

# Years 5 and 6 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 5 and 6 Australian Curriculum: Visual Arts achievement standard

By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.

Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

**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)

## Years 5 and 6 Visual Arts standard elaborations

	A	B	C	D	E
<b>The folio of a student’s work has the following characteristics:</b>					
<b>Responding</b>	<u>thorough</u> explanation of how ideas are represented in artworks made and viewed	<u>informed</u> explanation of how ideas are represented in artworks made and viewed	explanation of how ideas are represented in artworks made and viewed	<u>description</u> of how ideas are represented in artworks made and viewed	<u>statements about</u> ideas in artworks
	<u>thorough</u> description of the influences of artworks and practices from different cultures, times and places on own art making	<u>informed</u> description of the influences of artworks and practices from different cultures, times and places on own art making	description of the influences of artworks and practices from different cultures, times and places on own art making	<u>identification</u> of the influences of artworks and practices from different cultures, times and places on own art making	<u>statements about</u> the influences of artworks and practices from different cultures, times and places on own art making
<b>Making</b>	<u>skilful and effective</u> use of visual conventions and visual arts practices to express a personal view in their artworks	<u>effective</u> use of visual conventions and visual arts practices to express a personal view in their artworks	use of visual conventions and visual arts practices to express a personal view in their artworks	<u>partial</u> use of visual conventions and visual arts practices to express a personal view in their artworks	<u>fragmented</u> use of visual conventions and visual arts practices to express a personal view in their artworks
	<u>skilful and effective</u> demonstration of different techniques and processes in planning and making artworks	<u>effective</u> demonstration of different techniques and processes in planning and making artworks	demonstration of different techniques and processes in planning and making artworks	demonstration of <u>aspects of</u> different techniques and processes in planning and making artworks	<u>fragmented</u> demonstration of <u>aspects of</u> different techniques and processes in planning and making artworks
	<u>thorough</u> description of how the display of artworks enhances meaning for an audience	<u>informed</u> description of how the display of artworks enhances meaning for an audience	description of how the display of artworks enhances meaning for an audience	<u>guided</u> description of how the display of artworks enhances meaning for an audience	<u>statements about</u> display of artworks
<b>Key</b>	<u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u>				

# 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 Years 5 and 6 Visual Arts standard elaborations

These terms clarify the descriptors in the Years 5 and 6 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 > Years 5 and 6, [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>audience</b>	individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement; the artist is audience to their own artwork
<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>design elements</b>	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
<b>design principles</b>	accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast
<b>discussion; discuss</b>	talk or write about a topic, taking in to account different issues or ideas
<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
<b>explanation; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<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>fragmented</b>	disjointed, incomplete or isolated
<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>identification; identify</b>	establish or indicate who or what someone or something is
<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>intention</b>	planned or meant
<b>make; making</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>planning; plan</b>	a design or set of procedural steps specific to a project or task
<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</li> </ul>

Term	Description
	<p>can be explored and interpreted;</p> <p>in Years 5 and 6, examples for <i>practices</i> include:</p> <ul style="list-style-type: none"> <li>• spaces <ul style="list-style-type: none"> <li>– 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</li> <li>– presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function</li> </ul> </li> <li>• skills <ul style="list-style-type: none"> <li>– expressive — interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli</li> <li>– conceptual — developing a thought or idea into a visual representation</li> <li>– practical — using visual arts materials, equipment and instruments</li> </ul> </li> <li>• processes <ul style="list-style-type: none"> <li>– investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging and displaying</li> </ul> </li> <li>• viewpoints <ul style="list-style-type: none"> <li>– expression — physical, psychological, sensory and intuitive</li> <li>– contexts — recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia</li> </ul> </li> </ul>
<b>processes</b>	see <a href="#">practices</a>
<b>relevant</b>	having some logical connection with; applicable and pertinent
<b>replicate; replication</b>	to make a copy of; reproduce
<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;</p> <p>in Visual Arts, a concept;</p> <p>in Years 5 and 6, examples for <i>representation</i> include:</p> <ul style="list-style-type: none"> <li>• subject matter: such as environment (macro/micro), physical and conceptual properties of materials and technologies</li> <li>• forms: cross-media — drawing, design, painting, sculpture, printmaking, photography, film, etc.</li> <li>• styles: figurative, expressionistic, abstract, surrealism, dada, digital art, etc.</li> <li>• techniques: collage, drawing, screen printing, digital imaging, construction and environmental sculpture</li> <li>• visual conventions: identifying, using and interpreting a selection of design elements and design principles</li> <li>• materials: understanding of possibilities and restraints (qualities) of a range of materials</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>

Term	Description
<b>sporadic</b>	appearing, happening now and again or at intervals; (irregular) or occasional
<b>statement; state</b>	a sentence or assertion
<b>style</b>	the influencing context of an artwork, such as Impressionist in Visual Arts; or postmodern, 21st century or contemporary, among many others; in Visual Arts, also includes traditional and contemporary styles or expressions; see also <a href="#">representation</a>
<b>techniques</b>	in Visual Arts, the manner of making or skills used in making an artwork; see also <a href="#">representation</a>
<b>technologies</b>	the tools and equipment that can be materials for making and responding; see also <a href="#">representation</a>
<b>thorough</b>	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
<b>viewpoints</b>	see <a href="#">practices</a>
<b>visual conventions</b>	combinations of components and approaches, such as combinations of elements, design principles, composition and style; see also <a href="#">representation</a>