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|  | Years 5 and 6 band plan — Australian Curriculum: Visual Arts  Overview for planning with the Australian Curriculum: The Arts |

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

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| School name: | | | | | | |
| Australian Curriculum: The Arts | | | Band: Years 5–6 | | Arts subject: Visual Arts | |
| Identify curriculum[[1]](#footnote-1) | **Course organisation** | The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.  The Australian Curriculum: The Arts covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:   * Foundation to Year 2[[2]](#footnote-2) * Years 3 and 4 * Years 5 and 6 * Years 7 and 8 * Years 9 and 10.   Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.  In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.  In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:   * conceptual and perceptual ideas and representations through design and inquiry processes * visual arts techniques, materials, processes and technologies * critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment * respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences * confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.   Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.   * 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. * Responding includes exploring, responding to, analysing and interpreting artworks.   In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.  The Arts band plans are organised to:   * align with the Australian Curriculum: The Arts * identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Visual Arts content descriptions and achievement standards.   The Arts band plans provide flexibility to:   * make decisions about how the subject will be implemented, based on the local context and needs of students in schools * implement each of the Australian Curriculum: The Arts subjects at least once per band. | | | | |
| **Phase curriculum focus** | Curriculum focus: Years 3 to 6  Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.  While arts in the local community continues to be the initial focus for learning in the Arts, students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.  Students also study artworks which represent Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places.  During these years of schooling, students’ thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained. | | | | |
| **Band description** | In Years 5 and 6, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates, teachers and communities.  Students extend their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They develop conceptual and representational skills. They use and apply appropriate visual conventions. Students test and innovate with properties and qualities of available materials, techniques, technologies and processes. The focus for this experimentation is on combining two or more visual arts forms to test the boundaries of representation.  As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students explore the practices of Aboriginal and Torres Strait Islander artists to learn about how these artists communicate intention.  As they make and respond to visual artworks as artists and audiences, students explore a diversity of ideas, concepts and viewpoints. They draw ideas from other artists, artworks, symbol systems, and visual arts practices in other cultures, societies and times. Suggested topics for their inquiry could include examining how artists have explored the concept of ‘environment’ or ‘sustainability’ in different places and at different times.  Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band. | | | | |
| **Achievement standard** | By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how ideas are represented in artworks they make and view. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) different techniques and processes in planning and making artworks. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) how the display of artworks enhances meaning for an audience. | | | | |
| **Content descriptions** | For each unit:   * Explore ideas and [practices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practices) used by [artists](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=artists), including [practices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practices) of Aboriginal and Torres Strait Islander [artists](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=artists), to represent different views, beliefs and opinions [(ACAVAM114)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM114) * Develop and apply techniques and processes when making their artworks [(ACAVAM115)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM115) * Plan the display of artworks to enhance their meaning for an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience) [(ACAVAM116)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM116) * Explain how visual arts [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=conventions) communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks [(ACAVAR117)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAR117) | | | | |
| Teaching and learning | **Viewpoints[[3]](#footnote-3)**  👁 | The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.  Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.  In both *Making* and *Responding*, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists’ meanings and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgments about their own art and design works and other artworks they see, hear and interact with as audiences.  Key questions: Years 5 and 6   * Context as artist and audience: * What did the artist want the audience to see and understand? * How does the artist express their viewpoint? * What was happening where and when the artwork was made that may have influenced the artist? * Knowledge as artist and audience: * What steps did the artist work through to develop this artwork? * How does the artist use visual conventions to express a personal view? * How does the choice of material, techniques and processes enhance the audience’s understanding of the artist’s intention? * Evaluations and judgments as artist and audience: * How does the artwork communicate meaning? * How did the audience react to the artwork when it was first displayed? * What decisions did the artist make to enhance meaning for the audience? | | | | |
| **Unit overviews**  The Australian Curriculum assumes that all students will study the five Arts subjects from Foundation to the end of Year 6.  Schools decide which units of study per subject to complete, and how and when. This band plan provides three potential units. | Unit 1 — The animal within | | Unit 2 — Social commentary | | **Unit 3 — Design process** |
| Students focus on representation of animals as companion, metaphor, totem and predator.  Students will:   * explore and explain the representation of values, beliefs in sculptural artworks by artists, including Aboriginal artists, Torres Strait Islander artists and Asian artists, and consider this in the development of their own artworks * experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, three-dimensional form, mixed media) in research and development of individual artworks which express a personal view * plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view * compare visual art conventions and the representation of animals in three-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning.   This unit could complement the concepts taught in the Year 5 Science unit *Survival in the environment* in the Science exemplar Year plan by exploring the representation of animals by artists in three-dimensional form. See: [www.qcaa.qld. edu.au/downloads/p\_10/ac\_science\_yr5\_plan.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_science_yr5_plan.docx). | | Students explore recontexualisation of objects and non-traditional art materials to communicate ideas.  Students will:   * explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal artists, Torres Strait Islander artists and Asian artists, and consider this in the development of their own artworks * experiment with and use visual conventions and practices (found object mixed-media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view * plan the presentation of digital art forms and/or found object mixed-media forms to express personal view and enhance meaning for audience with description of influence and context * compare recontextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.   This unit could complement the concepts taught in the Year 6 Geography unit *Australia’s global connections with other countries and events in places* in the Geography exemplar Year plan by exploring how artists express cultural context, social concern, and environmental and/or political issues in artworks. See: [www.qcaa.qld.edu.au/downloads/p\_10/ ac\_geog\_yr6\_plan.docx](http://www.qcaa.qld.edu.au/downloads/p_10/ac_geog_yr6_plan.docx). | | Students explore the *design process* and use it to identify a need and design a product to enhance school engagement, interaction or purpose.  Students will:   * explore and explain the work of designers who respond to culture, time and place, including Aboriginal designers, Torres Strait Islander designers and Asian designers, and use this in the development of their own artworks * apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer * plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience * compare the design development of a familiar product as it is adapted for culture, time and place and use art terminology to explain the aesthetic. |
| **General capabilities** | Literacy     Critical and creative thinking    Personal and social capability     Intercultural understanding   Ethical understanding | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia’s engagement with Asia | | | | |
| Develop assessment | **Assessment**  The *Year 3 to Year 6 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document:  [www.qcaa.qld.edu.au/downloads/p\_10/ac\_arts\_yr3-6.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr3-6.pdf). | The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Visual Arts Years 5 and 6 achievement standard. Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. It will gather evidence of their ability to:   * explain how ideas are represented in artworks they view * describe the influences of artworks and practices from different cultures, times and places on their art making * use visual conventions and visual arts practices to express a personal view in their artworks * demonstrate different techniques and processes in planning and making artworks * describe how the display of artworks enhances meaning for an audience. | | | | |
| Make judgments  and use feedback | **Consistency of teacher judgments** | * Make judgments of student achievements using the relevant achievement standards and task-specific standards. * Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. * Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards. | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* —[www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1). [↑](#footnote-ref-1)
2. Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-2)
3. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *— Visual Arts: Rationale* and *Learning in Visual Arts,* [www.australiancurriculum.edu.au/the-arts/visual-arts/rationale](http://www.australiancurriculum.edu.au/the-arts/visual-arts/rationale). [↑](#footnote-ref-3)