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|  | Years 9 and 10 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 9–10 | | 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 7 to 10  As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.  In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.  Students’ understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts.  Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore 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. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.  Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates | | | | |
| **Band description** | In Years 9 and 10, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently and in small groups, and with their teachers and communities.  Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.  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 learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks. They identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts.  As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.  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 10, students [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) how representations communicate artistic intentions in artworks they make and view. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) artworks and displays from different cultures, times and places. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) connections between visual conventions, practices and viewpoints that [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) their own and others’ ideas. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) influences of other artists’ on their own artworks.  Students [manipulate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) materials, techniques and processes to [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) and refine techniques and processes to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas and subject matter in their artworks. | | | | |
| **Content descriptions** | For this unit:   * Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style), reflecting on the styles of [artists](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=artists), including Aboriginal and Torres Strait Islander [artists](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=artists) [(ACAVAM125)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM125) * Manipulate [materials](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=materials), techniques, [technologies](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technologies) and processes to develop and represent their own artistic intentions [(ACAVAM126)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM126) * Develop and refine techniques and processes to represent ideas and subject matter [(ACAVAM127)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM127) * Plan and design artworks that represent artistic intention [(ACAVAM128)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM128) * Present ideas for displaying artworks and evaluate displays of artworks [(ACAVAM129)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAM129) * Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making [(ACAVAR130)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAR130) * Analyse a range of visual artworks from contemporary and past times to explore differing [viewpoints](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks [(ACAVAR131)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACAVAR131) | | | | |
| 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 9 and 10   * Context as artist and audience: * What evidence in the artwork reflects influence of artists from different cultures, times and places? * How would different audiences respond to this artwork? * How is the representation of ideas and subject matter in the artwork a reflection of the artist’s viewpoint? * How do artists from various contexts and viewpoints create individual responses to the same stimuli? | | * Knowledge as artist and audience: * How does the artist’s choice of materials, processes and techniques enhance representation of conceptual ideas? * How does an artist’s practice and personal style reflect their viewpoint and intentions? * What explicit and implied meanings are communicated by the artist’s use of personal symbols and codes in their artwork? * How does the artwork employ physical, psychological, sensory and intuitive devices to engage the intended audience? | | * Evaluations and judgments as artist and audience: * How effectively does the representation of conceptual ideas in the artwork meet the artist’s intentions? * How do conceptual ideas and viewpoints compare between contemporary and past representations? * What philosophical, ideological and/or political perspectives evident in the artwork affect the audience’s interpretation of it? * What is the value of artistic influence on personal style? |
| **Unit overview**  The Australian Curriculum assumes that students in Years 9 and 10 will have the opportunity to specialise in one or more Arts subjects.  Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit. | **Unit — I am …** | | | | |
| Students explore how artists persuade, communicate and express viewpoints and concepts in Visual Arts. Throughout the unit, they produce a series of artworks that are conceptually linked and lead to the development of personal style and artistic intention. Making and responding explore conceptual viewpoints. Learning opportunities should allow development of student-directed concepts with independent approaches and individualised representations of subject and viewpoint throughout the series of work. Students will:   * experiment with processes of research, development, resolution and reflection to create individualised, informed responses to chosen concepts * independently research and analyse characteristics, qualities, properties and constraints of materials and technologies to represent own artistic intentions * develop and represent their ideas by adapting, manipulating, deconstructing and reinventing techniques, styles and processes * design and plan individual or group visual solutions to student-directed conceptual problems * exhibit artwork to enhance artistic intention and communication of viewpoint to audience * evaluate representations of viewpoint in the work of others as inspiration for their own work * analyse and compare differing viewpoints in contemporary and past art forms starting with Australian artworks, including those of Aboriginal artists, Torres Strait Islander artists, and international artists. | | | | |
| **General capabilities** | Literacy     ICT capability    Critical and creative thinking    Personal and social capability     Intercultural understanding   Ethical understanding | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures | | | | |
| Develop assessment | **Assessment**  The *Year 7 to Year 10 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\_yr7-10.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.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 9 and 10 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:   * evaluate how representations communicate artistic intentions in artworks they make * evaluate how representations communicate artistic intentions in artworks they view * evaluate artworks and displays from different cultures, times and places * explain how an artwork is displayed to enhance its meaning * analyse connections between visual conventions, practices and viewpoints that represent their own ideas * analyse connections between visual conventions, practices and viewpoints that represent others’ ideas * identify influences of other artists on their own artworks * manipulate materials, techniques and processes to develop and refine techniques and processes * manipulate materials, techniques and processes to represent ideas and subject matter in their artworks. | | | | |
| 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)