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|  | Years 7 and 8 standard elaborations — Australian Curriculum: Visual Arts |

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| **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. |

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| **Years 7 and 8 Australian Curriculum: Visual Arts achievement standard** | |
| By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.  Students plan their art making in response to exploration of techniques and processes used in their own and others’ artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks. | |
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| 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 7 and 8 Visual Arts standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of a student’s work has the following characteristics: | | | | |
| Responding | identification and thorough analysis of how other artists use visual conventions and viewpoints to communicate ideas | identification and informed analysis of how other artists use visual conventions and viewpoints to communicate ideas | identification and analysis of how other artists use visual conventions and viewpoints to communicate ideas | identification and description of how other artists use visual conventions and viewpoints to communicate ideas | identification of other artists using visual conventions and viewpoints to communicate ideas |
| thorough explanation of how an artwork is displayed to enhance its meaning | informed explanation of how an artwork is displayed to enhance its meaning | explanation of how an artwork is displayed to enhance its meaning | description of how an artwork is displayed to enhance its meaning | statements about an artwork display |
| discerning evaluation of how they and others are influenced by artworks from different cultures, times and places | informed evaluation of how they and others are influenced by artworks from different cultures, times and places | evaluation of how they and others are influenced by artworks from different cultures, times and places | explanation about how they and others are influenced by artworks from different cultures, times and places | statements about how they and others are influenced by artworks from different cultures, times and places |
| Making | planning, development and purposeful resolution of art making in response to informed exploration of techniques and processes used in own and others’ artworks | planning, development and resolution of art making in response to informed exploration of techniques and processes used in own and others’ artworks | planning of art making in response to exploration of techniques and processes used in own and others’ artworks | partial planning of art making in response to exploration of aspects of techniques and processes used in own and others’ artworks | fragmented exploration of aspects of techniques and processes |
| effective communication of intended meaning in artworks through the purposeful and skilful use of:   * visual conventions * techniques * processes * viewpoints | communication of intended meaning in artworks through the skilful use of:   * visual conventions * techniques * processes * viewpoints | communication of meaning in artworks through the use of:   * visual conventions * techniques * processes * viewpoints | communication of ideas in artworks through the use of aspects of:   * visual conventions * techniques * processes * viewpoints | sporadic use of aspects of:   * visual conventions * techniques * processes * viewpoints |

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| 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.

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| 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 7 and 8 Visual Arts standard elaborations

These terms clarify the descriptors in the Years 7 and 8 Visual Arts SEs. Descriptions are drawn from:

* ACARA Australian Curriculum: The Arts glossary,   
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary/)
* ACARA The Arts: Visual Arts > Examples of knowledge and skills > Years 7 and 8, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/example-of-knowledge-and-skills](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/Visual-arts/example-of-knowledge-and-skills/)
* other sources, to ensure consistent understanding.

| Term | Description |
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| analysis; analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| artist | generic term for the maker of an artwork in each of the five arts subjects;  artists include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make [hybrid artworks](#hybrid_artwork) |
| 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 artwork; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles;  artworks include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes [hybrid artworks](#hybrid_artwork) |
| aspects | particular parts or features |
| audience | 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 |
| communication; communicate | in The Arts,communication 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 |
| design principles | accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast |
| development | elaborate or expand in detail; to create or construct |
| discerning | showing good judgment to make thoughtful choices |
| effectively; effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;  in Visual Arts, effective includes meeting the purpose by producing a strong impression |
| evaluation; evaluate | examine and judge the merit or significance of something |
| explanation; explain | provide additional information that demonstrates understanding of reasoning and/or application |
| form; forms | in each Arts subject, form 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](#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, informed includes how the knowledge and skills ([representation](#representation) and [practices](#practices)) work together to communicate meaning or intent in and through Visual Arts |
| intended | planned or meant |
| make; making | includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts [practices](#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](#representation) |
| meaning | an intended idea, expression or purpose |
| partial | attempted; incomplete evidence provided |
| planning; 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:   * 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 7 and 8, examples for practices include:   * spaces   + understanding role of the studio for artists: learning to share responsibility for preparation, cleaning and storing work   + display — presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function * skills   + expressive — interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli   + conceptual — developing a thought or idea into a visual representation   + practical — use of visual arts materials, equipment and instruments   + multi-modal — to use a combination of two or more sensory modes * processes   + investigating, elaborating, researching, experimenting, manipulating, documenting, enhancing, reflecting, acknowledging, comparing, analysing, identifying, evaluating, judging and displaying * viewpoints   + expression — physical, psychological, sensory and intuitive   + recognising artists, artworks and audiences that promote a conceptual understanding. Refer to artists, artworks and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia |
| processes | see [practices](#practices) |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| relevant | having some logical connection with; applicable and pertinent |
| representation | 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;  in Years 7 and 8, examples for representation include:   * subject matter: such as contemporary culture, and historical and cultural representations of art, craft and design * forms: art, craft and design: including painting, sculpture, printmaking and photography * styles: postmodernism, contemporary constructivism, pop, street art, graphic/poster design, industrial design and digital art * techniques: manga, drawing, installation, digital imaging, graffiti and environmental sculpture * visual conventions: select, apply and evaluate a range of design elements and design principles * materials: combining and manipulating a range of physical and digital materials * technologies: traditional and digital |
| resolve; resolution | in The Arts, the process of refining an artwork (performance or product) into a state of completion |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| skilful; skills | in Visual Arts, in the context of:   * creating artworks, this includes considered selection, management and application of the [[practices](#practices)](#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 | 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 [representation](#representation) |
| techniques | in Visual Arts, the manner of making or skills used in making an artwork;  see also [representation](#representation) |
| technologies | the tools and equipment that can be materials for making and responding;  see also [representation](#representation) |
| thorough | demonstrating depth and breadth, inclusive of relevant detail;  in Visual Arts, *thorough* means demonstrating depth and breadth of visual arts knowledge and skills |
| viewpoints | see [practices](#practices) |
| visual conventions | combinations of components and approaches, such as combinations of elements, design principles, composition and style;  see also [representation](#representation) |