

# Years 1–2 The Arts: Visual Arts and Media Arts (Non-Performing Arts)

## Curriculum and assessment plan

### Example

#### Context and cohort considerations

Across Years 1–2, students study a semester of Visual Arts and a semester of Media Arts in each year, for one lesson per week.

The semester units are sequential and build on the knowledge and skills learnt in previous units. There are opportunities to make authentic learning area connections with Mathematics in Unit 1, English in Units 2 and 3 and Science in Unit 4. Units 1, 3 and 4 can be best implemented if supported by advice from local Aboriginal or Torres Strait Islander elders.

The Arts learning area achievement standard is used across the band.

#### Level description

##### Media Arts

In this band, learning in The Arts builds on each student's prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers drawing on their imaginations, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in arts learning, as artists and as audiences.

Students explore media arts works that they experience at home, school or through family and community events. They connect with media artists who live and work in the community; for example, by visiting arts spaces or exploring media arts works and experiences such as in-person or online screenings, exhibitions and presentations. They use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own media arts works. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value media arts works and practices from across cultures, communities and/or other contexts.

In this band, the focus is on students:

1. exploring and responding to
  - media arts works and media arts practices they experience across cultures, communities and/or other contexts
  - examples of media arts works created by First Nations Australians
2. developing critical and creative practices and skills
  - creative practices for using media languages and available technologies
  - critical practices for observing, reflecting on and responding to media they experience (including their own media arts works)
3. creating media arts works by selecting and combining images, sounds, text and/or interactive elements to construct representations
4. presenting/sharing media arts works they have created in informal settings such as classroom presentations.

##### Visual Arts

In this band, learning in The Arts builds on each student's prior learning and experiences. Students continue to learn through purposeful and creative play in structured learning programs designed to foster a strong sense of wellbeing, and develop their connection with and contribution to the world. They work individually and in collaboration with peers and teachers, drawing on their imaginations, works of fiction, real-life experiences and learnings from across the curriculum to support their engagement in arts learning, as artists and as audiences.

Students explore artworks that they experience at home, school and/or through family and community events. They connect with visual artists who live and work in the community; for example, by visiting arts spaces or exploring artworks and experiences such as virtual performances or 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 across cultures, communities and/or other contexts.

In this band, the focus is on students:

1. exploring and responding to
  - artworks, artists' practices and arts experiences across cultures, communities and/or other contexts, using visual arts practices and inquiry
  - examples of artworks and arts practices of First Nations Australians
2. developing creative and critical practices and skills
  - creative practices for using visual conventions, visual arts processes and materials
  - critical practices for observing, reflecting on and responding to artworks and 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 and/or digital tools
4. presenting/sharing artworks in informal settings such as classroom presentations.

Unit 1 — Things that float, fly, and zoom Media Arts	Unit 2 — Words and pictures Visual Arts	Unit 3 — Magical places Media Arts	Unit 4 — Exploring cycles in nature Visual Arts
Timing: Year 1, Semester 1 Duration: 20 weeks	Timing: Year 1, Semester 2 Duration: 20 weeks	Timing: Year 2, Semester 1 Duration: 20 weeks	Timing: Year 2, Semester 2 Duration: 20 weeks
<p>Viewpoint question: What is stop-motion animation?</p> <p>In this unit, students view a range of stop-motion animations (e.g. claymation, cutout animation) from various platforms, cultures and eras. They view examples produced by Aboriginal peoples and Torres Strait Islander peoples to investigate how visual storytelling (e.g. rock art, contemporary animation) has been and continues to be used to share knowledge, culture, and perspectives.</p> <p>The teacher models responsible use of equipment and the process of creating simple stop-motion animation. Students learn basic group work guidelines before cooperatively exploring the process at stations set up with devices on tripods. They investigate the technical codes and conventions (media languages) of stop-motion over several lessons, e.g. capturing still images, moving objects around a backdrop/set.</p> <p>Students apply their learning by experimenting with how to show the movement of things that float, fly or zoom through the sky. They explore how First Nations Australians depict movement of birds and animals in traditional and contemporary storytelling. Students brainstorm and draw possible objects/animals and then cut them out of paper or choose from pre-cut copyright-free images. Students consider and plan how they might represent the movement of the objects, e.g. birds flitting from place to place or balloons floating slowly around. They extend their learning in Mathematics about spatial features, using directions and pathways to move the position of their chosen objects within the provided backdrop. Using a provided student booklet (digital where possible), students draw the pathway of their chosen object against the provided backdrop. They then apply their learning practically, by using available technology to experiment with moving their chosen object incrementally to reflect the planned pathway. With guidance, students work in pairs to each produce an animation that communicates the movement of their chosen object through the sky. The teacher adds copyright-free music to enhance the videos and shares the animations with the class to celebrate their artworks.</p> <p><b>Note:</b> Through consultation with local Traditional Custodians/First Nations community members as relevant, 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: What does an illustrator do?</p> <p>This unit builds on students' love of their favourite picture book from home or school. They explore how illustrators across cultures and communities bring stories to life. They share their book with a peer and talk about what they like most about the book. The teacher reads from a selection of picture books to identify illustrations made with visual arts processes, e.g. collaged layers of transparent papers, watercolour with pen and ink. Students' literacy skills are enhanced as they discuss comprehension of the texts and connections of the words to the illustrations. They respond to questions posed by the teacher about the way that people, places and objects have been represented and what they learn about the story from that representation. They identify and explore different ways illustrators can represent objects and places, e.g. using scale and viewpoints such as bird's eye view and worm's eye view.</p> <p>Students view short videos about illustrators and experiment with visual arts processes and materials explored in the videos. Students participate in a range of activities to enhance their understanding of illustration, e.g. illustrating words, phrases. Students play games to explore story writing using provided topics or features relevant to other learning areas they have studied (e.g. farm life explored in Design and Technologies, decodable texts in English) and use the class text developed in English to generate ideas for illustrations for the text. Through collaborative decision-making, students are allocated a small section of the class text to illustrate individually. Using previously explored processes and materials, individual students make a drawing that illustrates their section of the text, using agreed-upon strategies to create unity between the drawings, e.g. a common colour scheme. Students develop perseverance and adaptability as they try different ways of representing their ideas using available materials and processes. Finished artworks are scanned to produce a digital book or slideshow. The teacher records the students' voices to add to the illustrations, and the digital class text is shared in the school library as part of Book Week celebrations.</p>	<p>Viewpoint question: How are places represented in films?</p> <p>Throughout this unit, students explore why and how filmmakers in Australia and other countries represent places. Students view short sections of television programs and films in which the setting features as a dynamic, spiritual or magical component or 'character', e.g. a beach where children have magical adventures. They explore and discuss why the films appeal to children.</p> <p>Students also engage with short films created by First Nations filmmakers, exploring how storytelling is a cultural practice used to express deep connections to and responsibilities for Country/Place. They investigate how First Nations peoples' holistic values and belief systems are embedded in their connections to land, sea, sky, and waterways.</p> <p>Students extend their learning about imaginative texts in English, through experimenting with expressing their opinions about their own experience with places of significance to them. They describe their own special places and memories. Individually, they use creative and critical thinking to generate possibilities for a film about a magical place, connecting or creatively expanding on new ideas they have heard or seen in films or read about in books. Students draw their magical place using analog or digital processes. Using provided scaffolding, they develop a brief explanation of the main character, their adventure and the importance of the setting or location to the plot. Students explore dioramas, and then use media languages (technical and symbolic codes) to plan and produce a diorama to represent the film's set and illustrate their idea using available resources, e.g. shoeboxes. They develop their diorama by experimenting with scale, textures, colour and placement to make decisions about their artwork and display their completed diorama in the classroom.</p> <p><b>Note:</b> Through consultation with local Traditional Custodians/First Nations community members as relevant, 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 do artists depict natural rhythms?</p> <p>In this unit, students explore how a wide range of artists from different cultures, including First Nations artists, work with and/or reflect natural rhythms in their artworks. These artworks include outdoor ephemeral art, star map sculptures, time-lapse photography of stars and moving lights, and paintings and prints of seasons in Australia and in countries with contrasting climates. In response, students learn how to identify and describe visual arts practices using written and spoken skills. They use scaffolding to identify where people would experience visual arts (e.g. in nature, a gallery space) and describe how people across cultures, communities and/or other contexts experience visual arts.</p> <p>Initially, students work outdoors to observe and experiment with the movement of shadows throughout the day, e.g. trace and paint shadows onto large rolls of paper. In response to the rhythm of day and night, students research and draw Australian nocturnal animals. They explore animal sculptures, and, using critical and creative thinking, they generate possibilities for their own sculpture of an animal. Using clay or an alternative modelling medium, they build a freestanding sculpture, critically evaluating its ability to balance as they progress. Texture and colour are added to communicate information about the animal.</p> <p>In response to the rhythm of the seasons, students experiment with drawing media and surfaces to represent their experiences of the seasons. They also play with paint colours, experimenting with mixing warm and cool colours. Students set up an informal classroom gallery with their experimental works as part of an end-of-year learning celebration.</p> <p><b>Note:</b> Through consultation with local Traditional Custodians/First Nations community members as relevant, 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>

	Unit 1 — Things that float, fly, and zoom Media Arts		Unit 2 — Words and pictures Visual Arts		Unit 3 — Magical places Media Arts		Unit 4 — Exploring cycles in nature Visual Arts	
<b>Assessment</b>	<b>Assessment 1 — Things that float, fly, and zoom project</b>	<b>Timing/ week</b>	<b>Assessment 2 — Words and pictures project</b>	<b>Timing/ week</b>	<b>Assessment 3 — Magical places project</b>	<b>Timing/ week</b>	<b>Assessment 4 — Exploring cycles in nature short response</b>	<b>Timing/ week</b>
	<p><b>Description:</b> Students demonstrate media arts practices and skills using media languages (technical codes and conventions) to demonstrate appropriate movement of an object through the sky. Students individually create a plan for the movement of their chosen object from a provided template and produce an animation of their chosen object moving appropriately through the space (provided backdrop).</p> <p><b>Technique:</b> Project — Pre-produce media</p> <p><b>Mode:</b> Practical</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>teacher observes students creating (pre-producing) in pairs</li> <li>multimodal response up to 30 seconds (animation)</li> <li>broken into components and completed over multiple lessons</li> </ul>	Term 2, Week 8	<p><b>Description:</b> Each student is allocated a section of the class-developed text to illustrate. Individually, they use visual conventions, visual arts processes and materials to create an illustration depicting their allocated section of the text.</p> <p><b>Technique:</b> Project — Make and share artwork/s</p> <p><b>Mode:</b> Practical</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>visual response (one illustration)</li> <li>broken into components and completed over multiple lessons</li> </ul>	Term 4, Week 8	<p><b>Description:</b> Students demonstrate media arts skills and practices as they use media languages and media technologies to create a diorama to represent a magical place for a film set. They share (display) their diorama in the classroom.</p> <p><b>Technique:</b> Project — Pre-produce and produce media</p> <p><b>Mode:</b> Practical</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>practical response (shoebox diorama)</li> <li>broken into components and completed over multiple lessons</li> </ul>	Term 2, Week 8	<p><b>Description:</b> In response to a diverse range of artworks and artist’s practices, students respond to images of artworks using sentence starters to:</p> <ul style="list-style-type: none"> <li>identify where they experience visual arts</li> <li>describe how people across cultures, communities and/or other contexts experience visual arts.</li> </ul> <p><b>Technique:</b> Short response</p> <p><b>Mode:</b> Spoken/signed</p> <p><b>Conditions:</b></p> <ul style="list-style-type: none"> <li>spoken response up to 30 seconds</li> <li>broken into components and completed over multiple lessons</li> </ul>	Term 4, Week 2 ongoing
<b>Learning area achievement standard</b>	<p>By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>		<p>By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.</p> <p>Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.</p>	
<b>Moderation</b>	Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.							

Content descriptions	Units				Content descriptions	Units				Content descriptions	Units				Content descriptions	Units			
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
<b>Media Arts</b> explore where, why and how people across cultures, communities and/or other contexts experience media arts AC9AMA2E01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Media Arts</b> explore ways of using media technologies responsibly to capture and organise images, sounds, text and/or interactive elements AC9AMA2D01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Media Arts</b> use media languages and media technologies to construct representations AC9AMA2C01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Media Arts</b> share media arts works with audiences in informal settings AC9AMA2P01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Media Arts</b> explore examples of media arts produced and/or distributed by First Nations Australians AC9AMA2E02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>															
<b>Visual Arts</b> explore where, why and how people across cultures, communities and/or other contexts experience visual arts AC9AVA2E01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Visual Arts</b> experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Visual Arts</b> use visual conventions, visual arts processes and materials to create artworks AC9AVA2C01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Visual Arts</b> share artworks and/or visual arts practice in informal settings AC9AVA2P01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Visual Arts</b> explore examples of visual arts created by First Nations Australians AC9AVA2E02	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>

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