

# Prep to Year 2 standard elaborations — Australian Curriculum: Visual Arts

**Purpose** The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

**Structure** The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Visual Arts achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — *responding* and *making*. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

## Prep\* to Year 2 Australian Curriculum: Visual Arts 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 to express their ideas, observations and imagination, using different techniques and processes.

Source Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 The Arts: Visual Arts*, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts)

\* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

# Prep to Year 2 Visual Arts standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of a student's work has the following characteristics:</b>					
<b>Responding</b>	<u>clear and informed</u> description of: <ul style="list-style-type: none"> <li>artworks made and viewed</li> <li>where and why artworks are made and presented</li> </ul>	<u>informed</u> description of: <ul style="list-style-type: none"> <li>artworks made and viewed</li> <li>where and why artworks are made and presented</li> </ul>	description of: <ul style="list-style-type: none"> <li>artworks made and viewed</li> <li>where and why artworks are made and presented</li> </ul>	<u>guided</u> description of: <ul style="list-style-type: none"> <li>artworks made and viewed</li> <li>where and why artworks are made and presented</li> </ul>	<u>directed statements</u> about: <ul style="list-style-type: none"> <li>artworks made and viewed</li> <li>where and why artworks are made and presented</li> </ul>
<b>Making</b>	<u>skilful and effective</u> use of different techniques and processes to make artworks in different forms that express their: <ul style="list-style-type: none"> <li>ideas</li> <li>observations</li> <li>imagination</li> </ul>	<u>effective</u> use of different techniques and processes to make artworks in different forms that express their: <ul style="list-style-type: none"> <li>ideas</li> <li>observations</li> <li>imagination</li> </ul>	use of different techniques and processes to make artworks in different forms that express their: <ul style="list-style-type: none"> <li>ideas</li> <li>observations</li> <li>imagination</li> </ul>	<u>guided</u> use of aspects of techniques and processes to make artworks in different forms that express their: <ul style="list-style-type: none"> <li>ideas</li> <li>observations</li> <li>imagination</li> </ul>	<u>directed</u> use of aspects of techniques and processes to make artworks in different forms that express their: <ul style="list-style-type: none"> <li>ideas</li> <li>observations</li> <li>imagination</li> </ul>
<b>Key</b>	<u>shading</u> emphasises the <u>qualities that discriminate between the AP–BA descriptors</u>				
<b>AP</b>	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations				
<b>MC</b>	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations				
<b>WW</b>	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them				
<b>EX</b>	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them				
<b>BA</b>	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them				

# Notes

## Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
<b>understanding</b>	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Prep to Year 2 Visual Arts standard elaborations

These terms clarify the descriptors in the Prep to Year 2 Visual Arts SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary)
- ACARA The Arts: Visual Arts > Examples of knowledge and skills > Foundation to Year 2, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/example-of-knowledge-and-skills](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/example-of-knowledge-and-skills)
- other sources, to ensure consistent understanding.

Term	Description
<b>artist</b>	generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make <a href="#">hybrid artworks</a>
<b>artwork</b>	generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes <a href="#">hybrid artworks</a>
<b>aspects</b>	particular parts or features
<b>clear</b>	easy to perceive, understand, or interpret; without ambiguity
<b>communication</b>	in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience
<b>composition</b>	in Visual Arts, the placement or arrangement of elements or parts in artworks
<b>description; describe</b>	give an account of characteristics or features
<b>directed</b>	following the instructions of the facilitator
<b>effectively; effective</b>	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result; in Visual Arts, <i>effective</i> includes meeting the purpose by producing a strong impression

Term	Description
<b>express</b>	in Visual Arts, to show, demonstrate, represent; see also <a href="#">representation</a>
<b>form; forms</b>	in each Arts subject, <i>form</i> is the whole of an artwork created by the elements and the way they are structured; in Visual Arts, two-dimensional form (2D), three-dimensional form (3D) and four-dimensional form (4D); see also <a href="#">representation</a>
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>hybrid artwork</b>	the combination of more than one art form within an artwork
<b>informed</b>	having relevant knowledge; being conversant with the topic; in Visual Arts, <i>informed</i> includes how the knowledge and skills ( <a href="#">representation</a> and <a href="#">practices</a> ) work together to communicate meaning or intent in and through Visual Arts
<b>making; make</b>	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts <a href="#">practices</a> and make artworks that communicate ideas and intentions
<b>materials</b>	physical resources, equipment including technologies, and information used to make artworks (e.g. paint, digital camera, pencil, drum and/or clarinet) see also <a href="#">representation</a>
<b>practices</b>	the application of Arts skills and knowledge to create, represent, communicate and respond in a specific art form; in Visual Arts: <ul style="list-style-type: none"> <li>• spaces</li> <li>• skills</li> <li>• processes: a systematic series of actions directed to the production of an artwork</li> <li>• viewpoints: a collection of perspectives, lenses or frames through which artworks can be explored and interpreted;</li> </ul> in Prep to Year 2, examples for <i>practices</i> include: <ul style="list-style-type: none"> <li>• spaces: recognising the meaning of studio for visual artists and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work</li> <li>• skills: observational — seeing, noticing and viewing critically</li> <li>• processes: describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying</li> <li>• viewpoints: contexts — recognising artworks from different cultures particularly Aboriginal and Torres strait islander peoples, and works from Asia, and from different times</li> </ul>
<b>processes</b>	see <a href="#">practices</a>

Term	Description
<b>representation</b>	<p>the expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs; in Visual Arts, a concept;</p> <p>in Prep to Year 2, examples for <i>representation</i> include:</p> <ul style="list-style-type: none"> <li>• subject matter: personal observations, sensory expression and imagination</li> <li>• forms: drawing, painting, sculpture, printmaking, fibre crafts and digital imaging</li> <li>• techniques: overlapping, patterns, colour mixing, collage, mixed media, wrapping, and papier-mâché</li> <li>• visual conventions: identifying, using and interpreting line, shape, colour, texture, space, time, tone and value</li> <li>• materials: understanding of qualities and properties of a range of materials, for example, which material is good for making tall, thin animals</li> <li>• technologies: traditional and digital</li> </ul>
<b>responding</b>	includes exploring, responding to, analysing and interpreting artworks
<b>skilful; skills</b>	<p>in Visual Arts, in the context of:</p> <ul style="list-style-type: none"> <li>• creating artworks, this includes considered selection, management and application of the <a href="#">practices</a> of Visual arts;</li> <li>• sharing artworks, this includes a high degree of proficiency and polish</li> </ul>
<b>statement; state</b>	a sentence or assertion
<b>style</b>	<p>the influencing context of an artwork, such as Impressionist in Visual Arts; or postmodern, 21st century or contemporary, among many others;</p> <p>in Visual Arts, also includes traditional and contemporary styles or expressions; see also <a href="#">representation</a></p>
<b>techniques</b>	<p>in Visual Arts, the manner of making or skills used in making an artwork see also <a href="#">representation</a></p>
<b>technologies</b>	<p>the tools and equipment that can be materials for making and responding see also <a href="#">representation</a></p>
<b>viewpoints</b>	see <a href="#">practices</a>
<b>visual conventions</b>	<p>combinations of components and approaches, such as combinations of elements, design principles, composition and style see also <a href="#">representation</a></p>