

Years 3 and 4 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 **C 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.

Years 3 and 4 Australian Curriculum: Visual Arts achievement standard

By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.

Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.

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

Years 3 and 4 Visual Arts standard elaborations

	A	B	C	D	E
The folio of a student’s work has the following characteristics:					
Responding	thorough description and thorough discussion of similarities and differences between artworks made, presented and viewed	informed description and informed discussion of similarities and differences between artworks made, presented and viewed	description and discussion of similarities and differences between artworks made, presented and viewed	identification of similarities and differences between artworks made, presented and viewed	statements about similarities and differences between artworks
	thorough discussion of how and why they and others use visual conventions in artworks	informed discussion of how and why they and others use visual conventions in artworks	discussion of how they and others use visual conventions in artworks	identification of the visual conventions they and others use in artworks	statements about the use of visual conventions in artworks
Making	thorough planning and making of skilful and effective artworks inspired by artworks they experience	informed planning and making of effective artworks inspired by artworks they experience	planning and making of artworks inspired by artworks they experience	partial planning and making of artworks inspired by artworks they experience	fragmented planning and making of artworks
	skilful and effective communication of ideas by using: <ul style="list-style-type: none"> • visual conventions • techniques • processes 	effective communication of ideas by using: <ul style="list-style-type: none"> • visual conventions • techniques • processes 	communication of ideas by using: <ul style="list-style-type: none"> • visual conventions • techniques • processes 	communication of ideas by using aspects of : <ul style="list-style-type: none"> • visual conventions • techniques • processes 	fragmented communication of ideas using aspects of : <ul style="list-style-type: none"> • visual conventions • techniques • processes
Key	shading emphasises the qualities that discriminate between the A–E descriptors				

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
understanding	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
skills	the specific techniques, strategies and processes in a learning area

Terms used in Years 3 and 4 Visual Arts standard elaborations

These terms clarify the descriptors in the Years 3 and 4 Visual Arts SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary
- ACARA The Arts: Visual Arts > Examples of knowledge and skills > Years 3 and 4, www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/example-of-knowledge-and-skills
- other sources, to ensure consistent understanding.

Term	Description
artist	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 hybrid artworks
artwork	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 hybrid artworks
aspects	particular parts or features
clear	easy to perceive, understand, or interpret; without ambiguity
collaborate; collaborating	to work jointly on an activity or project; in Years 3 and 4 Visual Arts, students must be given opportunities to collaborate to plan and make artworks
communication	in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience
composition	in Visual Arts, the placement or arrangement of elements or parts in artworks
description; describe	give an account of characteristics or features
design elements	include line, colour, shape, texture, space and form found in artworks, and incorporated in the design of performance spaces (including sets) for dance and drama

Term	Description
design principles	accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast
discussion; discuss	talk or write about a topic, taking in to account different issues or ideas
effectively; effective	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
form; forms	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 representation
fragmented	disjointed, incomplete or isolated
hybrid artwork	the combination of more than one art form within an artwork
identification; identify	establish or indicate who or what someone or something is
informed	having relevant knowledge; being conversant with the topic; in Visual Arts, <i>informed</i> includes how the knowledge and skills (representation and practices) work together to communicate meaning or intent in and through Visual Arts
intention	planned or meant
make; 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
materials	physical resources, equipment including technologies, and information used to make artworks (e.g. paint, digital camera, pencil, drum and/or clarinet) see also representation
plan	a design or set of procedural steps specific to a project or task
practices	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"> • spaces • skills • processes: a systematic series of actions directed to the production of an artwork • viewpoints: a collection of perspectives, lenses or frames through which artworks can be explored and interpreted; in Years 3 and 4, examples for <i>practices</i> include: <ul style="list-style-type: none"> • spaces <ul style="list-style-type: none"> – recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work • skills

Term	Description
	<ul style="list-style-type: none"> – investigative — researching, discovering and reinterpreting artworks from various viewpoints as artist and audience – observational — seeing, noticing and viewing critically – practical — use of visual arts materials, equipment and instruments • processes <ul style="list-style-type: none"> – investigating, determining, conceiving, experimenting, questioning, predicting, testing, evaluating, comparing, analysing, observing, identifying and connecting • viewpoints <ul style="list-style-type: none"> – contexts — recognising artists and artworks from the past, and from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia
processes	see practices
relevant	having some logical connection with; applicable and pertinent
representation	<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 Years 3 and 4, examples for <i>representation</i> include:</p> <ul style="list-style-type: none"> • subject matter: such as past histories, heritage, significant events and community celebrations • forms: drawing, design, painting, sculpture, printmaking, photography and film • styles: figurative, realism, expressionistic, impressionistic and others • techniques: photo-montage, weaving, block printing, digital imaging, wrapping, pottery and others • visual conventions: identifying, using and interpreting a selection of design elements and design principles • materials: understanding qualities and properties of a range of materials • technologies: traditional and digital
responding	includes exploring, responding to, analysing and interpreting artworks
skilful; skills	<p>in Visual Arts, in the context of:</p> <ul style="list-style-type: none"> • creating artworks, this includes considered selection, management and application of the practices of Visual arts; • sharing artworks, this includes a high degree of proficiency and polish
sporadic	appearing, happening now and again or at intervals; (irregular) or occasional
statement; state	a sentence or assertion
style	<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 representation</p>
techniques	<p>in Visual Arts, the manner of making or skills used in making an artwork; see also representation</p>
technologies	<p>the tools and equipment that can be materials for making and responding; see also representation</p>

Term	Description
thorough	demonstrating depth and breadth, inclusive of relevant detail; in Visual Arts, <i>thorough</i> means demonstrating depth and breadth of visual arts knowledge and skills
viewpoints	see practices
visual conventions	combinations of components and approaches, such as combinations of elements, design principles, composition and style; see also representation