

Years 5–6 The Arts

Curriculum and assessment plan

Example B

Context and cohort considerations

Across Years 5–6, students study an integrated Arts program, consisting of two Arts subjects per unit, for one lesson per week. As the plan includes all Arts subjects, The Arts learning area achievement standard is used to assess each unit.

Units 1 to 3 can be taught in any sequence, depending on resourcing. However, Unit 4 is designed to be taught at the end of Year 6 to align with the students' graduation celebrations.

The content of this plan provides opportunities for authentic learning connections between The Arts and English learning areas in Units 1 and 3. Learning is extended from Curriculum and assessment plans in Year 5 English Unit 1 — From object to story (aligned to Unit 1 — Imaginary ordinary) and Year 6 English Unit 2 — Cinematic perspectives (aligned to Unit 3 — Reimagining the context).

Units 2 and 4 can be best implemented if supported by advice from local Aboriginal or Torres Strait Islander elders.

Level description

Dance

In this band, students continue to learn in and through their practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students engage with dance works, choreographers and/or performers across cultures, times, places and/or other contexts; for example, exploring dance in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living choreographers and/or performers and their works; for example, by experiencing live or virtual performances. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains and to value arts works and practices from diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - dance from local, regional, national and global cultures, times, places and/or other contexts that shows how the elements of dance that can be used to communicate ideas, perspectives and/or meaning
 - dance that showcases how First Nations Australians are continuing and revitalising cultures
2. developing creative and critical practices and skills
 - creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination, and processes such as improvisation that allow them to extend and refine their movement capabilities
 - critical practices by observing, reflecting on and responding to dance they experience, including their own dance
3. creating dances by developing ideas and structuring movements to communicate their intentions as choreographers. They may focus on creating a dance work or they may create work that combines dance and another arts form, such as a dance for a media arts production
4. presenting and performing dance they have learnt and/or choreographed for audiences, in available, informal and/or formal settings including, as appropriate, school-hosted digital spaces such as a school learning management system.

Drama

In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They use play and imagination in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students engage with drama and drama practices across cultures, times, places and/or other contexts; for example, exploring drama in their local area, state/territory, and/or a country or region of Asia. They connect with people living and working in the community who create and/or perform drama; for example, by experiencing live and/or virtual performances. They continue to use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their drama. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - drama from local, regional and global cultures, times, places and/or other contexts that shows how drama can be used to communicate ideas, perspectives and/or meaning
 - drama that showcases ways First Nations Australians are continuing and revitalising cultures
2. developing creative and critical practices and skills
 - creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice, time, tension, space, focus, contrast, mood/atmosphere and/or symbol
 - critical practices such as observing, reflecting on and responding to drama they experience, including their own drama
3. creating drama in improvised, devised and scripted forms such as process drama, puppetry, improvisation, Readers' Theatre, mime and movement, play-building and devising, clowning, scripted drama/script interpretation
4. presenting and performing drama for audiences in available, informal and/or formal settings, including as appropriate, school-hosted digital spaces such as a school learning management system.

Level description

Media Arts

In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, 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 engage with media arts works, artists and practices across cultures, times, places and/or other contexts; for example, exploring arts works and practices in their local area, state/territory and/or a country or region of Asia. They take opportunities to engage with living media artists and their works; for example, by exploring media arts works and experiences such as in-person or online exhibitions, presentations and screenings. They continue to use stimulus materials, such as images, events, texts, questions and 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 diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - media from local, regional, national and global cultures, times, places and/or other contexts that show ways media arts works can be used to communicate ideas, perspectives and/or meaning, and engage audiences
 - media arts works that showcase ways First Nations Australians are continuing and revitalising cultures
2. developing critical and creative practices and skills
 - creative practices, using media technologies and media languages
 - critical practices by observing, reflecting on and responding to media they experience (including their own media arts works)
3. creating (producing) media arts works that communicate ideas using stand-alone media arts forms or creating media elements for use in multi-arts works
4. presenting/screening/exhibiting/distributing media arts works they have created and sharing ideas about the work with audiences.

Music

In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, 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 engage with music, composers and/or performers across cultures, times, places and/or other contexts; for example, exploring music in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living composers and performers and their music; for example, by experiencing live or recorded/streamed performances. They continue to use stimulus materials such as images, events, texts, questions and/or observations as inspiration for their own composing and performing. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - music from local, regional, national and global cultures and contexts that shows ways the elements of music can be used to communicate ideas; for example, by listening to and/or learning songs or instrumental pieces
 - music that showcases ways First Nations Australians are continuing and revitalising cultures
2. developing creative and critical practices and skills
 - creative practices for composing and performing such as skills for listening, singing and playing instruments, and, as appropriate, using notation; for example, graphic or staff notation and/or lead-sheets
 - critical practices such as using aural skills, reflecting on and responding to music they experience, including music they compose and perform
3. composing and practising music for performance, manipulating the elements of music such as duration/time (including beat and rhythm, tempo, pulse, metre), pitch, dynamics and expression, texture, articulation (accent) and/or timbre to compose music; for example, songwriting, arranging a known melody or composing for an instrument they are learning, singing and playing instruments, and using aural skills to support these processes
4. performing music they have learnt and/or composed in informal and/or formal settings, such as spaces within the school including as appropriate, school-hosted digital spaces such as a school learning management system.

Visual Arts

In this band, students continue to learn in and through the practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully 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 engage with artworks, artists, practices across cultures, times, places and/or other contexts; for example, exploring artworks, arts spaces and practices in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living artists and their works; for example, by visiting arts spaces or exploring artworks and experiences such as exhibitions available through online sources. They continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their 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 diverse cultures.

In this band, the focus is on students:

1. exploring and responding to
 - artworks from local, regional, national and global cultures, times, places and/or other contexts that show how artists communicate ideas, perspectives and/or meaning through their visual arts practice
 - artworks and visual arts practices that showcase ways that First Nations Australians are continuing and revitalising cultures
2. developing creative and critical practices and skills
 - creative practices for using visual conventions, visual arts processes and materials
 - critical practices by 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 artworks and practices in available informal and/or formal settings, including, as appropriate, school-hosted digital spaces such as a school learning management system.

Unit 1 — Imaginary ordinary Media Arts and Visual Arts	Unit 2 — Translating music into dance Dance and Music	Unit 3 — Reimagining the context Drama and Media Arts	Unit 4 — Communicating my culture Dance and Visual Arts
Timing: Year 5, Semester 1 Duration: 20 weeks	Timing: Year 5, Semester 2 Duration: 20 weeks	Timing: Year 6, Semester 1 Duration: 20 weeks	Timing: Year 6, Semester 2 Duration: 20 weeks
<p>Viewpoint question: How can an artist reimagine an everyday object?</p> <p>Students explore the concept of appropriation through reimagining an ordinary object or setting to create an artwork that is reflective of their everyday world. This unit extends on learning in English, where students explore how objects can have meaning in narratives. Responding to a range of artists who recontextualise popular items in creative and unusual ways, students discuss how artists use appropriation to connect with and reflect their audience, creating new meaning. Students experiment with drawing familiar objects before identifying an item that represents them and their world, e.g. basketball, gaming controller, bicycle. Through revising and experimenting with line, shape and colour, students design and create a simplified drawing of their chosen item and paint it using flat colour. With assistance if required, students photograph or scan the completed painting to digitise it in preparation for the next phase of the unit.</p> <p>Students are given digital images of objects and backgrounds to experiment with digital editing and image manipulation. They develop their critical and creative thinking skills by generating and designing possibilities for an extraordinary setting/context for their own familiar object, e.g. a gaming controller instead of meatballs in spaghetti. Using a digital platform, students produce a still image of their appropriated object in a new context. Students further extend their digital literacy by animating sections of their design. Students experiment with placement, composition and scale to propose a range of creative combinations. They refine their artwork for display in the classroom.</p>	<p>Viewpoint question: How can dance express music and reflect Foley?</p> <p>Students develop their listening and aural skills through responding to a range of music and Foley. Learning about Foley as an element of sound design, students listen, identify, and describe music elements relevant to Foley, focusing on timbre and duration. Students respond to a range of music and experiment with possibilities for interpreting the music and translating it into dance. Through class discussions, students share ideas about how a piece of music (selected from provided options) communicates an idea, and they propose ideas for dance to complement the music.</p> <p>Students extend their creative thinking to generate movement possibilities by changing and combining learnt dance sequences to interpret the music and/or sound, demonstrating safe practices throughout. They enhance their critical thinking skills while transferring their knowledge from music into a dance response, finding connections between dance and music elements. Students discuss how the interpretation of the music is communicated through dance choices and develop their ability to put ideas into action by testing a range of options. Using parameters provided by the teacher, students focus on the upper body. They use the elements of dance and choreographic devices to communicate meaning that connects the music and dance, e.g. repetition in the music is reflected in the movement as a canon sequence. Students develop collaboration skills, coordinating contributions of group members as they choreograph dance sequences. They respond to feedback to inform their performance. Students perform their final artwork as part of a Year 6 assembly/end-of-term performance.</p>	<p>Viewpoint question: How can an artwork appeal to and reflect a 'tween' audience?</p> <p>Students explore a text to understand narrative, character perspectives and elements of drama focusing on role, relationships, situation and language. They use freeze frames to sequence the action and key scenes in the text. Using voice and movement, students act in role, interacting with one another to deepen their understanding of the narrative, characters, situation and relationships. They respond to scenarios in role to explore a range of perspectives, experimenting with alternative responses to understand characters' motivations. Students respond to an excerpt of a filmed scene from the text to draw inferences by integrating the visual and audio aspects of the excerpt. They describe and explain how technical codes (e.g. shot choices, lighting), symbolic codes (e.g. colours used for each character, mise en scène) and elements of drama (e.g. character, relationship, language) are used to communicate meaning.</p> <p>Students participate in experiences exploring different contexts for the film excerpt they viewed. They extend on their learning in English, where they have explored how film reflects the context in which it was created. Each week, they experiment with different alternative or contemporary settings and characters to appeal to an audience of their peers (twens). They discuss ideas and explore ways to adjust language, movement, voice, character and interactions to reflect their alterations to the text. Students put ideas into action through improvising and experimenting with ways to reimagine the context.</p>	<p>Viewpoint question: How can culture be communicated through artwork and arts practices?</p> <p>Students engage with a range of texts to examine how dance and visual arts reflect the values, beliefs and behaviours of a group or community. They investigate the relationship between culture and identity and how artwork and arts practices convey meaning.</p> <p>Students respond to examples of dance, cultural dress and adornments from Torres Strait Islander cultures, gaining an understanding of their significance in communicating identity and stories. They describe how dance elements and visual conventions are used to convey cultural meaning and how the arts contribute to the continuation and revitalisation of Torres Strait Islander cultures. They explore the diversity of Torres Strait Islander dance, including how movements reflect environmental connections. Students learn how weight placement in steps (light or heavier step placement) may vary depending on the type of terrain, such as sand or grass. Students experiment with ways to adapt and manipulate learnt movements to reflect their local context and environment.</p> <p>Students investigate the cultural significance of the Dhari/Dhoeri (headdress) as a symbol of Torres Strait Islander identity. Inspired by this and other contemporary artists who focus on wearable arts, students transfer their knowledge of the artists and arts practices explored, to create possibilities for an accessory they could wear during a celebratory dance for their graduation. They use found or recycled materials to create a wearable artwork, e.g. wrist or ankle cuff. Students apply critical thinking to reflect on how their wearable item enhances the celebration of their graduation and demonstrates understanding of cultural and creative processes. Students demonstrate safe practices while learning a teacher-facilitated celebratory graduation dance. They use feedback to refine their technical and expressive skills. Students wear their created artworks to present their dances in small groups.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, 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 — Imaginary ordinary Media Arts and Visual Arts	Unit 2 — Translating music into dance Dance and Music	Unit 3 — Reimagining the context Drama and Media Arts	Unit 4 — Communicating my culture Dance and Visual Arts
	Assessment 1 — Imaginary ordinary project	Assessment 2 — Translating music into dance project	Assessment 3 — Reimagining the context short response	Assessment 4— Communicating my culture short response
Assessment	<p>Description: Students use elements, conventions and concepts (e.g. line, shape and colour) to design and create a painting of an object that represents them and their world. Demonstrating safe practices, students use digital tools to reimagine the object into an extraordinary setting/context and produce it as an animation, such as a looped GIF.</p> <p>Technique: Project — Make and display artworks</p> <p>Part A: Create an artwork (painting)</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 1 still image <p>Part B: Make and display an animation</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 1 moving image up to 1 minute 	<p>Timing/week</p> <p>Term 2, Week 8</p> <p>Description: In a small group, students choreograph a section of dance that reflects music from provided options. All groups work within provided stage space parameters, e.g. draping fabric across the lower half of the space so all movements focus on the upper body. Students use the elements of dance and choreographic devices to create illusions and communicate meaning that connects to the music. Students perform their dance for the rest of the school at an assembly.</p> <p>Technique: Project — Choreograph dance</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 1 minute • performed as a group, individually assessed 	<p>Timing/Week</p> <p>Term 4, Week 7</p> <p>Description: Students respond to a filmed version of a scene studied in class to explain the use of relevant elements of drama and media arts languages in a film excerpt.</p> <p>Technique: Short response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 45 seconds per item or up to 1.5 minutes for a folio • broken into components and completed over multiple lessons 	<p>Timing/week</p> <p>Term 2, Week 2</p> <p>Description: Students view texts of Torres Strait Islander performances or performances from another culture they have studied. In response to provided questions, they describe how:</p> <ul style="list-style-type: none"> • selected elements of dance and visual conventions communicate culture • arts can be used to continue and revitalise culture. <p>Technique: Short response</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 45 seconds per item or up to 1.5 minutes for a folio • broken into components and completed over multiple lessons


	Unit 1 — Imaginary ordinary Media Arts and Visual Arts	Unit 2 — Translating music into dance Dance and Music	Unit 3 — Reimagining the context Drama and Media Arts	Unit 4 — Communicating my culture Dance and Visual Arts
Learning area achievement standard	<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.</p>	<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.</p>	<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.</p>	<p>By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.</p> <p>Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or 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
Dance explore ways that the elements of dance are combined to communicate ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts AC9ADA6E01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dance develop and practise technical and expressive skills using safe dance practice and the elements of dance AC9ADA6D01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dance manipulate the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning AC9ADA6C01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dance practise and perform dances using technical and expressive skills in informal and/or formal settings AC9ADA6P01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dance explore the ways that First Nations Australians use dance to continue and revitalise cultures AC9ADA6E02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>															
Drama explore ways that the elements of drama are combined to communicate ideas, perspectives and/or meaning in drama across cultures, times, places and/or other contexts AC9ADR6E01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Drama explore ways to combine the elements of drama to communicate ideas, perspectives and/or meaning in improvisations, devised drama and/or scripted drama AC9ADR6D01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Drama develop characters and situations, and shape and sustain dramatic action to communicate ideas, perspectives and/or meaning in improvised, devised and/or scripted forms AC9ADR6C01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Drama rehearse and perform improvised, devised and/or scripted drama in informal and/or formal settings AC9ADR6P01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Drama explore the ways that First Nations Australians use drama to continue and revitalise cultures AC9ADR6E02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															

Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit				Content descriptions	Unit			
Media Arts explore ways that media languages and media technologies are used in media arts works and practices across cultures, times, places and/or other contexts AC9AMA6E01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Media Arts develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages, including images, sounds, texts and/or interactive elements, and media technologies AC9AMA6E01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Media Arts use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences AC9AMA6E01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Media Arts present media arts works in informal and/or formal settings using responsible media practice AC9AMA6P01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media Arts explore ways First Nations Australians use media arts to continue and revitalise cultures AC9AMA6E02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
Music explore ways that the elements of music are combined in music across cultures, times, places and/or other contexts AC9AMU6E01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Music develop listening/aural skills and skills for manipulating elements of music to achieve expressive effects when composing, singing and playing instruments AC9AMU6E01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Music manipulate elements of music and use compositional devices to communicate ideas, perspectives and/or meaning when composing and practising music for performance, and notate, document and/or record the music they compose AC9AMU6E01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Music perform music in a range of forms they have learnt and/or composed in informal and/or formal settings AC9AMU6P01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music explore ways First Nations Australians use music to continue and revitalise culture AC9AMU6E02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
Visual Arts explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts AC9AVA6E01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Visual Arts experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials AC9AVA6D01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Visual Arts use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives and/or meaning AC9AVA6C01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Visual Arts select and present documentation of visual arts practice, and display artworks in informal and/or formal settings AC9AVA6P01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual Arts explore ways that First Nations Australians use visual arts to continue and revitalise cultures AC9AVA6E02	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input 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 type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input 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 type="checkbox"/>

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