiment with rubbings of organic and geometric shapes in their school environment, as inspiration for creating their own artwork. Then inspired by the arts practices of the artists they are investigating, (e.g. Penny Evans’ use of shape and Reko Rennie’s use of repetitive patterning), students experiment with their own use of shape to inform the development of pattern. Simplifying patterns from their environmental rubbings and incorporating radial design, students develop their own unique design which reflects and expresses their environment. Investigating how Rosella Namok uses colour to meaningfully express her cultural connection to her Country and the environment, students explore the difference between the use of cool and warm colours, to select colours to express their own environment and experiment with mono printing techniques. Students reflect on their own ideas about place, and their intentions throughout the creative process about how their ideas are being shaped as art.</p> <p>Working with clay to create a pinch pot (or other ceramic object symbolising their connection to school) and inspired by Penny Evans’ practice, students carve their pattern into the clay artwork and paint the artwork as a representation of the chosen environment. Students then create a digital curation, displaying and photographing their meaningful ceramic object in a place of significance in their school environment, expressive of their own personal connection to place.</p>

Unit 1 — Colour, carving and connection			
Assessment 1 — Colour, carving and connection project		Term/week	
Assessment	<p><b>Description:</b> Students generate, document and develop a folio of artworks as rubbings which communicate observations of organic and geometric patterns from their local school environment. Using the rubbing captured, students generate a design suitable for carving, including shapes and a colour scheme to represent their environment, climate or landscape. Students analyse a range of artworks and select one response to refine and submit for assessment. Students' reflect on their selection and manipulation of visual conventions, processes and materials and describe how they have demonstrated respectful practices for creating artwork.</p> <p>Making a clay pinch pot, students paint and carve their design into the pot and resolve the artwork. Students curate and display their artwork by taking a photo in a significant location at school and explaining their choices. Students evaluate whether their curated artwork successfully communicates connection to their chosen place.</p> <p><b>Technique:</b> Project</p> <p><b>Part A</b></p> <p><b>Mode:</b> Multimodal (folio of ideas)</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>documentation of folio in art journal or digital presentation</li> <li>up to 1.5 minutes or up to 4 x A4 art journal pages/annotated experimentation or equivalent of digital media</li> <li>individual response</li> </ul> <p><b>Mode:</b> Written (analysis)</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>up to 500 words</li> <li>individual response</li> </ul> <p><b>Part B</b></p> <p><b>Mode:</b> Practical</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>display artwork/s in real or virtual spaces for audiences</li> <li>written artist statement up to 150 words</li> <li>individual response</li> </ul> <p><b>Part C</b></p> <p><b>Mode:</b> Written or spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>50–150 words or 1–2 minutes spoken (submitted as an mp3)</li> <li>individual response</li> </ul>	<p>Term 1, Week 9</p> <p>Term 2, Week 8</p> <p>Term 2, Week 9</p>	
	Achievement standard	<p>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.</p> <p>Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select 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.</p>	
	Moderation	<p><b>Calibration:</b></p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.</p>	

Content descriptions	Units	Content descriptions	Units	Content descriptions	Units	Content descriptions	Units
<b>Exploring and responding</b>	<b>1</b>	<b>Developing practices and skills</b>	<b>1</b>	<b>Creating and making</b>	<b>1</b>	<b>Presenting and performing</b>	<b>1</b>
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"/>	experiment with visual conventions, visual arts processes and materials to develop skills AC9AVA8D01	<input checked="" type="checkbox"/>	generate, document and develop ideas for artworks AC9AVA8C01	<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 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"/>	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"/>	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"/>		

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

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

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