

Years 7 and 8 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 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.

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 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: <ul style="list-style-type: none"> • visual conventions • techniques • processes • viewpoints 	communication of intended meaning in artworks through the skilful use of: <ul style="list-style-type: none"> • visual conventions • techniques • processes • viewpoints 	communication of meaning in artworks through the use of: <ul style="list-style-type: none"> • visual conventions • techniques • processes • viewpoints 	communication of ideas in artworks through the use of aspects of : <ul style="list-style-type: none"> • visual conventions • techniques • processes • viewpoints 	sporadic use of aspects of : <ul style="list-style-type: none"> • visual conventions • techniques • processes • viewpoints
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 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
- 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
- other sources, to ensure consistent understanding.

Term	Description
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; <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
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, <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

Term	Description
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, <i>effective</i> 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, <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
intended	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
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;

Term	Description
	<p>in Visual Arts:</p> <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; <p>in Years 7 and 8, examples for <i>practices</i> include:</p> <ul style="list-style-type: none"> • spaces <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - investigating, elaborating, researching, experimenting, manipulating, documenting, enhancing, reflecting, acknowledging, comparing, analysing, identifying, evaluating, judging and displaying • viewpoints <ul style="list-style-type: none"> - 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
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	<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 7 and 8, examples for <i>representation</i> include:</p> <ul style="list-style-type: none"> • 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

Term	Description
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: <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	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
techniques	in Visual Arts, the manner of making or skills used in making an artwork; see also representation
technologies	the tools and equipment that can be materials for making and responding; see also representation
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