

# Years 9 and 10 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 9 and 10 Australian Curriculum: Visual Arts achievement standard

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter 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](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts)

# Years 9 and 10 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>	<p><u>discerning</u> evaluation of:</p> <ul style="list-style-type: none"> <li>• how representations communicate artistic intentions in artworks made and viewed</li> <li>• artworks and displays from different cultures, times and places</li> </ul>	<p><u>informed</u> evaluation of:</p> <ul style="list-style-type: none"> <li>• how representations communicate artistic intentions in artworks made and viewed</li> <li>• artworks and displays from different cultures, times and places</li> </ul>	<p>evaluation of:</p> <ul style="list-style-type: none"> <li>• how representations communicate artistic intentions in artworks made and viewed</li> <li>• artworks and displays from different cultures, times and places</li> </ul>	<p><u>explanation</u> of:</p> <ul style="list-style-type: none"> <li>• how representations communicate artistic intentions in artworks made and viewed</li> <li>• artworks and displays from different cultures, times and places</li> </ul>	<p><u>statements about:</u></p> <ul style="list-style-type: none"> <li>• representations in artworks</li> <li>• artwork and display from a culture, time and place</li> </ul>
	<p><u>thorough</u> analysis of connections between visual conventions, practices and viewpoints that represent their own and others’ ideas</p>	<p><u>informed</u> analysis of connections between visual conventions, practices and viewpoints that represent their own and others’ ideas</p>	<p>analysis of connections between visual conventions, practices and viewpoints that represent their own and others’ ideas</p>	<p><u>description</u> of connections between visual conventions, practices and viewpoints that represent their own and others’ ideas</p>	<p><u>statements about</u> visual conventions, practices and viewpoints</p>
	<p><u>thorough description</u> of influences of other artists on their own artworks</p>	<p><u>description</u> of influences of other artists on their own artworks</p>	<p>identification of influences of other artists on their own artworks</p>	<p><u>statements about</u> influences on their own artworks</p>	<p><u>statements about</u> their own artworks</p>
<b>Making</b>	<p>development and refinement of techniques and processes to <u>effectively and skilfully</u> represent ideas and subject matter in artworks through the <u>purposeful and skilful</u> manipulation of:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• techniques</li> <li>• processes</li> </ul>	<p>development and refinement of techniques and processes to effectively represent ideas and subject matter in artworks through the <u>effective</u> manipulation of:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• techniques</li> <li>• processes</li> </ul>	<p>development and refinement of techniques and processes to represent ideas and subject matter in artworks through the manipulation of:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• techniques</li> <li>• processes</li> </ul>	<p>representation of ideas and subject matter in artworks through the <u>use of aspects of:</u></p> <ul style="list-style-type: none"> <li>• materials</li> <li>• techniques</li> <li>• processes</li> </ul>	<p><u>sporadic use of aspects of:</u></p> <ul style="list-style-type: none"> <li>• materials</li> <li>• techniques</li> <li>• processes</li> </ul>
<b>Key</b>	<p><u>shading</u> emphasises the <u>qualities that discriminate between the A–E descriptors</u></p>				

# 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 9 and 10 Visual Arts standard elaborations

These terms clarify the descriptors in the Years 9 and 10 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 9 and 10, [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>analysis; analyse</b>	consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
<b>artist; artistic</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>communication; communicate</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

Term	Description
<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
<b>design principles</b>	accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast
<b>development</b>	elaborate or expand in detail; to create or construct
<b>discerning</b>	showing good judgment to make thoughtful choices
<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>evaluation; evaluate</b>	examine and judge the merit or significance of something
<b>explanation; explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<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>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>intended; intentions</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>manipulation; manipulate</b>	to skilfully change the state of something to suit a purpose
<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>meaning</b>	an intended idea, expression or purpose
<b>partial</b>	attempted; incomplete evidence provided

Term	Description
<b>planning; plan</b>	a design or set of procedural steps specific to a project or task
<b>practices</b>	<p>the application of Arts skills and knowledge to create, represent, communicate and respond in a specific art form;</p> <p>in Visual Arts:</p> <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> <p>in Years 9 and 10, examples for <i>practices</i> include:</p> <ul style="list-style-type: none"> <li>• spaces <ul style="list-style-type: none"> <li>– understanding the role of the studio for artists; learning to share responsibility for preparation, cleaning and storing work</li> <li>– display — presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function; artists and designers working individually or collaboratively</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>– critical — deconstructing and interpreting the meaning and messages of an artwork, and responding to it through different contexts and/or viewpoints</li> <li>– conceptual — developing a thought or idea into a visual representation</li> <li>– practical — use of visual arts materials, equipment and instruments</li> <li>– multi-modal — to use a combination of two or more sensory modes</li> </ul> </li> <li>• processes <ul style="list-style-type: none"> <li>– conceptualising, challenging, researching, enquiring, manipulating, adapting, documenting, evaluating, interpreting, deconstructing, comparing, analysing, planning, judging and displaying</li> </ul> </li> <li>• viewpoints <ul style="list-style-type: none"> <li>– persuasion — recognising artists, artworks, and audiences that promote a conceptual understanding from a persuasive perspective. Refer to artists, artworks 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>purposeful</b>	intentional; done by design; focused and clearly linked to the goals of the task
<b>refinement; refining</b>	improvement of something by making small changes; see also <a href="#">resolve</a>
<b>relevant</b>	having some logical connection with; applicable and pertinent
<b>representation; represent</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 9 and 10, examples for <i>representation</i> include:</p> <ul style="list-style-type: none"> <li>• subject matter: such as conceptual art and emerging technological performances</li> <li>• forms: art, craft and design: including painting, sculpture, printmaking, performance, and installation</li> </ul>

Term	Description
	<ul style="list-style-type: none"> <li>• styles: contemporary trans-media, film as art, virtual collaborative art forms, animation, and interactive art</li> <li>• techniques: installation, digital imaging, environmental sculpture, performance, and virtual interactive games</li> <li>• visual conventions: select, apply and evaluate a selection of design elements and design principles</li> <li>• materials: combining and manipulating a range of physical, digital and virtual materials</li> <li>• technologies: traditional, digital and virtual</li> </ul>
<b>resolve; resolution</b>	in The Arts, the process of refining an artwork (performance or product) into a state of completion
<b>responding</b>	includes exploring, responding to, analysing and interpreting artworks
<b>selection</b>	choose in preference to another or others
<b>skilful; skills</b>	in Visual Arts, in the context of: <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>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>subject matter</b>	in Visual Arts, the substance of an artwork, as distinguished from its form or style; 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>