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|  | Prep Year to Year 2 band plan — Australian Curriculum: Visual Arts  Overview for planning with the Australian Curriculum: The Arts |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | | | | | |
| Australian Curriculum: The Arts | | | Band: Prep Year–Year 2 | | | Arts subject: Visual Arts | | |
| Identify curriculum[[1]](#footnote-1) | **Course organisation** | The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.  The Australian Curriculum: The Arts covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:   * Foundation to Year 2[[2]](#footnote-2) * Years 3 and 4 * Years 5 and 6 * Years 7 and 8 * Years 9 and 10.   Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.  In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.  In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:   * conceptual and perceptual ideas and representations through design and inquiry processes * visual arts techniques, materials, processes and technologies * critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment * respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences * confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.   Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.   * *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. * *Responding* includes exploring, responding to, analysing and interpreting artworks.   In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.  The Arts band plans are organised to:   * align with the Australian Curriculum: The Arts * identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Visual Arts content descriptions and achievement standards.   The Arts band plans provide flexibility to:   * make decisions about how the subject will be implemented, based on the local context and needs of students in schools * implement each of the Australian Curriculum: The Arts subjects at least once per band. | | | | | | |
|  | **Phase curriculum focus** | Curriculum focus: Prep Year to Year 2  Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.  In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play[[3]](#footnote-3) and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.  The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. Students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. | | | | | | |
|  | **Band description** | In Foundation to Year 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks with peers and experience visual arts as audiences.  In Foundation to Year 2, learning in Visual Arts builds on the Early Years Learning Framework. Students are engaged through [purposeful play](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=purposeful+play) in structured activities, fostering a strong sense of wellbeing and developing students’ connection with and contribution to the world.  Students become aware of how and why [artists](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=artists), craftspeople and designers present their ideas through different visual representations, [practices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practices), processes and [viewpoints](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=viewpoints). They learn how their ideas or subject matter can be developed through different [forms](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=forms), styles, techniques, [materials](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=materials) and [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technologies). They enhance their perception skills by learning to notice visual detail as they examine and represent familiar and new objects and events in their lives. They explore how and why artworks are created and become familiar with using and applying [visual conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=visual+conventions), such as line, shape, colour and texture. They develop and apply safe and sustainable [practices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practices) when experimenting with different [materials](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=materials), techniques and [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technologies).  In the Foundation Year, students undertake visual arts suitable to their level of development.  As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. While visual arts in the local community should be the initial [focus](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=focus) for learning, young students are also aware of and interested in visual arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander artworks represent particular ideas and stories.  As they make and respond to visual artworks, students explore meaning and interpretation, [forms](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=forms) and styles through social and cultural contexts. They provide opinions about artworks expressing what they like and why. They experience the [role](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=role) of artist and [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) and they respond to feedback in their visual arts making. | | | | | | |
|  | **Achievement standard** | By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.  Students make artworks in different [forms](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=forms) to express their ideas, observations and imagination, using different techniques and processes. | | | | | | |
|  | **Content descriptions** | For each unit:   * Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander [artists](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=artists) [(ACAVAM106)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM106) * Use and experiment with different [materials](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=materials), techniques, [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technologies) and processes to make artworks [(ACAVAM107)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM107) * Create and display artworks to communicate ideas to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) [(ACAVAM108)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM108) * Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples [(ACAVAR109)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAR109) | | | | | | |
| Teaching and learning | **Viewpoints[[4]](#footnote-4)**  👁 | The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.  Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.  In both Making and Responding, children learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As children make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists’ meanings and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgments about their own art and design works and other artworks they see, hear and interact with as audiences. | | | | | | |
| Key questions: Prep Year to Year 2   * Context as artist and audience * What is real in the artwork? * What is imagined in the artwork? * Knowledge as artist and audience * What materials have been used? * How does the artist use visual language to communicate their ideas? * Evaluations as artist and audience * Why was the artwork made? * Where was the artwork made? | | | | | | |
| **Unit overviews**  The Australian Curriculum assumes that all students will study the five Arts subjects from Foundation to the end of Year 6.  Schools decide which units of study per subject to complete, and how and when. This band plan provides five potential units. | Unit 1 — New stories | | Unit 2 — My place | Unit 3 — What are you thinking? | | Unit 4 — Stormy clouds | Unit 5 — Reinventing objects |
| Children create ‘new’ stories in artworks by collaging characters/ objects/ landscapes from different artworks.  Children will:   * explore the visual language of storytelling in artworks by a range of artists, including Aboriginal artists, Torres Strait Islander artists and Asian artists, and use this to develop their own artworks * experiment with visual conventions (collage, mixed media) to manipulate narrative visual communication by changing elements and visual clues * display artworks and share ideas about narrative elements and visual language choices they made in their artworks * describe and interpret narrative elements in artworks.   This unit could complement the concepts taught in the Prep Year English Term 2 unit in the English exemplar Year plan, by exploring where and why artists use visual language to tell stories in artworks. See: <http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_prep_plan.docx> | | Children explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.  Children will:   * explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal artists, Torres Strait Islander artists and Asian artists, and use this to develop their own artworks * experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places * display artworks and share ideas about emotive visual language choices they made in their artworks * describe and interpret artists’ personal connection to place.   This unit could complement the concepts taught in the Year 2 Geography Unit *Connections between people and places* in the Geography exemplar Year plan, by exploring where and why artists use visual language to communicate connection to place. See  <http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr2_plan.docx> | Children explore how changes in facial features, style and form communicate emotion in portraiture.  Children will:   * explore the visual language of portraiture in artworks by a range of artists, including Aboriginal artists, Torres Strait Islander artists and Asian artists, and use this to develop their own artworks * experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion * display artworks and share ideas about emotive visual language choices they made in their artworks * describe and interpret emotion in self-portraiture.   This unit could complement the concepts taught in Year 1 English Unit *My story* in the English exemplar Year plan, by exploring the use of visual language to communicate emotion in illustrations of characters based on real experiences and stories from the past. See:  <http://www.qcaa.qld.edu.au/downloads/p_10/ac_english_yr1_plan.docx> | | Children explore how visual language can be used to communicate and relate to mood and experiences.  Children will:   * explore the depiction of weather in artworks by a range of artists, including Aboriginal artists, Torres Strait Islander artists and Asian artists, and use this to develop their own artworks * experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning * display artworks and share ideas about choices made for visual language, techniques and processes in their artworks * describe and interpret mood and atmosphere created by weather in artworks.   This unit could complement the concepts taught in the Prep Year Science Unit *Weather watch* in the Science exemplar Year plan, by exploring where and why artists use visual language to depict weather and atmosphere in artworks. See:  <http://www.qcaa.qld.edu.au/downloads/p_10/ac_science_prep_plan.docx> | Children explore processes of invention and imagination through found object sculpture or collage to communicate meaning and represent new ideas about change and sustainability.  Children will:   * explore imaginative artworks created from reinvented found and discarded objects by artists including Aboriginal artists, Torres Strait Islander artists and Asian artists, and use this as inspiration to develop their own artworks * experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences * display artworks and share ideas about visual language choices made in artworks to capture imaginative concepts * describe and interpret artists’ use of sustainable art materials to communicate ideas. |
| **General capabilities** | Literacy     ICT capability    Critical and creative thinking    Personal and social capability     Intercultural understanding | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures    Asia and Australia’s engagement with Asia   Description: Description: cc_sust Sustainability | | | | | | |
| Develop assessment | **Assessment**  The *Prep Year to Year 2 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_arts\_p2.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_p2.pdf). | The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Visual Arts Foundation to Year 2 achievement standard. Children should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. It will gather evidence of children’s ability to:   * describe artworks they make * describe artworks they view * describe where and why artworks are made and presented * make artworks in different forms to express their ideas, observations and imagination * make artworks using different techniques and processes. | | | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | * Make judgments of student achievements using the relevant achievement standards and task-specific standards. * Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. * Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards. | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* —[www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1). [↑](#footnote-ref-1)
2. Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-2)
3. Purposeful play is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations (*Early Years Learning Framework*). [↑](#footnote-ref-3)
4. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *— Visual Arts: Rationale* and *Learning in Visual Arts,* [www.australiancurriculum.edu.au/the-arts/visual-arts/rationale](http://www.australiancurriculum.edu.au/the-arts/visual-arts/rationale). [↑](#footnote-ref-4)