

The Arts (2002)

Years 1 to 10 Sourcebook Guidelines (Part 9 of 12)

Note: The PDF version of this document has been split into sections for easier download. This file is Part 9 of 12.

Visual Arts — elaborations

Elaborations of the level statement for Foundation Level

<p>Level statement <i>Students are becoming aware of visual arts in their everyday lives. They are engaging in explorations of materials and processes to develop ways of expressing themselves and their experiences of their familiar environments. Students are beginning to demonstrate an attention to visual art and design elements and identified concepts to make, display and appraise images and objects.</i></p>						
<p>Content – Students experience making, displaying and appraising images and objects through the following components:</p>						
<i>Forms</i>	<i>Materials</i>	<i>Elements</i>	<i>Concepts</i>	<i>Processes</i>	<i>Display and exhibition</i>	<i>Functions</i>
<p>Awareness of Visual Arts in their everyday lives: Students: <ul style="list-style-type: none"> participate in Visual Arts activities that develop: <ul style="list-style-type: none"> personal expression and communication through making and responding processes awareness of emotional responses to images and objects trust and confidence in sensory experiences engage in practical experiences with a range of materials and a variety of processes. <p>Explorations of materials and processes to develop ways of expressing themselves and their experiences of their familiar environments: Students: <ul style="list-style-type: none"> explore and respond to stimulus that considers individual needs and interests and is appropriate to the age of the student express ideas, feelings and experiences and communicate through combining forms, materials and processes. <p>Forms — selecting from and combining: <ul style="list-style-type: none"> drawing, design, painting, printmaking, sculpture, ceramics, installation, fibre arts, photographic art, film and video art and electronic imaging. <p>Materials — a range of surfaces, wet and dry media, found and made objects: <ul style="list-style-type: none"> students experience a variety of visual, auditory, tactile, olfactory materials. <p>Processes — exploring, experimenting, choosing, organising: <ul style="list-style-type: none"> students use and develop gross and fine motor skills students display what they have made by making decisions about where and how work is displayed in a space, indicating their personal preferences students prepare materials needed for making images and objects. <p>Demonstrate an attention to visual art and design elements and identified concepts to make, display and appraise images and objects: Elements — line, shape, texture and colour: <ul style="list-style-type: none"> students experience elements through practical activities in visual arts. <p>Concepts — cause and effect, same and different: <ul style="list-style-type: none"> students use paint to play with the cause and effect of colour students identify shapes that are the same and different. <p>Make, display and appraise images and objects — expression, enjoyment, sharing: <ul style="list-style-type: none"> students experiment with two-dimensional and three-dimensional images and objects students respond to what they or others have made and displayed students communicate their ideas about their own and others' images and objects. </p></p></p></p></p></p></p></p>				<p>Students may (with varying levels of support):</p> <ul style="list-style-type: none"> choose between objects to make sculptural forms communicate what they would like to do more of create objects that explore the same shapes and have different textures demonstrate their understanding by showing awareness of what they have made/displayed by using behavioural responses such as blinking, laughing, smiling, ceasing interfering behaviours, attending to, showing interest in develop awareness of what others have made with the same or different materials and processes identify textures that feel the same and textures that feel different identify basic shapes and some colours initiate play and experiment with materials to make marks interact and play with materials to make something they like make choices by selecting from alternatives offered by the leader of the activity make images that use colours to express a mood or experience e.g. yellow because it makes them feel happy make suggestions about the ways they may display their work in a familiar space make suggestions about what materials they may need for painting recall a visual arts experience show willingness to participate and continue activities. 		

Examples of learning outcomes developed from the Level Statement for Foundation Level — Visual Arts The interests and abilities of students may influence the choice of activities e.g. a group of students with high support needs or multiple impairments may use space differently or use a different space from other students.		
F.1 Students make images and objects that express their sensory awareness. Students play and experiment with wet and dry materials such as paint, ink, clay and charcoal to make images and objects. Students make objects that can be seen from all angles. F.2 Students share their images and objects with peers, teachers and carers. Students place objects in a space for others to experience. Students choose images and objects they have found or made. F.3 Students identify images and objects they like and dislike. Students identify and respond to images and objects they experience. Students identify places where they have experienced displays and exhibitions.		
Possible connections to other strands of the curriculum: <ul style="list-style-type: none"> • Arts: Dance; Drama; Media; Music • English: Cultural — making meaning in contexts; Operational — operating the language system; Critical — analysing and evaluating texts • Health and Physical Education: Enhancing Personal Development • LOTE: Communication • Mathematics: Number; Spatial Concepts and Visualisation • Science: Energy and Change • Studies of Society and Environment: Time, Continuity and Change; Place and Space; Culture and Identity • Technology: Information; Materials; Systems. 	Possible links to cross-curricular priorities: <ul style="list-style-type: none"> • Literacy: following directions and responding to instructions; identifying familiar and unfamiliar situations and locations; identifying and manipulating shape, texture, smell. • Numeracy: memorising and repeating patterns; sequencing; discriminating between two- and three-dimensional objects; sorting and classifying. • Lifeskills: regulating behaviour appropriately in a range of situations; accepting positive feedback and reinforcement from others; learning to set own goals; learning how to access community resources; physical coordination activities to manipulate materials; celebration of special events; developing a range of personal preferences. • Futures: recognising cause, effect and consequences; learning confidence in a range of lifelike situations; learning that Visual Arts is a recreational and vocational possibility for people with disabilities; learning to use technologies that will support participation in visits to public arts spaces; learning to address attitudinal barriers to participating in The Arts. 	Considerations for learning environments: <ul style="list-style-type: none"> • Classroom: consider modifying the working space and size of pathways within the space for students in wheelchairs or using walking frames to have access to materials; employ specialised equipment such as communication devices to facilitate expression in Visual Arts; adjust physical location of teacher/carer relative to the student so that communication is facilitated by proximity and eye contact; minimise background glare, noise and interruptions. • Wider community: make sure the space and size of pathways is suitable for students in wheelchairs or using walking frames. <p>See 'Planning for learning and assessment' for further assistance and suggestions.</p>
Support materials and references VSA arts, formerly Very Special Arts: www.vsarts.org		

Sequence of core learning outcomes with elaborations — **Visual Arts Level 1**

<p>Level statement <i>Students know and explore visual art and design elements of line, shape, texture and colour through concepts of length, size, similarity and difference, weight, repetition and sequence. Students work individually and with others to make images and objects by experimenting with materials and processes. They express their experiences, feelings, ideas and observations of their familiar environments and explain their work to others. Students appraise by describing elements and concepts in their own and others' images and objects.</i></p>											
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<p>VA 1.1 Students make images and objects by exploring elements and concepts.</p>											
<p>Make images and objects:</p> <ul style="list-style-type: none"> select from and combine two-dimensional and three-dimensional forms, using materials and applying processes to explore elements and concepts for purposes such as personal expression (to express personal values and beliefs) and substitution (to make images and objects that stand for something else). <p>Explore:</p> <ul style="list-style-type: none"> experiment with materials and processes discover and investigate elements, concepts and sensory stimulus to make images and objects plan how to act on what has been explored view their own and others' images and objects. <p>Elements:</p> <ul style="list-style-type: none"> colour — matching, mixing, lighter, darker line — to suggest movement such as fast, slow, soft; directions such as forward, backward, diagonal; using different speed and time frames and applying varying pressure such as heavy, light shape — regular, irregular, symmetrical and asymmetrical, cut, torn texture — transferred, rubbings (frottage), rough, smooth, furry, fluffy. <p>Concepts:</p> <ul style="list-style-type: none"> length — long, short, tall repetition — to create pattern, repeated elements sequence — before, after, next, patterning similarity and difference — likeness, matching size — small, medium, large weight — visual heaviness, lightness. 		<p>Students may:</p> <ul style="list-style-type: none"> create a visual sequence with objects made from ceramic materials create shapes with their bodies and re-create these as drawn shapes on various papers demonstrate basic use and handling of materials and processes such as cutting, tearing, joining experiment with materials to create similarity and difference in colour combinations explore materials and processes such as string, card and basic joining techniques to make sculptural forms express how they felt on a warm sunny day by combining elements of texture and colour to make monoprints showing: <ul style="list-style-type: none"> interesting surface qualities experiments with colour combinations representation of ideas through using different textures use interesting fabrics and natural fibre to make a textile piece that communicates understanding of colour combinations, size and shapes make textured tiles out of clay impressing images and surfaces that show key moments of a journey between home and school paint an image that expresses their understanding of or likes/dislikes about a picture book character use different shapes to show length and size such as a very large and tall object use different shapes, such as spiky or smooth shapes, to represent a character's personality use drawing materials to create various lines and shapes that create patterns and show an understanding of size. 									

VA 1.2 Students visually represent and explain their experiences, feelings, ideas and observations through making images and objects.	
<p>Make images and objects to visually represent:</p> <ul style="list-style-type: none"> • ideas – themes such as me, my family, my likes and dislikes • feelings – happy, sad, angry, afraid • experiences – such as a visit to the shops, park, the journey from school to home • observations – a sensory walk around a building or through a natural environment — collect and record how things look, what you saw and how it felt. <p>Explain their experiences, feelings, ideas and observations:</p> <ul style="list-style-type: none"> • talk with peers and teacher about how they made images and objects, what they represent and what they like and dislike about the work • share their images and objects in informal and formal settings • use appropriate language to describe the use and application of elements and concepts in various images and objects. 	<p>Students may:</p> <ul style="list-style-type: none"> • visually represent: <ul style="list-style-type: none"> – ideas they want to share – the way they're feeling today by collecting small objects, installing them in a space and talking about what they mean – a memory of something personal to them by collaging drawn and photocopied images onto an interesting surface – their personal perceptions of what they have observed of their physical appearance through painted portraits. • share with friends, peers, teachers, parents or carers by displaying: <ul style="list-style-type: none"> – in informal settings such as on the floor, table tops, windows or walls – in formal settings such as the school foyer, school art show, community art exhibition.
VA 1.3 Students describe elements and concepts in a variety of images and objects.	
<p>Describe elements and concepts:</p> <ul style="list-style-type: none"> • visual art and design elements of line, shape, texture, colour • concepts of length, size, similar, different, weight, repetition and sequence • forms, materials and processes used • their ideas, feelings, experiences and observations • their own and others' images and objects. <p>A variety of images and objects:</p> <ul style="list-style-type: none"> • familiar contexts — reflecting understanding of known environments and everyday images and objects • classroom context — looking at and talking about images and objects of their own and others. 	<p>Students may:</p> <ul style="list-style-type: none"> • communicate ideas about images and objects that have been created in the classroom, viewed in texts or seen in community or public gallery/museum contexts by: <ul style="list-style-type: none"> – describing what visual art and design elements and concepts were observed and how they have been used e.g. the textures on the round shapes are happening again and again. That makes a pattern. – describing the forms, materials and processes e.g. It looks like a painting. Someone has done this with fingers, string and brushes. The dark colour of the paper makes the paint stand out. – describing ideas, feelings, experiences and observations relating to their own and others' images and objects e.g. it looks like someone was upset when they made this – identifying that something can stand for something else e.g. a tree is substituted for a person – using language to visually describe everyday images and objects e.g. that line looks like it is moving, the light colour stands out, it looks like a fluffy shape.

Sequence of core learning outcomes with elaborations — Visual Arts Level 2

Level statement
Students select and manipulate elements and concepts to communicate their experiences, feelings, ideas and observations of their familiar and community contexts. Students explore visual art and design elements of line, shape, texture and colour through additional concepts of categories, variation, position, movement, direction and tone. They make, select and arrange images and objects for display. Students work individually and with others to apply appropriate materials and processes to narrate and express personal intentions when solving problems using visual, auditory and tactile modes. Students appraise by identifying, describing and interpreting their own and others' images and objects from a variety of contexts.

Core content**Forms**

- selecting from and combining: drawing, design, painting, printmaking, sculpture, ceramics, installation, performance art, fibre arts, photographic art, film and video art and electronic imaging.

Materials

- various surfaces
- wet and dry media
- found and made objects

Elements

- colour
- line
- shape
- texture

Concepts

- categories
- direction
- movement
- position
- tone

Processes

- arrange
- assemble
- identify
- interpret
- manipulate
- select

Display and exhibition

- personal display

Functions

- narration

VA 2.1 Students make images and objects by selecting and manipulating elements and additional concepts.**Make images and objects:**

- select from and combine two-dimensional and three-dimensional forms using materials and applying processes to explore elements and concepts for purposes such as personal expression, substitution and narration (visual storytelling and illustration).

Select and manipulate:

- use elements and concepts to shape, change, distort and alter images and objects
- assemble materials to construct, build and install images and objects
- choose materials and processes to effectively communicate ideas
- identify relationships between elements and concepts
- interpret images and objects from a variety of historical and cultural contexts.

Elements:

- colour — matching, mixing, complementing
- line — to suggest squiggly, delicate, long and changeable
- shape — open, enclosed, smooth, long
- texture — rubbings (frottage), prickly, soft and fluffy.

Additional concepts:

- categories — groups or sets of similar and different
- direction — up, down, across, curved, straight, radiating, branching, forward, backward
- movement — speed, force, posture, direction
- position — next to, beside, touching, separate, distant, overlapped, inside, outside
- tone — shades, gradation, light, dark, darker
- variation — different, similar, changed, pairs, families.

Students may:

- communicate what they have seen and how they felt by combining elements of line, shape, texture and colour to make a mixed media collage showing:
 - interesting surface qualities
 - experiments with combinations of elements and concepts
 - compositional solutions to design problems
 - a narrative of their experiences and observations
- create a series of prints based on feelings/memories by using different textures and colours to show variation and movement
- explore drawing their 'real' and imaginative environments using line and shape to show an understanding of tone and direction
- make informed choices about which materials and processes to use and how to apply and manipulate them
- make line drawings with various materials to show understanding of direction and movement
- experiment with available technologies to make images that demonstrate understanding of visual art and design elements
- select materials and processes such as natural fibres and fabric to make a painting or fibre arts form
- talk about images that have been made using electronic forms such as handcoloured photocopy prints or computer-generated paintings
- use categories to create groups of similar objects for an informal display.

VA 2.2 Students select and arrange images and objects for personal display.	
<p>Images and objects for personal display:</p> <ul style="list-style-type: none"> • use ideas such as a told or invented story that students illustrate and imagine what happened before and what happens next • explore feelings, memories, dreams and fantasy • draw on experiences such as harvesting, the school fete, a celebration • make observations when experimenting with and applying combinations of wet and dry materials. <p>Select and arrange:</p> <ul style="list-style-type: none"> • choose images and objects based on predetermined criteria • arrange images and objects for a chosen space and place, experimenting with their placement: <ul style="list-style-type: none"> – in different spaces and positions – at different levels — low, medium and high. 	<p>Students may:</p> <ul style="list-style-type: none"> • arrange a display that considers the eye-level of the audience • select artworks they have made that describe their emotional response to a stimulus to create a display showing how they were feeling about something • individually or as a class make choices about the work using set criteria such as what looks the shiniest, most reflective, the saddest, the loudest; what work has the narrowest structures or lines that are bumpy or wiggly • look for sensory qualities in artworks to describe the way things feel such as rough, furry, prickly and arrange a display of these works • make and display images and objects to tell a story about themselves • select and assemble images based on a stimulus given in class for a formal display that will be seen by peers and parents.
VA 2.3 Students identify elements and additional concepts to interpret images and objects from a variety of cultural and historical contexts.	
<p>Identify elements and additional concepts:</p> <ul style="list-style-type: none"> • visual art and design elements of line, shape, texture, colour • additional concepts of categories, variation, position, movement, direction and tone • forms, materials and processes used. <p>Interpret images and objects:</p> <ul style="list-style-type: none"> • comment on use of visual art and design elements and concepts, ideas and feelings • interpret subject matter • express their ideas, feelings, experiences and observations • express views about their own and others' images and objects. <p>Cultural and historical contexts:</p> <ul style="list-style-type: none"> • community — reflecting understanding of local area and community artists/ designers/craftspeople; identifying and interpreting images and objects in a community context • images and objects from own and others' cultures by identifying and exploring their own and others' cultural heritage and identity. 	<p>Students may:</p> <ul style="list-style-type: none"> • communicate ideas about images and objects that have been created in the classroom, viewed in texts or seen in community or public gallery/museum contexts by: <ul style="list-style-type: none"> – identifying and describing what visual art and design elements and concepts were observed and how they have been used e.g. that's my favourite colour so I used a lot of it. I like blue as well. It looks really cool and different to the spiky orange shape. – identifying and describing the forms, materials and processes used e.g. that sculpture looks like it is moving. It looks like it is going to jump off the table and run away. – interpreting ideas, feelings, experiences and observations relating to their own and others' images and objects e.g. I had a dream that was like this painting. I was walking along a path and saw lots of hills in the distance. – identifying that something can stand for something else e.g. that furry shape makes me think of my dog. He feels the same. – using language to visually describe everyday images and objects and what they have made e.g. The lines and shapes make the drawing look really busy, like a lot of things are going on.

Sequence of core learning outcomes with elaborations — **Visual Arts Level 3**

<p>Level statement <i>Students conceive, design and modify images and objects to express their experiences, feelings, ideas and observations. Students know and apply visual art and design elements of line, shape, texture and colour through additional concepts of space, balance, contrast and pattern to make, display and appraise images and objects. Students work individually and collaboratively to construct and communicate intended meanings through the making and displaying of their own work in informal and formal contexts. Students identify, describe, interpret and compare images and objects from a variety of cultural and historical contexts.</i></p>							
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<p>VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.</p>							
<p>Design and make images and objects:</p> <ul style="list-style-type: none"> select from and combine two-dimensional and three-dimensional forms using materials and applying processes to explore elements and concepts for purposes such as personal expression, substitution, narration and embellishment (decoration and adornment of images and objects). <p>Modify:</p> <ul style="list-style-type: none"> change designs by making additions and subtractions control materials and processes to communicate ideas compare the use of elements and concepts to identify and interpret similarities and differences design, plan and arrange elements to create desired effects develop, organise, reorganise, enhance, select and manipulate ideas install artworks by arranging images and objects within a space. <p>Elements:</p> <ul style="list-style-type: none"> colour — warm (red, orange, yellow), cool (blue, green, purple), shades (add a little bit of black to a colour), tints (add a little bit of colour to white) line — expressive marks, contour (a continual line), broken, hatched shape — enclosed, open, curved, angular, volume, overlapping texture — rough, smooth, rubbings (frottage), invented (using imagined marks, lines and patterns). <p>Additional concepts:</p> <ul style="list-style-type: none"> balance — visual balance (weight and emphasis), colour balance (colours working alongside each other), symmetry and asymmetry contrast — emphasis (focal point/s); opposites; shapes, textures and colours — dark against light (light colours bring objects forward and dark colours recede), warm and cool colours space — crowded, isolated, illusions of depth and distance, relationships, focus pattern — repeating shapes, making variation, unifying, decorating. 		<p>Students may:</p> <ul style="list-style-type: none"> apply textures such as rough, smooth, scaly and feathery to clay sculptures. Develop a three-dimensional sculpture from two-dimensional designs, reproducing in clay, the textures indicated in drawings collage painted and found images from magazines and newsprint to develop two-dimensional forms that communicate an understanding of focus and the relationship between colours and shapes construct three-dimensional shapes that are curved or angular and arrange them to show visual balance, considering how the shapes look from all angles control applicators such as brushes and hands to manipulate paint and paper to make images in various forms such as painting and printmaking use cut or torn paper shapes to plan how shapes and colours may be repeated to create a floor or wall mosaic that looks realistic or abstract use invented patterns to design and make a mosaic out of ceramic tiles invent names for warm and cool colours they have mixed make shades and tints to represent emotions and develop colour combinations that create interesting patterns use charcoal to make line drawings on paper that show contours (continual line) and broken and hatched marks that demonstrate an understanding of how light and dark can be used to show contrast. 					

VA 3.2 Students make and display images and objects, understanding the functions of informal and formal display.	
<p>Make and display images and objects:</p> <ul style="list-style-type: none"> • ideas — such as current interests e.g. a book, an event, a movie • feelings — in response to sounds, word associations • experiences — recorded in posters, photographs, artworks • observations — visiting other classrooms or other areas of the school as a stimulus. <p>Understanding the functions of informal and formal display:</p> <ul style="list-style-type: none"> • reasons for displays in formal settings such as the school foyer, school art show, community art exhibition, school website • types of work included in formal displays • reasons for displays in informal settings and types of work included • experiment with formal and informal display by placing images and objects in different spaces and places and in various visual arrangements and at different levels for a specific purpose. 	<p>Students may:</p> <ul style="list-style-type: none"> • make and informally display images that demonstrate how they felt about something being misplaced or borrowed e.g. a student may represent loss through the use of 'sad' colours and place the images in an appropriate setting to communicate this feeling • formally display their work in the school art exhibition for friends, peers, parents or carers and teachers to see • write a brief description (an artist's statement/intent) about what an artwork represents, how they made it and what they like and dislike about it • consider the display space before they make images and objects e.g. is the object to be suspended in a tree or is it for the school foyer? • demonstrate their understanding of the space in which they will be displaying and reflect this in the artworks they make.
VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.	
<p>Compare images and objects:</p> <ul style="list-style-type: none"> • describe similarities and differences in the use of visual art and design elements of colour, line, shape, texture • refer to the additional concepts of categories, variation, position, movement, direction and tone when comparing artworks • compare forms, materials and processes used • compare their ideas, feelings, experiences and observations about various images and objects • identify, describe and interpret subject matter • compare their own and others' images and objects. <p>Cultural and historical contexts:</p> <ul style="list-style-type: none"> • community contexts: <ul style="list-style-type: none"> – reflecting understanding of local area and community artists/designers/craftspeople – identifying and interpreting images and objects in a community context – identifying and exploring their own and others' cultural heritages and identities through images and objects from their own and others' cultures. 	<p>Students may:</p> <ul style="list-style-type: none"> • communicate ideas about images and objects that have been created in the classroom, viewed in texts or seen in community or public gallery/museum contexts by: <ul style="list-style-type: none"> – comparing the visual arts and design elements and concepts that were seen and how they have been used e.g. I can see shadows in both of these photographs. This one looks gloomy and scary because it is so dark. This one looks really crowded but you mainly look at the face of the girl in the corner because the shape is distinct and the colour is brighter. – identifying, describing and comparing the forms, materials and processes used e.g. My clay work is a sculpture of my cat, you can look at it from all sides. I also made a sculpture out of wire and paper that you hang and look at from underneath. They are different, but they are both sculptures. – interpreting ideas, feelings, experiences and observations relating to their own and others' images and objects e.g. I was really scared by the masks that we looked at. I am going to make an even scarier one by using scary colours and textures. – using language appropriately to compare familiar images and objects e.g. I like how the lines in that drawing make you look at the important parts, like the rough texture of the tree and the cool colours of the water.

Sequence of core learning outcomes with elaborations — Visual Arts Level 4

<p>Level statement <i>Students purposefully apply visual art and design elements of line, shape, texture and colour through additional concepts of proportion, symbolism, composition, depth, abstraction, representation and non-representation. Students make, display and appraise images and objects. They work individually and collaboratively to deconstruct and reconstruct images and objects to manipulate meaning and communicate their experiences, feelings, ideas and observations. Students understand the role and function of audience and analyse own and others' images and objects from a diverse range of societies across time.</i></p>											
<p>Core content</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Forms</p> <ul style="list-style-type: none"> selecting from and combining: drawing, design, painting, printmaking, sculpture, ceramics, installation, performance art, fibre arts, photographic art, film and video art and electronic imaging </td> <td style="vertical-align: top;"> <p>Materials</p> <ul style="list-style-type: none"> various surfaces wet and dry media found and made objects </td> <td style="vertical-align: top;"> <p>Elements</p> <ul style="list-style-type: none"> colour line shape texture </td> <td style="vertical-align: top;"> <p>Concepts</p> <ul style="list-style-type: none"> abstraction composition depth non-representation proportion representation symbolism </td> </tr> <tr> <td style="vertical-align: top;"> <p>Processes</p> <ul style="list-style-type: none"> analyse deconstruct images and objects reconstruct images and objects </td> <td style="vertical-align: top;"> <p>Display and exhibition</p> <ul style="list-style-type: none"> purpose of audience </td> <td style="vertical-align: top;"> <p>Functions</p> <ul style="list-style-type: none"> symbolism </td> <td></td> </tr> </table>				<p>Forms</p> <ul style="list-style-type: none"> selecting from and combining: drawing, design, painting, printmaking, sculpture, ceramics, installation, performance art, fibre arts, photographic art, film and video art and electronic imaging 	<p>Materials</p> <ul style="list-style-type: none"> various surfaces wet and dry media found and made objects 	<p>Elements</p> <ul style="list-style-type: none"> colour line shape texture 	<p>Concepts</p> <ul style="list-style-type: none"> abstraction composition depth non-representation proportion representation symbolism 	<p>Processes</p> <ul style="list-style-type: none"> analyse deconstruct images and objects reconstruct images and objects 	<p>Display and exhibition</p> <ul style="list-style-type: none"> purpose of audience 	<p>Functions</p> <ul style="list-style-type: none"> symbolism 	
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<p>VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.</p>											
<p>Make images and objects:</p> <ul style="list-style-type: none"> select from and combine two-dimensional and three-dimensional forms using materials and applying processes to explore elements and concepts for purposes such as personal expression, substitution, narration, embellishment and symbolism (a visual metaphor, where something can stand for something else). <p>Deconstruct and reconstruct:</p> <ul style="list-style-type: none"> take apart by undoing, cutting, unravelling, dissecting an artwork or idea reconstruct an artwork or idea by reinventing and rearranging to make something new analyse artworks by describing, identifying, interpreting and comparing elements, concepts, ideas, feelings, experiences and observations. <p>Elements:</p> <ul style="list-style-type: none"> colour — mixing, blending, controlling, symbolic (feelings, cultural meanings) line — descriptive, emotive shape — negative and positive texture — actual, invented, transferred and simulated (looks exactly like). <p>Additional concepts:</p> <ul style="list-style-type: none"> abstraction — moves away from objective reality, expressive, non-subjective composition — combining and composing elements, concepts, parts and the whole design depth — shading, hatching, overlapping objects, linear and aerial perspective proportion — size, relationships, subject to background, near or far, part to whole symbolism — visual metaphors, secret and hidden messages, codes and feelings representation — substitutes reality, realism non-representation — abstract construct, does not represent visual reality or realism. 		<p>Students may:</p> <ul style="list-style-type: none"> apply actual and invented textures with paint, sand, glue and so on and transfer these onto three-dimensional shapes combine and compose elements and concepts with the intention of creating harmonious compositions deconstruct an artwork by analysing its meaning. What is the artwork about? What would happen if you changed (the proportions)? Does it change the meaning? Reconstruct the artwork by manipulating the intention, colours and textures to communicate new meaning. draw lines that are fluid and are emotional responses to stimulus explored in class and then modify these experiments when drawing onto ceramic forms to symbolise personal meaning/s demonstrate control of applicators and skills when manipulating materials and processes with purposeful intent substitute images with symbols to create hidden messages create abstract images from their observations by dissecting and rearranging parts mix, blend and control the use of colour to create contrast and depth in abstract paintings take photographs of natural shapes in their environment that focus on negative spaces and positive shapes and show the effects of light and dark. 									

VA 4.2 Students make and display images and objects, considering purposes and audiences.	
<p>Make and display images and objects:</p> <ul style="list-style-type: none"> • deconstruct and reconstruct known images and objects to make new meaning for a specified context • explore feelings — how the artwork makes you feel • communicate experiences — recent or remembered • observations of, and making images and objects for, natural and built environments. <p>Consider purposes and audiences:</p> <ul style="list-style-type: none"> • select own and others' images and objects for a particular display space and audience • formal and informal settings • to communicate intentions through display and demonstrate understandings of constructed meaning. 	<p>Students may:</p> <ul style="list-style-type: none"> • consider functions such as personal expression, substitution, narration, embellishment and symbolism when designing and making images and objects for particular display spaces or places • identify and discuss with peers and teachers how meanings are conveyed in displays and exhibitions, considering: <ul style="list-style-type: none"> – the setting (environment) — informal, formal – audience — who is the viewer and what is the cultural context – marketing, media text – political climate – the artist's purpose or intent • vary the visual settings in which made images and objects are placed to change the readings of the works.
VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.	
<p>Analyse images and objects:</p> <ul style="list-style-type: none"> • identify, describe and compare visual art and design elements of colour, line, shape and texture • refer to additional concepts of proportion, symbolism, composition, depth, abstraction, representation and non-representation • analyse the forms, materials and processes used • describe and compare ideas, feelings, experiences and observations • identify, describe and interpret subject matter • analyse their own and others' images and objects. <p>Cultural and historical contexts:</p> <ul style="list-style-type: none"> • own and others' images and objects from various cultural and social contexts, considering the representation of cultures within the classroom and community • analyse images and objects from the very distant past. 	<p>Students may:</p> <ul style="list-style-type: none"> • communicate ideas about images and objects that have been created in the classroom, viewed in texts or seen in community or public gallery/museum contexts by: <ul style="list-style-type: none"> – analysing visual art and design elements and concepts, where they are placed and how they have been used e.g. This shape is bigger than that one and it balances that darker shape in the lino print. This print has the same sort of shapes but they are overlapping so they look like they are behind each other. – identifying, describing, comparing and analysing the forms, materials and processes used e.g. This painting is abstract. It doesn't look like anything but it has lots of interesting colours and 'unreal' textures. This painting is more 'real' — you can see people but not their faces. Both of the paintings look like they have been painted with watercolours. – interpreting ideas, feelings, experiences and observations of their own and others' images and objects e.g. I thought the sculpture was really good because you could walk around it and see different things depending on where you were standing. – using language appropriately to analyse made and everyday images and objects e.g. The proportions of the person in that picture are all wrong. When we drew people we looked closely at how they looked. Maybe this artist made the legs really long for a reason.

Sequence of core learning outcomes with elaborations — Visual Arts Level 5

<p>Level statement <i>Students research ideas to individually and collaboratively make images and objects, experience displays and exhibitions and appraise their own and others' artworks. Students understand developmental processes and document sensory responses to making in visual arts. Students know and apply visual art and design elements and consolidate concepts of length, size, similar, different, weight, repetition, sequence, categories, variation, position, movement, direction, tone, space, balance, contrast, pattern, proportion, symbolism, composition, depth, abstraction, representation and non-representation. Using the work of Australian artists/designers/craftspeople, students research and evaluate images and objects from a variety of historical and contemporary art styles. They use this research to construct visual responses for display.</i></p>									
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<p>VA 5.1a Students make images and objects to express personal responses to researched ideas.</p>									
<p>Make images and objects:</p> <ul style="list-style-type: none"> make two-dimensional and three-dimensional forms using materials and processes to explore elements of: <ul style="list-style-type: none"> colour — such as complementary, analytical, symbolic line — such as expressive, illustrative, analytical shape — such as overlapping, interlocking texture — actual, invented, transferred and simulated (looks exactly like) consolidate Levels 1, 2, 3 and 4 concepts (see level statement). <p>Express personal responses:</p> <ul style="list-style-type: none"> individually and collaboratively explore, develop and respond to visual, verbal and tactile stimulus to communicate personal ideas, feelings, experiences and observations of their worlds. <p>Researched ideas:</p> <ul style="list-style-type: none"> from spoken, written, visual, auditory and multimodal texts from cultural, social, spiritual, historical, political, economic and technological contexts personal explorations of materials, techniques, processes and technologies. 	<p>Students may:</p> <ul style="list-style-type: none"> analyse physical characteristics of self and peers by making a series of photographs that are visual responses to what it is like to be me communicate an emotional response to a social issue by making sculptural forms that illustrate explored ideas that have been independently developed design and make a product/artefact that meets a specific design brief by researching the cultural, political and technological influences that impact on a product that is designed for a commercial context manipulate images using digital technologies to develop a folio of artworks based on research of their personal histories research and analyse expressive art movements such as abstraction, expressionism and abstract-expressionism to make artworks influenced by artists use elements and concepts in a range of two-dimensional and three-dimensional experiences to experiment with, apply and manipulate materials and processes to communicate personal intentions. 								
<p>VA 5.1b Students research and experiment with ideas to document sensory responses to developmental processes in making.</p>									
<p>Research and experiment with ideas:</p> <ul style="list-style-type: none"> solve problems by investigating stimulus that may include people, other living things, objects, places and spaces, events, issues and theories. <p>Document sensory responses:</p> <ul style="list-style-type: none"> record responses to a variety of stimulus in a visual folio/journal using visual, verbal and tactile modes. <p>Developmental processes:</p> <ul style="list-style-type: none"> generate possible solutions by interpreting, justifying, synthesising, inventing, etc. 	<p>Students may:</p> <ul style="list-style-type: none"> make folios/journals that visually explore possible solutions to questions develop innovative and personal responses to tasks designed by themselves or a teacher make a collection of three-dimensional objects to reflect research and development of ideas based on the materials explored annotate drawings, collages and prints to create a conscious dialogue of personal thoughts, feelings and ideas talk about explorations of materials and ideas to articulate developmental processes. 								

VA 5.2 Students research and analyse the images and objects of artists/designers/craftspeople to construct visual responses for display.

Research and analyse images and objects:

- compare experiencing the real thing with seeing a printed or virtual reproduction of it
- identify how displaying artworks impacts on the meaning constructed by the display context
- select and compare images and objects from various cultural and historical time frames
- view the same artwork in different contexts such as in the classroom, in a gallery space or on the Internet.

Visual responses for display:

- consider the visual impact of images and objects in relation to context and space — discuss characteristics such as location, time, context and the temporal nature of displaying artworks
- make images and objects that question and challenge what you or others believe or accept
- research the images and objects of artists/designers/craftspeople and construct a display that appropriates the meaning of the work. Some cultural contexts require protocols to be followed. Seek advice from appropriate community representatives.

Students may:

- analyse the display context of images and objects:
 - experimenting with space (crowded, isolated, grouped, etc.)
 - changing the form or function of an object
 - manipulating the meaning that is constructed by the viewer
- collaborate with peers to make and display images and objects for a natural or built environment utilising characteristics of the selected space and place
- order images and objects from past and present contexts using visual clues and researched information to communicate understanding of the work and a sense of time and place
- research installation artists such as Andy Goldsworthy, Stelarc, Christo, Laurie Anderson and Sebastian Di Mauro. Analyse the impact this form has on the reading of the artworks and make an installation that draws on this research.
- select a particular work and appropriate the artist's ideas and images by placing one or more of them in a new context
- view images and objects on the Internet and curate an exhibition by cutting, pasting and scanning artworks based on an idea or theme selected by the student.

VA 5.3 Students research and evaluate images and objects of Australian artists/designers/craftspeople from a variety of historical and contemporary contexts.

Research and evaluate images and objects:

- describe, analyse, interpret and judge visual art and design elements and concepts
- evaluate the forms, materials and processes used
- consider ideas, feelings, experiences and observations from own and others' images and objects.

Australian artists/designers/craftspeople:

- those born in Australia and working overseas and those born overseas and working in Australia, from past and present time frames
- from various cultural and social backgrounds
- from various styles and periods.

Historical and contemporary contexts:

- analyse the cultural, social, political and economic contexts from the past and present
- explore and analyse images and objects that use art forms, materials and processes that are taking shape this century
- explore and analyse images and objects from familiar and unfamiliar environments.

Students may:

- analyse and evaluate Australian artists such as Imants Tillers, Robert Klippel, Jeannie Baker, Salvatore Zofrea and Victor Majzner. They make comparisons with international artists working in similar or different ways.
- use visual arts language to analyse the work of two or more artists/designers/craftspeople and communicate their understandings through visual, oral or written forms
- create images and objects that express individual, cultural and social perspectives
- research and evaluate the artist's work to interpret how meaning is constructed by the viewer and how it can be changed
- interpret and judge images and objects, commenting on the key characteristics and the use of elements and concepts
- use appropriate visual arts language and terminology when evaluating images and objects e.g. identifying the forms, materials and processes used; interpreting the subject matter; evaluating the artwork in relation to the artist; analysing the meaning/s constructed according to the context within which the work is displayed.

Sequence of core learning outcomes with elaborations — Visual Arts Level 6

<p>Level statement <i>Students interpret personal themes and social and cultural issues by applying elements, concepts, experiences, feelings, ideas and observations of their worlds. Students synthesise and contextualise research from a range of cultural and historical contexts to create and communicate a personal aesthetic through sensory documentation of processes in visual arts. Students know and apply visual art and design elements and consolidate concepts of length, size, similarity and difference, weight, repetition, sequence, categories, variation, position, movement, direction, tone, space, balance, contrast, pattern, proportion, symbolism, composition, depth, abstraction, representation and non-representation to make and appraise images and objects. Students' works reflect an understanding of the functions and purposes of art that they and others make and display in public and community contexts.</i></p>					
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<p>VA 6.1a Students make images and objects to interpret chosen social and cultural issues.</p>					
<p>Make images and objects:</p> <ul style="list-style-type: none"> make two-dimensional and three-dimensional forms using materials and processes to explore elements of: <ul style="list-style-type: none"> colour — such as interpretive, symbolic, persuasive line — such as interpretive, analytical shape — such as complex, simplistic texture — that are montages, superimposed, simulated consolidate Levels 1, 2, 3 and 4 concepts (see level statement). <p>Interpret a chosen social and cultural issue:</p> <ul style="list-style-type: none"> communicate an understanding of diversity and cultural differences persuade, challenge, influence, argue and promote personal points of view interpret issues relevant to the individual, school, community and global contexts. 	<p>Students may:</p> <ul style="list-style-type: none"> confidently use, apply and manipulate materials and processes when making images and objects that are interpretations of a chosen issue independently apply elements and concepts in innovative ways to communicate a strengthened visual sense and solve visual problems make interpretive images and objects based on research that visually represent and interpret issues such as social (disease, freedom), cultural (racism, rites of passage), historical (conflict, events), political (propaganda, power), spiritual (beliefs and values), ethical (euthanasia, legalisation) make images based on research and interpretations of an event from their own cultural backgrounds make objects based on an historical and social issue that communicate research and understanding of the issue and that imaginatively interpret the issue for a contemporary context. 				
<p>VA 6.1b Students communicate a personal aesthetic by documenting sensory responses to developmental processes.</p>					
<p>Communicate a personal aesthetic:</p> <ul style="list-style-type: none"> make imaginative responses to researched, developed and resolved ideas. <p>Document sensory responses:</p> <ul style="list-style-type: none"> record responses to a variety of stimuli in a visual folio/journal using visual, verbal and tactile modes. <p>Developmental processes:</p> <ul style="list-style-type: none"> generate possible solutions by evaluating, hypothesising, visualising, imagining, justifying, interpreting, etc. 	<p>Students may:</p> <ul style="list-style-type: none"> communicate and construct personal meaning/s to demonstrate both process and product independently research and develop experiments with materials and processes to make innovative and creative solutions make visual folio/journals that record personal responses to visual, verbal, tactile and olfactory stimuli to communicate intentions in overt or subtle ways reflect understanding through visual, verbal and written forms to articulate ideas and thoughts. 				

VA 6.2 Students make and display images and objects to reflect an understanding of the functions and purposes of public and community art.	
<p>Make and display images and objects:</p> <ul style="list-style-type: none"> analyse the effect of display and how this impacts on the meaning/s of artworks evaluate the impact of seeing: <ul style="list-style-type: none"> the real thing compared to seeing a printed or virtual reproduction the same artwork in different contexts such as in the classroom, in a gallery space or on the Internet research, analyse and evaluate images and objects from various cultural and historical time frames. <p>The function and purpose of public art:</p> <ul style="list-style-type: none"> identify public sculptures/murals/installations, etc. in their local communities and analyse the work in relation to the context in which it is seen display their images and objects and consider how meaning is constructed and may change according to the context of the informal and formal display e.g. in personal, public and community contexts. 	<p>Students may:</p> <ul style="list-style-type: none"> analyse the function and context of display by selecting images and objects from various cultural and historical time frames that challenge particular beliefs, roles and representations of groups and communicate understanding of the impact on the display and the meaning of the work collaboratively design and make an aerosol art mural to reflect youth cultures in their community design images and objects for a particular space and place in their local community considering or challenging what is valued and accepted as public art identify public displays within their community contexts to analyse the use of space and location research art on the Internet and make images for a specified virtual site considering the space and audience.
VA 6.3 Students justify responses to synthesised research from a variety of historical and cultural contexts.	
<p>Justify responses to synthesised research:</p> <ul style="list-style-type: none"> individually research and evaluate artworks and formulate responses with an understanding of the context in which they were made and displayed analyse and evaluate visual art and design elements and concepts refer to the forms, materials and processes used consider ideas, feelings, experiences and observations from own and others' images and objects. <p>Historical and cultural contexts:</p> <ul style="list-style-type: none"> research artists/designers/craftspeople from various styles and periods analyse and evaluate images and objects that use art forms, materials and processes that are taking shape this century consider cultural, social, spiritual, political, economic and technological contexts from the past and present analyse and evaluate images and objects from familiar and unfamiliar environments. 	<p>Students may:</p> <ul style="list-style-type: none"> analyse the work of artists/designers/craftspeople and justify their intentions explore and define what art periods are and how they have been defined historically and culturally, relating how particular periods and styles have influenced or motivated art making synthesise and contextualise research about artworks from various cultural and historical contexts by identifying and talking about viewers' interpretations of them both then and now synthesise and contextualise research of Australian and international artists from various styles and periods, such as Masami Teraoka, Imants Tillers, Marcel Duchamp, Fiona Hall and contemporary Indigenous artists, to analyse and justify the artists' intentions use visual and written language to articulate their understandings of the work of particular artists/designers/craftspeople, their preferences and how these artists/designers/craftspeople have influenced their own work and the work of others.