

Arts in Practice 2024 v1.1

Applied senior syllabus



For all Queensland schools

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1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Use arts practices.

When making, students use multidisciplinary arts practices of dance, drama, media arts, music and/or visual arts to create or perform arts works. They develop independence across the course of study, selecting and refining arts practices according to their strengths and interests.

2. Plan arts works.

When responding, students analyse key features of purpose and context to plan arts works. They make decisions, explore solutions and choose strategies to achieve goals.

3. Communicate ideas.

When making, students create and perform arts works for specific purposes and in specific contexts. Arts works may communicate representations, thoughts, feelings, experiences or observations.

4. Evaluate arts works.

When responding, students make judgments about arts ideas and arts works, examining these in relation to planning and reflecting on strengths, implications and limitations. Students select and use arts terminology and language conventions when producing multimodal, written, spoken or signed evaluations.

2.3 Designing a course of study in Arts in Practice

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Arts in Practice is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.3.7 Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

First Nations cultural and intellectual property in The Arts

The Australia Council for the Arts provides protocols for using First Nations cultural and intellectual property in The Arts, which are available at <https://australiacouncil.gov.au/investment-and-development/protocols-and-resources/protocols-for-using-first-nations-cultural-and-intellectual-property-in-the-arts>.

Arts disciplines

In Arts in Practice, students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in each unit.

Arts practices

Arts practices are the knowledge and skills students use to create arts works. Practices may be interdisciplinary, used in isolation or combination.

Dance

Dance practices encompass the body, dance concepts, skills, genres, styles, safe practices and literacies. These include:

- body — the body is the material or instrument for dance and uses movement vocabulary or actions developed by manipulating the elements of dance
- concepts — elements of dance (space, time, dynamics, relationship), structure (choreographic devices, form) and production elements (e.g. lighting, costume, props, technologies)
- skills — technical and expressive
- genres — broad categories of dance, e.g. contemporary, ballet, jazz
- styles — recognisable category within a genre
- safe practices — safe rehearsal and performance procedures and protocols
- literacies — dance terminology, stage directions, stagecraft and production terminologies.

Drama

Drama practices encompass elements of drama, forms, styles, conventions, skills, production elements and technologies, workplace health and safety and drama literacies. These include:

- elements — including character, contrast, dramatic focus, language, mood, movement, place, relationship, role, situation, space, symbol, tension, time
- forms — structure and organisation of the drama to suit a purpose
- styles — the way dramatic action is expressed or performed
- conventions — techniques applied in devising and performance works to manipulate dramatic languages and create dramatic action and ideas; characterised by forms and styles
- skills — including acting (performance, expressive), devising and directing
- production elements and technologies — enable and enhance the performance, e.g. sound or visual projections
- safe practices — safe rehearsal and performance procedures and protocols
- literacies — drama terminology, stage directions, stagecraft and production terminologies.

Media arts

Media arts practices encompass media language, media arts modes, technologies and techniques. These include:

- media language — including elements (e.g. colour, tone, space) and principles of design (e.g. repetition, pattern, symmetry), style (personal, cultural, historical) and symbols (e.g. camera angles, shot types, motifs, sound effects, body language)
- modes — including audio (e.g. foley, music), design (e.g. storyboards, scripts), moving image (e.g. animation, film, gaming) and still image (e.g. digital illustration, photography)
- technologies — including hardware (e.g. camera, microphone) and software (e.g. time-based editing or image editing software)
- techniques — dependent on the mode and technologies, e.g. manipulating scene lighting to create a focal point or sequencing images to communicate a narrative.

Music

Music practices encompass music elements, compositional devices, styles and genres and technical skills. These include:

- elements and concepts (e.g. duration, pitch, timbre) and compositional devices (e.g. repetition, acoustics, tension) — including structural devices, verbal, aural and visual symbols
- styles and genres — types or categories of music with identifying characteristics (e.g. style of a particular group of people or culture; genre that adheres to a shared tradition or period of time)
- technical skills — specific to a chosen instrument or sound source, e.g. control, dexterity, fluency.

Visual arts

Visual arts practices encompass visual language, art-making modes, media, technologies and skills. These include:

- visual language — including elements (e.g. colour, line, texture) and principles of design (e.g. harmony, contrast, balance), visual aesthetic (e.g. recognisable personal, cultural or historical style) and symbols (e.g. personal motifs, cultural representations, use of words or sounds that relate to a familiar idea or concept)
- modes — including 2D, 3D, digital (static) and time-based in isolation or combination
- media — dependent on the mode, e.g. 2D media includes charcoal, fine liners, spray paint
- technologies — dependent on the media, e.g. printmaking technologies include etching plates, lino-cutting tools, print-press
- skills — specific to the artwork being created and dependent on media and technologies, e.g. hand-building clay skills include casting; slump or slip moulding; slab, pinch and coil techniques.

Purpose and context

Purposes and contexts are the circumstances or situations in which ideas for arts works are generated and realised. How an artist aims to address purpose and context in their arts-making is referred to as their artistic intention.

Contexts inform the purpose of arts works and together, purposes and contexts influence aesthetic decisions and selection of arts practices to effectively communicate ideas.

Contexts may be generated from local, national or global places, spaces (including physical, virtual and online) and time periods, and include contemporary, personal, cultural and formal perspectives.

Audience, community engagement, industry engagement, access and display are key factors when considering purpose and context for arts works.

Audience

Arts works are created with a particular audience in mind. Arts makers consider the potential engagement and reactions of the audience when developing and communicating ideas.

Purposes for arts-making may include celebration, clarification, decoration, entertainment, information, persuasion or promotion.

When making arts works for an audience, students consider:

- aspects such as demographic, cultural knowledge, perspectives, values and beliefs, and how these factors influence the audience's interpretation and understanding
- how an audience will or can access the artwork, e.g. Will the performance be recorded or viewed by a live audience?
- how audiences can engage and respond to arts works
- how they can communicate with their audience, e.g. group or themed exhibitions, interpretative artist statements or didactics, introductions, presentations
- how to meet parameters of a client brief.

Community engagement

Engaging with community in the development and making of arts works will provide real-world authentic engagement and may be drawn from:

- appropriate businesses, organisations or professionals
- local community groups, e.g. aged-care facilities, shopping centres, sporting teams
- online or digital communities, including social media
- schools or other educational institutions.

Industry engagement

Industry engagement highlights that careers in the arts are diverse with many skills transferable to other vocations.

Students consider:

- careers that are available
- how industries and professions recognise and value arts practices
- skills that are transferable.

Transferable knowledge, understanding and skills developed in the arts include:

- aesthetic understanding
- communication
- critical literacies (visual, kinaesthetic, aural, oral and digital)
- creative thinking and designing
- project management
- teamwork.

Access and display

Exhibiting or performing arts works in public and private spaces is important to conveying social, cultural and artistic intention. Students consider how access and display can enhance ideas and intent and appreciation when creating arts works.

Considerations for access and display include, but are not limited to:

- curation, e.g. developing an exhibition theme, labelling and positioning arts works
- exhibition or screening event requirements
- exporting arts works in appropriate formats
- hardware requirements, e.g. devices for viewing, mixing desks, projectors, screens, speakers
- installation or display, e.g. What is an appropriate space to install a soundscape?
- lifetime of the arts work, e.g. Is the work designed to accompany a limited event?
- location or platform, e.g. gallery spaces, live stage performance, personal device, public screening, school-based screening, web-based
- marketing and sales, e.g. pricing, publicity, time of release or publishing
- workplace health and safety practices to ensure safe practice for workers and the viewing public.

Assessment in Arts in Practice

Assessment in Arts in Practice requires students to:

- plan arts works — planning may be presented as annotated images; briefs; call or running sheets; choreographic statements; design folios; pitches; programs; proposals; recorded conversations; research notes; sketches; or spoken, written or signed presentations
- communicate ideas — for example, students might make arts works to inform audiences and lead action on issues that students connect to through a personal or cultural context, and communicate influences and personal style for an authentic and aspirational arts opportunity
- evaluate arts works
 - written evaluations may be presented as a series of annotations or labels associated with arts works, essays, graphic organisers, lists, reflective articles or reviews
 - spoken or signed evaluations may be presented as conversations, interviews, presentations, podcasts or other audio recordings
 - multimodal evaluations may include recorded or live voice, gestural or physical responses, film clips, sketches or words.

Evaluation is part of a cyclical arts-making process and may be assessed at various stages of a project.

Workplace health and safety

When working in arts spaces, students consider workplace health and safety by:

- following risk assessments, including instructions for access, cleaning, storage, travel, ventilation
- safely using electrical equipment, props, staging, special effects, tools and equipment, according to manufacturing instructions
- being aware of hazards, including chemical, compressed gases, electrical, digital, dusts, mechanical, sharps, hot or cold instruments
- having access to first aid and first aid providers.

When working in digital and online spaces, students establish practices that comply with ethical standards, security and safety protocols, e.g. copyright and permissions, data management, privacy policies, risk assessments, safe use of social media.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student uses arts practices relevant to the selected discipline/s that demonstrate self-direction and competency with refined techniques, skills, technologies and/or media. Their planning reveals strategic and self-directed artistic intentions aligned to purpose and context. The student communicates individualised ideas in arts works, addressing key factors of specific contexts and purposes to fully achieve artistic intentions. They evaluate arts works using well-reasoned justifications with examples that reveal the interrelationship between arts languages, purposes and contexts.
B
The student uses arts practices relevant to the selected disciplines showing informed selection and organisation of techniques, skills, technologies and/or media. Their planning reveals clear and logical problem-solving aligned to purposes and contexts. The student communicates ideas, using symbolic and/or stylistic arts languages that enhance purposes and contexts. They evaluate arts works showing justifications of the strengths, limitations and implications of artistic choices made.
C
The student uses arts practices relevant to selected disciplines to make arts works for specific purposes and contexts. Their planning of arts works and communication of ideas relate to purposes and contexts. The student evaluates arts works to consider the suitability for purposes and contexts, using appropriate language conventions and terminology to communicate their evaluations.
D
The student uses arts practices in arts works. Their planning for arts works and communication of ideas show consideration of purposes or contexts. The student makes statements of opinion about their own or others' arts works.
E
The student provides evidence of arts practices. They document ideas for planning arts works and communicate ideas in arts works related to aspects of purposes or contexts. They describe their own or others' arts works.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Issues

In this unit, students respond to current issues to create and present arts works that comment on an issue for a specified audience. Students engage with issues that are relevant in their lives and the lives of others. They respond in an engaged and informed manner to issues at a local, state, national or global level.

Students recognise the diverse perspectives of peers and the community as they collaborate to communicate shared messages and consider individual viewpoints through a personal or cultural context.

Through two or more arts disciplines, students demonstrate creative thinking skills to make works that impart knowledge and call audiences to act.

Contexts for arts works may include:

- global, e.g. global health, long term environmental challenges, international relations, big data
- national, e.g. cost of living, social services, careers and employment
- state, e.g. education, health, transport
- local, e.g. cultural representation, sub-cultures, family, health and wellbeing.

Purposes for arts works may include to:

- invite audience action
- communicate a message, such as representations of individual or collective viewpoints; youth ideas compared to adult ideas; literal representations compared to non-literal representations
- represent different perspectives.

3.1.1 Unit objectives

1. Use techniques, skills, technologies and/or media.
2. Plan arts works in local, state, national or global contexts and purposes.
3. Communicate ideas in arts works that comment on civic, political and/or social issues.
4. Evaluate arts works about current issues in relation to specified contexts and purposes.

3.1.2 Subject matter

Use arts practices

- Demonstrate the use of arts practices through application of integrated or different arts disciplines, including
 - genre, forms, styles, elements, mediums, conventions and structures
 - techniques and technologies specific to chosen arts discipline and skills in the integration of arts disciplines, production skills, performance skills, curatorial, devising and/or editing skills.
- Consider the impact of workplace health and safety on arts practice and the environment in which arts works are made.

Plan arts works

- Demonstrate and apply planning skills for an arts works that comment on issues, including scheduling, resource management, time management and consultation with relevant community or audience.
- Research an issue to understand purpose and context through analysis of ideas from
 - primary sources, such as activist artists and arts works that present and communicate viewpoints on the nominated issue, e.g. artists' talks, excursions, workshops, live performance of dance, drama and/or music.
 - secondary sources, such as online, print or recorded articles; documentaries; commentaries; performances; or presentations that address the nominated issue and the elements of the issue being explored.
- Experiment with techniques and processes that invite audience action and incorporate personal messages.
- Devise arts-making solutions and methods in response to contexts and purposes, considering audience, function and appropriate display, e.g. online delivery, community gallery, performance or event.
- Document planning and potential solutions for own arts works that make comment on a selected issue, e.g. through annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Examine the ethics around arts works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, choreography.

Communicate ideas

- Select, manipulate and refine arts practices that suit contexts and purposes.
- Make arts works that realise plans to communicate a personal viewpoint on an issue, inform audiences and lead action on issues that students connect to through a personal or cultural context.
- Capture and collect imagery, symbols, audio, motifs, devices and/or movement that communicate ideas about specified issues.
- Consider collective ideas about issues that affect local, state, national or global communities.
- Experiment with shared or common arts languages to represent the concerns of others.
- Recognise connections between multiple arts forms to communicate shared messages about selected issues.
- Develop collaborative and cooperative skills.

Evaluate arts works

- Make judgments about own and others' arts works, reflecting on and justifying strengths and limitations, including
 - the representation of the specified issue to communicate the effect on self and audience
 - the collaborative process and the individual contribution to the whole
 - aesthetic qualities
 - suitability of arts disciplines for contexts and purposes.
- Reflect on the representation of the specified issue to communicate the effect on self and audience.
- Use evaluative techniques to appraise arts works solutions, e.g. SWOT analysis, brainstorming, collaborative meetings, mind maps, goal-setting and/or success criteria.
- Apply literacy skills using different modes of communication, e.g. artist statements; annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.2 Unit option B: Celebration

In this unit, students consider cultural perspectives and identities to create and present arts works that respond to community events. They reflect on ways a sense of identity and belonging is conveyed through the arts to build their own awareness of cultural and community celebrations.

Students collaborate to explore how community groups celebrate diversity through a range of arts forms.

Students use two or more arts disciplines to respond in an engaged and informed manner toward a resolved outcome, demonstrating creative thinking skills to make works that celebrate cultural and community identity.

Contexts for arts works may include:

- school-based, such as a performance for a cultural event, such as Harmony Week or a school musical
- community, such as celebrating an anniversary or NAIDOC Week
- mode of delivery, such as live performance, recorded, social media or an exhibition.

Purposes for arts works may include to:

- communicate ideas about belonging or celebrating difference
- represent diverse audience or community perspectives and beliefs
- communicate cultural norms and applying protocols of cultural groups.

3.2.1 Unit objectives

1. Use techniques, skills, technologies and/or media.
2. Plan arts works in cultural contexts and reflecting community identity.
3. Communicate ideas in arts works for a community celebration or event.
4. Evaluate arts works in relation to a specified community celebration or event.

3.2.2 Subject matter

Use arts practices

- Demonstrate the use of arts practices through application of integrated or different arts disciplines, including
 - genre, forms, styles, elements, mediums, conventions and structures
 - techniques and technologies specific to chosen arts discipline and skills in the integration of arts disciplines, production skills, presentation skills, curatorial, devising and/or editing skills.
- Consider the impact of workplace health and safety on arts practice and the environment in which arts works are made.

Plan arts works

- Demonstrate and apply planning skills for an arts works for a community celebration or event, including scheduling, resource management, time management and consultation with stakeholders of the event.
- Research the components, distinguishing factors and features that define and symbolise the selected community celebration or event through analysis of ideas from
 - primary sources that present, celebrate and communicate a chosen culture, identity or community, e.g. artists, arts works, events, artists' talks, excursions, workshops, live performance of dance, drama and/or music
 - secondary sources, such as articles, documentaries, commentaries or presentations that relate to the community celebration or event.
- Experiment with techniques and processes that express ideas based on cultural norms and protocols and represent diverse perspectives and beliefs.
- Devise arts-making solutions and methods in response to contexts and purposes, considering audience, function and appropriate display, e.g. online delivery, community gallery, performance or event.
- Document planning and potential solutions for own arts works that respond to a community celebration or event, e.g. through annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Examine the ethics around arts works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, choreography.

Communicate ideas

- Select, manipulate and refine arts practices that suit contexts and purposes.
- Make arts works that realise plans to communicate intended ideas about belonging, identity and cultural understanding and connect to community celebrations or events.
- Capture and collect imagery, symbols, audio, motifs, devices and/or movement that communicate ideas about cultural and personal intention.
- Experiment with shared or common arts languages to represent personal and cultural connections to celebration events.
- Recognise connections between multiple arts forms to communicate shared messages about accepting and embracing other identities and communities.
- Develop collaborative and cooperative skills.

Evaluate arts works

- Make judgments about own and others' arts works, reflecting on and justifying strengths and limitations, including
 - the representation of the community event or celebration to communicate cultural identity and belonging
 - the collaborative process and the individual contribution to the whole
 - aesthetic qualities
 - suitability of arts discipline for audiences, purposes and contexts.
- Use evaluative techniques to appraise arts works solutions, e.g. SWOT analysis, brainstorming, collaborative meetings, mind maps, goal-setting and/or success criteria.
- Apply literacy skills using different modes of communication, e.g. artist statements; annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.3 Unit option C: Clients

In this unit, students engage with clients in the local community and aspirational arts opportunities to create and present arts works in response to conditions set by external stakeholders. They work collaboratively with clients to develop concepts for arts works that meet clients' needs and expectations. They develop communication, flexibility and problem-solving skills as they evaluate the needs of their clients and community stakeholders.

Students work individually as they consider the world of arts opportunities available to them.

Through two or more arts disciplines, students demonstrate creative thinking and leadership skills to manage resources and timelines and identify alternative approaches in response to client feedback.

Contexts for arts works may include responding to briefs and conditions from:

- school-based clients, such as the musical director, school group responsible for cultural event
- community clients, such as local businesses, non-profit organisations, kindergartens
- arts opportunities, such as auditions, art competitions, film competitions, eisteddfods.

Purposes of arts works may include to:

- communicate a message to a target audience, such as customers of a local business, young children at a kindergarten
- represent and work within policies, social, cultural, political and religious limitations, scale and scope of contribution, privacy, confidentiality
- make connections with community or arts organisations.

3.3.1 Unit objectives

1. Use techniques, skills, technologies and/or media.
2. Plan arts works in response to a brief (conditions, rules or directions).
3. Communicate ideas in arts works that meet client needs and/or specified conditions.
4. Evaluate arts works in relation to a specified brief or conditions.

3.3.2 Subject matter

Use arts practices

- Demonstrate the use of arts practices through application of integrated or different arts disciplines, including
 - genre, forms, styles, elements, mediums, conventions and structures
 - techniques and technologies specific to chosen arts discipline, skills in the integration of arts disciplines, productions skills, presentations skills, curatorial and devising skills.
- Consider the impact of workplace health and safety on arts practice and the environment in which arts works are made.

Plan arts works

- Demonstrate and apply planning skills for arts works for clients, including scheduling, resource management, time management and consultation with relevant stakeholders in the local community.
- Research the client and arts opportunity to understand the language and specifications of the design brief and conditions through analysis of ideas from
 - primary sources, including data from client interviews, material collection, surveys; arts works, artists' talks, excursions, workshops, live performance of dance, drama and/or music; audience, location, community, demographics consistent with arts opportunity and the organisational context of clients
 - secondary sources, such as articles, data, documentaries, commentaries, presentations that identify client needs and conditions and examples of previous responses from artists.
- Experiment with
 - shared or common arts languages to represent the interests of clients and stakeholders, and techniques
 - processes that invite client and peer feedback through interactive approaches, pitches and presentations.
- Devise arts-making solutions and methods in response to contexts and purposes, considering audience, function and appropriate display, e.g. online delivery, community gallery, performance or event.
- Document planning and potential solutions for own arts works that respond to a client brief or conditions, e.g. through annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Examine the ethics around arts works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, choreography.

Communicate ideas

- Select, manipulate and refine arts practices that suit contexts and purposes.
- Make arts works that realise plans to communicate intended ideas, meet brief requirements and conditions and make connections between student, client and arts opportunity.
- Capture and collect imagery, symbols, audio, motifs, devices and/or movement that communicate ideas aligned to a client brief.
- Recognise connections between multiple arts forms to communicate shared messages about selected client and stakeholder needs and wants.
- Develop collaborative and cooperative skills.

Evaluate arts works

- Make judgments about own and others' arts works, reflecting on and justifying strengths and limitations, including
 - the relevance and appropriateness of solutions to meet client needs and conditions
 - the collaborative process and the individual contribution to the whole
 - aesthetic qualities
 - suitability of arts discipline for audiences, purposes and contexts.
- Use evaluative techniques to appraise arts works solutions, e.g. SWOT analysis, brainstorming, collaborative meetings, mind maps, goal-setting and/or success criteria.
- Apply literacy skills using different modes of communication, e.g. artist statements; annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

3.4 Unit option D: Showcase

In this unit, students respond to the works of professional artists to generate and present their own arts works that reflect their artistic identity. Students develop critical thinking skills as they make decisions about arts works that are influenced by others. They develop self-awareness by exploring arts careers, pathways, tools and methods artists employ to market their professional brand.

Students connect in a range of ways with industry professionals across the arts community to explore the arts through authentic real-world interactions, including ethical understanding of the role of copyright and intellectual property.

Through two or more arts disciplines, students will demonstrate creative thinking skills to solve problems and showcase their artistic identity.

Contexts for arts work may include:

- audiences of professional artists portfolios, including presentation and marketing specifications
- financial parameters, such as funding opportunities, arts grants and application processes
- mode of delivery, such as access to local and distant audiences; live performance; social media; third-party representation.

Purposes for arts works may include to:

- represent individual style and viewpoint
- communicate viewpoints and influences, including individual or shared perspectives
- support promotion and marketing as an artist.

3.4.1 Unit objectives

1. Use techniques, skills, technologies and/or media.
2. Plan arts works in industry contexts and purposes.
3. Communicate ideas in arts works that reflect influences and showcase their artistic identity.
4. Evaluate arts works in relation to influences and artistic identity.

3.4.2 Subject matter

Use arts practices

- Demonstrate the use of arts practices through application of integrated or different arts disciplines, including
 - genre, forms, styles, elements, mediums, conventions and structures
 - techniques and technologies specific to chosen arts discipline and skills in the integration of arts disciplines, production skills, performance skills, curatorial, devising and/or editing skills.
- Consider the impact of workplace health and safety on arts practice and the environment in which arts works are made.

Plan arts works

- Demonstrate and apply planning skills for arts works that reflect their artistic identity, including scheduling, resource management, time management and consultation with relevant industry professionals in arts communities.
- Research influential professional artists through analysis of
 - primary data, such as meeting with professionals in various arts disciplines as mentors, influencers, collaborators; artists' talks, excursions, workshops
 - secondary data, such as reviews, documentaries, recordings, catalogues, theatre programs, artist statements, texts, promotional materials, artists' websites, social media identities, showreels, industrial relations materials.
- Experiment with techniques and processes inspired by artists of personal interest.
- Devise arts-making solutions and methods in response to contexts and purposes, considering audience, function and appropriate display, e.g. online delivery, community gallery, performance or event.
- Document planning and potential solutions for own arts works that reflect their artistic identity, e.g. through annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Examine the ethics around arts works, including copyright, intellectual property and use of copyrighted materials, e.g. music, images, choreography.

Communicate ideas

- Select, manipulate and refine arts practices that suit contexts and purposes.
- Make arts works that realise plans to communicate influences and artistic identity for specific audiences.
- Capture and collect imagery, symbols, audio, motifs, devices and/or movement that reflect considerations about artistic identity.
- Recognise connections between multiple arts forms to communicate ideas about influences and artistic identity.
- Develop collaborative and cooperative skills.

Evaluate arts works

- Make judgments about own and others' arts works, reflecting on and justifying strengths and limitations, including
 - the representation of artistic identity to promote self as an artist
 - the collaborative process in adaptation of style and techniques and the individual contribution to the whole
 - aesthetic qualities
 - suitability of arts discipline for audiences, purposes and contexts.
- Use evaluative techniques to appraise arts works solutions, e.g. SWOT analysis, brainstorming, collaborative meetings, mind maps, goal-setting and/or success criteria.
- Apply literacy skills using different modes of communication, e.g. artist statements; annotated images; design folios; graphic organisers; recorded conversations; sketches; spoken, written or signed presentations.
- Engage with and respond to feedback from others, e.g. peers, teachers, guest artists and/or community mentors.

4 Assessment

4.1 Assessment A1: Project — Issues

Students plan, make and evaluate an arts work to communicate a personal viewpoint about a selected issue.

4.1.1 Assessment objectives

1. Use arts practices relevant to selected arts discipline/s.
2. Plan an arts work that communicates a personal viewpoint about the selected issue.
3. Communicate personal ideas in an arts work that presents a personal viewpoint about the selected issue.
4. Evaluate how own or others' arts work/s communicate a personal viewpoint about the selected issue, using appropriate language conventions and terminology.

4.1.2 Specifications

This task requires students to:

- plan an arts work, including
 - as a class, selecting an issue that can be explored through a personal viewpoint
 - analysing the selected issue
 - considering how other artists communicate intention for audiences in relation to the selected issue and how arts works are displayed or shared
 - problem-solving and making aesthetic decisions in response to the selected issue
 - negotiating discipline/s and appropriate media, technologies and skills
- make an arts work, including
 - using arts techniques, skills, technologies and/or media relevant to the selected arts discipline/s
 - communicating a personal viewpoint about the selected issue
 - considering audience and display relevant to the selected arts discipline/s
- evaluate own or others' arts work/s, including
 - achievement of artistic intentions for the purpose and context
 - choice of media, technology, skills and arts languages in the specified context.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.1.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

Planning and evaluation of arts work

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

4.1.5 Instrument-specific standards

Use arts practices	Plan arts works	Communicate ideas	Evaluate arts works	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that demonstrate self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions aligned to purpose and context 	<ul style="list-style-type: none"> communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	<ul style="list-style-type: none"> evaluation that provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context 	A
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals clear and logical problem-solving aligned to purpose and context 	<ul style="list-style-type: none"> communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context 	<ul style="list-style-type: none"> evaluation that shows justification of the strengths, limitations and implications of artistic choices made 	B
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s to make an arts work about the selected issue 	<ul style="list-style-type: none"> planning for an arts work that communicates a personal viewpoint about the selected issue 	<ul style="list-style-type: none"> communication of ideas in an arts work that presents a personal viewpoint about the selected issue 	<ul style="list-style-type: none"> evaluation of how own or others' arts work/s communicate a personal viewpoint about the selected issue, using appropriate language conventions and terminology 	C
<ul style="list-style-type: none"> use of arts practice in an arts work. 	<ul style="list-style-type: none"> planning for an arts work that considers purpose or context. 	<ul style="list-style-type: none"> communication of an idea in an arts work related to the selected issue. 	<ul style="list-style-type: none"> statements of opinion about personal viewpoint, purpose or context in an arts work. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Product or performance — Issues

Students make an arts work in response to the selected issue explored in Assessment A1 and communicate the impact on a specified local, state, national or global community.

4.2.1 Assessment objectives

1. Use arts practices relevant to selected arts discipline/s.
3. Communicate ideas through an arts work that presents the impact of the selected issue on a specified community.

4.2.2 Specifications

This task requires students to:

- make an arts work, including
 - considering the purpose and context of the specified community to select appropriate arts discipline/s and practices
 - using arts techniques, skills, technologies and/or media relevant to the selected arts discipline/s
 - communicating the impact of the issue selected for Assessment A1 on the specified community
 - considering audience and display
 - negotiating discipline/s and appropriate media, technologies and skills.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- The arts work may be created or performed individually or in groups. Students must be assessed individually.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.2.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

4.2.5 Instrument-specific standards

Use arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	A
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context 	B
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s to make an arts work about the selected issue 	<ul style="list-style-type: none"> • communication of ideas in an arts work that presents the impact of the selected issue on a specified community 	C
<ul style="list-style-type: none"> • use of arts practices in an arts work. 	<ul style="list-style-type: none"> • communication of an idea in an arts work related to the selected issue. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Project — Celebration

Students plan, make and evaluate an arts work to communicate experiences of identity and belonging in relation to a selected celebration or event.

4.3.1 Assessment objectives

1. Use arts practices relevant to selected arts discipline/s.
2. Plan an arts work that communicates identity and belonging in a selected celebration or event.
3. Communicate ideas in an arts work that presents experiences of identity and belonging in the context of the selected celebration or event.
4. Evaluate how experiences of identity and belonging are considered and communicated in the purpose and context of own or others' artwork/s, using appropriate language conventions and terminology.

4.3.2 Specifications

This task requires students to:

- plan an arts work, including
 - as a class, selecting a celebration or event that can be explored through a cultural viewpoint
 - analysing the purpose and context of the celebration or event
 - considering how other artists communicate ideas or intention for audiences in relation to the selected celebration or event and arts works are displayed or shared
 - justifying aesthetic decisions in response to experiences of the selected celebration or event
 - negotiating discipline/s and appropriate media, technologies and skills
- make an arts work, including
 - using arts techniques, skills, technologies and/or media relevant to the selected arts discipline/s
 - communicating ideas about identity and belonging in relation to the celebration or event
 - considering audience and display relevant to the selected arts discipline/s
- evaluate own or others' arts work/s, including
 - achievement of artistic intentions for the purpose and context
 - choice of media, technology, skills and arts languages in the specified context.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.3.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

Planning and evaluation of arts work

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

4.3.5 Instrument-specific standards

Use arts practices	Plan arts works	Communicate ideas	Evaluate arts works	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions aligned to purpose and context 	<ul style="list-style-type: none"> communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	<ul style="list-style-type: none"> evaluation that provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context 	A
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals clear and logical problem-solving aligned to purpose and context 	<ul style="list-style-type: none"> communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts work 	<ul style="list-style-type: none"> evaluation that shows justification of the strengths, limitations and implications of artistic choices made 	B
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s to make an arts work relating to a selected celebration or event 	<ul style="list-style-type: none"> planning for an arts work that communicates identity and belonging within a selected celebration or event 	<ul style="list-style-type: none"> communication of ideas in an arts work that presents experiences of identity and belonging in the context of the selected celebration or event 	<ul style="list-style-type: none"> evaluation of how experiences of identity and belonging are considered and communicated within the purpose and context of own or others' artwork/s, using appropriate language conventions and terminology 	C
<ul style="list-style-type: none"> use of arts practices in an arts work. 	<ul style="list-style-type: none"> planning for an arts work that considers purpose or context. 	<ul style="list-style-type: none"> communication of an idea in an arts work related to a celebration or event. 	<ul style="list-style-type: none"> statements of opinion about personal viewpoint, purpose or context in the arts work. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Product or performance — Celebration

Students make an arts work in response to the selected celebration or event explored in Assessment B1 and communicate ideas about celebrating cultural identity.

4.4.1 Assessment objectives

1. Use arts practices relevant to selected arts discipline/s.
3. Communicate ideas through an arts work that celebrates cultural identity in a nominated celebration or event.

4.4.2 Specifications

This task requires students to:

- make an arts work, including
 - considering the purpose and context of cultural identity to select appropriate arts discipline/s and practices
 - using arts techniques, skills, technologies and/or media relevant to the selected arts discipline/s
 - communicating a shared interpretation of cultural identity relating to the selected celebration or event
 - negotiating discipline/s and appropriate media, technologies and skills.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- The arts work may be created or performed individually or in groups. Students must be assessed individually.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.4.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

4.4.5 Instrument-specific standards

Use arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	A
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts work 	B
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s to make an arts work 	<ul style="list-style-type: none"> • communication of ideas in an arts work that celebrates cultural identity in a selected celebration or event 	C
<ul style="list-style-type: none"> • use of arts practices in an arts work relating to a selected celebration or event. 	<ul style="list-style-type: none"> • communication of an idea in an arts work related to cultural identity or the selected celebration or event. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Project — Clients

Students plan, make and evaluate an arts work in response to a brief (conditions, rules or directions) for a recognised, aspirational or authentic opportunity in the arts.

4.5.1 Assessment objectives

1. Use arts practices relevant to selected arts discipline/s.
2. Plan an arts work that responds to a brief, considering choices relating to the purpose and context.
3. Communicate ideas in an arts work that responds to the brief.
4. Evaluate own or others' artwork/s to consider suitability for the purpose and context of the arts opportunity, using appropriate language conventions and terminology.

4.5.2 Specifications

This task requires students to:

- plan an arts work, including
 - selecting an authentic arts opportunity
 - analysing the purpose and context of the arts opportunity to understand requirements for entry or submission
 - considering previously submitted arts works to determine measures of success
 - justifying aesthetic decisions for an arts work in response to the brief
 - negotiating discipline/s and appropriate media, technologies and skills
- make an arts work, including
 - using arts techniques, skills, technologies and/or media relevant to the selected arts discipline/s
 - communicating understanding of the purpose and context of the arts opportunity to meet the requirements of the brief
 - considering audience and display relevant to the selected arts discipline/s
- evaluate own or others' arts work/s, including
 - achievement of artistic intentions for the purpose and context
 - choice of media, technology, skills and arts languages in the specified context.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.5.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

Planning and evaluation of arts work

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

4.5.5 Instrument-specific standards

Use arts practices	Plan arts works	Communicate ideas	Evaluate arts works	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions aligned to purpose and context 	<ul style="list-style-type: none"> communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	<ul style="list-style-type: none"> evaluation provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context 	A
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals clear and logical problem-solving aligned to purpose and context 	<ul style="list-style-type: none"> communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts opportunity 	<ul style="list-style-type: none"> evaluation that shows justification of the strengths, limitations and implications of artistic choices made 	B
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s to make an arts work that responds to a brief 	<ul style="list-style-type: none"> planning for an arts work that responds to a brief, considering choices relating to the purpose and context 	<ul style="list-style-type: none"> communication of ideas in an arts work that responds to the brief 	<ul style="list-style-type: none"> evaluation of own or others' artwork/s to consider the suitability for the purpose and context of the arts opportunity, using appropriate language conventions and terminology 	C
<ul style="list-style-type: none"> use of arts practices in an arts work. 	<ul style="list-style-type: none"> planning for an arts work that considers purpose or context. 	<ul style="list-style-type: none"> communication of an idea in an arts work related to aspects of the brief. 	<ul style="list-style-type: none"> statements of opinion about own arts work. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Product or performance — Clients

Students make an arts work for the school community in response to a client brief.

4.6.1 Assessment objectives

1. Use arts practices relevant to the selected arts discipline/s.
3. Communicate ideas in an arts work in response to a client brief.

4.6.2 Specifications

This task requires students to:

- make an arts work, including
 - considering the purpose of the client brief and context of the school community to select appropriate arts discipline/s and practices
 - using arts techniques, skills, technologies and/or media relevant to the selected arts discipline/s
 - communicating understanding of purpose and context to meet the requirements of the brief
 - considering audience and display
 - negotiating discipline/s and appropriate media, technologies and skills.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- The arts work may be created or performed individually or in groups. Students must be assessed individually.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.6.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

4.6.5 Instrument-specific standards

Use arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	A
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts work 	B
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s to make an arts work in response to a client brief 	<ul style="list-style-type: none"> • communication of ideas in an arts work that responds to the client brief 	C
<ul style="list-style-type: none"> • use of arts practices in an arts work. 	<ul style="list-style-type: none"> • communication of an idea in an arts work related to aspects of the client brief. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Project — Showcase

Students plan, make and evaluate an arts work in response to exploration of an inspirational arts practitioner.

4.7.1 Assessment objectives

1. Use arts practices relevant to the selected discipline/s.
2. Plan an arts work that demonstrates the influences of others.
3. Communicate personalised ideas in an arts work that responds to the exploration and influences of an inspirational arts practitioner.
4. Evaluate how the arts work responds in purpose and context to an inspirational arts practitioner, using appropriate language conventions and terminology.

4.7.2 Specifications

This task requires students to:

- plan an arts work, including
 - selecting the arts practice of an arts practitioner working in the selected arts discipline/s
 - analysing the purpose and context of the arts opportunity to understand requirements for their arts practice
 - considering relevant forms, genres, mode, media, skills, styles, techniques and technologies used by the arts practitioner
 - annotating plans for an arts work that responds to influences but does not replicate the work of the arts practitioner
 - justifying aesthetic decisions for an arts work in response to the brief
 - negotiating discipline/s and appropriate media, technologies and skills
- make an arts work, including
 - using arts techniques, skills, technologies and/or media relevant to the selected arts discipline/s
 - communicating understanding of the purpose and context of the arts opportunity to communicate the impact of influences on artistic identity
 - considering audience and display relevant to the selected arts discipline/s
- evaluate own arts work, including
 - achievement of artistic intentions for the purpose and context
 - choice of media, technology, skills and arts languages in the specified context.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.7.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

Planning and evaluation of arts work

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Written: up to 600 words
- Spoken: up to 4 minutes, or signed equivalent

4.7.5 Instrument-specific standards

Use arts practices	Plan arts works	Communicate ideas	Evaluate arts works	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals strategic and self-directed artistic intentions aligned to purpose and context 	<ul style="list-style-type: none"> communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	<ul style="list-style-type: none"> evaluation provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context 	A
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> planning that reveals clear and logical problem-solving aligned to purpose and context 	<ul style="list-style-type: none"> communication of personalised ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts work 	<ul style="list-style-type: none"> evaluation that shows justification of the strengths, limitations and implications of artistic choices made 	B
<ul style="list-style-type: none"> use of arts practices relevant to the selected discipline/s to make an arts work that reflects the influences of an inspirational arts practitioner 	<ul style="list-style-type: none"> planning for an arts work that demonstrates the influences of others 	<ul style="list-style-type: none"> communication of personalised ideas in an arts work that responds to the exploration and influences of an inspirational arts practitioner 	<ul style="list-style-type: none"> evaluation of how the arts work responds in purpose and context to the inspirational arts practitioner, using appropriate language conventions and terminology 	C
<ul style="list-style-type: none"> use of arts practices in an arts work. 	<ul style="list-style-type: none"> planning for an arts work that considers purpose or context. 	<ul style="list-style-type: none"> communication of an idea in an arts work related to aspects of an inspirational arts practitioner. 	<ul style="list-style-type: none"> statements of opinion about own arts work. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Product or performance — Showcase

Students make an arts work compilation, such as a portfolio, showreel, or showcase performance, that highlights their influences and artistic identity.

4.8.1 Assessment objectives

1. Use arts practices relevant to selected arts discipline/s.
3. Communicate ideas in an arts work compilation that demonstrates influences and artistic identity.

4.8.2 Specifications

This task requires students to:

- make an arts work compilation, including
 - considering their influences and artistic identity to select appropriate arts discipline/s and practices
 - selecting existing arts works that demonstrate arts practices relevant to the selected arts discipline/s
 - using arts techniques, skills, technologies and/or media
 - communicating artistic identity through choices that enhance arts works
 - considering audience and display
 - negotiating discipline/s and appropriate media, technologies and skills.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- The arts work may be created or performed individually or in groups. Students must be assessed individually.
- Students must demonstrate at least two arts disciplines as either single or integrated outcomes across the two assessments in this unit. Response requirements for multidisciplinary works should align with the dominant arts discipline.

4.8.4 Response requirements

Arts work

A product or performance using one of the following:

- 2D, 3D, digital (static): up to 4 resolved works
- Time-based, audio, moving image: up to 3 minutes
- Written: up to 800 words
- Composition: up to 4 minutes
- Choreography: up to 4 minutes
- Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
- Performance (live or recorded): up to 4 minutes

4.8.5 Instrument-specific standards

Use arts practices	Communicate ideas	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions 	A
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media 	<ul style="list-style-type: none"> • communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts work 	B
<ul style="list-style-type: none"> • use of arts practices relevant to the selected discipline/s to make an arts work compilation 	<ul style="list-style-type: none"> • communication of ideas in an arts work compilation that demonstrates influences and artistic identity 	C
<ul style="list-style-type: none"> • use of arts practices in an arts work. 	<ul style="list-style-type: none"> • communication of an idea in an arts work related to aspects of influences or artistic identity. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

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7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

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