

# The Arts – Visual Arts

## Reception to year 10

Version 1.0



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# Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

# SA Curriculum Framework: Essential Learning summary – Visual Arts

## Why The Arts

The arts spark imagination, curiosity and wonder, enriching our lives with unique opportunities for self-expression and growth. The arts excite, confront, and make us feel something; they reflect our humanity. Through the arts, we explore perspectives of self and others, nurturing a sense of identity and belonging. The arts evoke powerful physical, emotional and intellectual responses, inspiring us to think, act and communicate creatively, as we challenge and celebrate our world.

### Dispositions

| Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                | Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Confidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Self-awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>What it is:</b> Imagining and exploring ideas, experimenting with new possibilities, playing with alternatives and developing original expressions or solutions.</p> <p><b>Why it matters:</b> Being creative inspires innovation, risk-taking and seeing, thinking and expressing meaning, emotion or perspective, in unique ways. Central to the arts, being creative drives originality, personal expression and connection.</p> | <p><b>What it is:</b> Relating to and seeking to understand the feelings, experiences and perspectives of others.</p> <p><b>Why it matters:</b> Being empathetic supports learners to explore ideas, gain insight and draw inspiration from diverse real and imagined cultures, contexts and perspectives. Creating, collaborating and sharing arts practice nurtures empathy, alongside open-mindedness, respect and a sensitive understanding of the human experience.</p> | <p><b>What it is:</b> Believing in yourself and your abilities; trusting the choices you make on your own and with others.</p> <p><b>Why it matters:</b> Being confident enables active participation and risk-taking in creative practice, strengthening communication skills, wellbeing, resilience and a sense of belonging. Confidence is fostered through embodied learning in the arts, learners developing self-discipline and focus, embracing challenge, showing initiative and balancing self-belief with openness to feedback and growth.</p> | <p><b>What it is:</b> Being sensitive and responsive to your own feelings, thoughts, actions, biases and influences.</p> <p><b>Why it matters:</b> Being self-aware supports learners to reflect on and evaluate choices, actions and reactions. Arts learners are attentive to their unique strengths, limitations and emotional responses when creating, sharing and viewing art, nurturing their sense of identity along with an understanding of their connections to, and responsibilities within, the world.</p> |

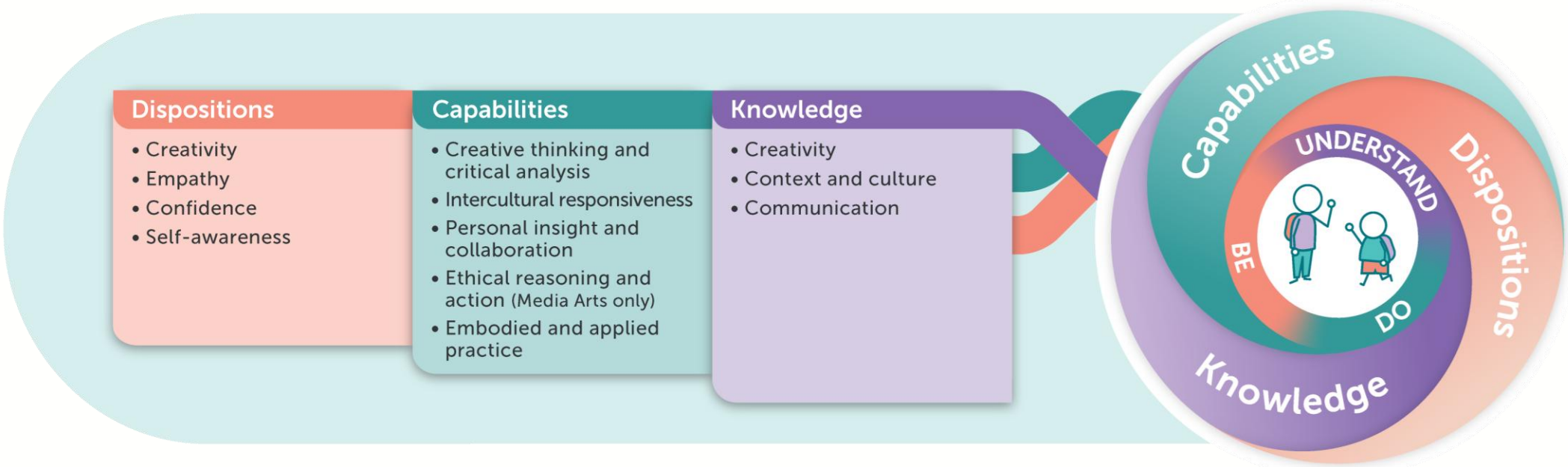
### Capabilities

| Creative thinking and critical analysis                                                                                                                                                                                                                      | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                              | Personal insight and collaboration                                                                                                                                                                                            | Embodied and applied practice                                                                                                             |
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| <p><b>What it is:</b> Generating and experimenting with ideas in new or innovative ways, analysing, interpreting and evaluating information, considering alternatives and making informed choices using logic, inspiration, imagination and flexibility.</p> | <p><b>What it is:</b> Engaging with diverse contexts and cultures, including one’s own, through respectful and adaptive interactions and responses. Reflecting on multiple perspectives and practices and activating behaviours and attitudes that value cultural diversity, while fostering and contributing to dynamic, interconnected communities.</p> | <p><b>What it is:</b> Activating self-awareness and managing one’s emotions and behaviours to support personal and artistic growth and using this self-awareness to interact effectively with others and their community.</p> | <p><b>What it is:</b> Learning, refining and applying skills, techniques and processes with understanding and intent across contexts.</p> |

| Creative thinking and critical analysis                                                                                                                                                                                                                                                             | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                                                            | Personal insight and collaboration                                                                                                                                                                                                                                                                                                                                               | Embodied and applied practice                                                                                                                                                                                                                                                                                |
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| <b>Why it matters:</b> Experimenting, exploring and critically reflecting on ideas enriches learners’ imagination and creative expression. As learners grow as artists, they become more discerning audiences, developing artistry and emotional intelligence as they analyse, appraise and create. | <b>Why it matters:</b> Exploring the arts through a sociocultural lens deepens learners’ understanding of identity and diverse cultural perspectives, protocols and practices. Creating and experiencing artworks informed by and responsive to intercultural contexts fosters ethical responsibility, empathy, inclusivity and awareness of the arts locally, nationally and globally. | <b>Why it matters:</b> When learners consciously reflect on their strengths, values and limitations, they are able to work constructively, creatively and respectfully with others, as well as thrive independently. This boosts confidence, self-expression and a sense of belonging, supporting learners to develop their artistic identity, take creative risks and innovate. | <b>Why it matters:</b> Refining learner capability in an increasing range of discipline-specific arts practices supports learners to develop as artists and audiences. Over time, acquiring, reflecting on and refining physical, metacognitive and creative practices enables artistic and personal growth. |

### Knowledge

| Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Context and culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>What it is:</b> The interplay of ideas and processes, inspired and shaped by exploration, experimentation and expression. It supports generation, connection, reinterpretation and meaning making.</p> <p><b>Why it matters:</b> Creativity expands our knowledge and encourages us to think intuitively, contribute as innovators and communicate in multiple ways, supporting us to solve problems and become lifelong learners. Using imagination and understanding to create expressions of ideas, emotions and perspectives is integral to the arts.</p> | <p><b>What it is:</b> The circumstances or setting in which something occurs. It includes the cultural, environmental, social, personal, historical or situational details that support understanding or interpretation and can help explain or frame an event, perspective or situation.</p> <p><b>Why it matters:</b> Artistic expression is shaped by the context in which it is made, viewed or presented. It reflects society and identity and is integral to all cultures and times. The arts promote understanding of diverse perspectives, fostering empathy and appreciation for the role of the arts in shaping our lives and broadening our view of the world.</p> | <p><b>What it is:</b> The exchange and sharing of meaning to express, respond to or interpret intention or purpose.</p> <p><b>Why it matters:</b> The arts communicate meaning and shape perception. Sharing, presenting, performing, viewing and responding to artworks, and understanding the processes required to do so, supports learners to interact with and make sense of the world, offering opportunities to experience and learn from a wide range of artistic expressions, both as artists and audiences.</p> |



The dispositions, capabilities and knowledge embedded in the SA Curriculum: The Arts

# Visual Arts – Reception

## Essential Learning

### Dispositions

| Creativity                                                                                                                                                                                                                                                                                                                                                                               | Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Confidence                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Self-awareness                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• experiment with colour mixing to generate new ideas and possibilities</li><li>• play with arts materials and processes to discover new ways of creating</li><li>• reimagine familiar objects, stories or experiences in different ways using visual arts materials.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• connect with the perspectives represented in artworks while respecting experiences different from their own</li><li>• explore why people in their community make art to understand the experiences or ideas they may be seeking to share</li><li>• listen to others’ perspectives when responding to artworks to better understand how the same artwork may be experienced differently.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• seek out increasingly challenging materials, techniques or forms to explore</li><li>• act on their own artistic judgement after hearing a peer’s suggestion, deciding whether or how to use it without relying on reassurance</li><li>• share a developing artwork or artistic idea with others even when unsure how it will be received.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• notice how creating art affects their feelings and what influences those responses</li><li>• notice their artistic preferences and what draws them towards particular materials, images or ways of making</li><li>• recognise how making art alone or with others influences how they participate and learn.</li></ul> |

### Capabilities

| Creative thinking and critical analysis                                                                                                                                                                                                                                                                                                                                                | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Personal insight and collaboration                                                                                                                                                                                                                                                                                                                                                                              | Embodied and applied practice                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>• using a range of processes and tools to make artworks</li><li>• exploring how artworks can communicate an idea</li><li>• creating an artwork in response to an idea</li><li>• making their own choices from a range of mediums to create an artwork in response to an idea.</li></ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>• listening to a range of Aboriginal artists talking about their artworks</li><li>• creating their own artwork inspired by the work of artists from a range of contexts and cultures</li><li>• exploring and discussing artists and artworks from a range of contexts and cultures, including where the artworks were created</li><li>• commenting after watching how a range of artists create their work.</li></ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>• engaging in discussion about visual arts ideas and taking turns when using tools and materials</li><li>• making choices when they create artworks</li><li>• identifying and including their own interests when creating artworks</li><li>• sharing how the art they create and view makes them feel.</li></ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>• following a set of simple instructions with guidance to perform an arts process when moving safely in the art space</li><li>• identifying shapes in artworks they view and create, including geometric shapes or organic shapes (leaves)</li><li>• using a variety of materials to communicate an idea in artwork they create.</li></ul> |

Knowledge

| Creativity                                                                                                                                                                                                                                                                                                                                                                        | Context and culture                                                                                                                                                                                           | Communication                                                                                                                                                                                       |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                               |                                                                                                                                                                                                     |
| Artists use purposeful play to create artworks that express ideas in new and imaginative ways.<br><br>Learners: <ul style="list-style-type: none"><li>• create arts works that communicate ideas <a href="#">AC9AVAF01</a></li><li>• use play, imagination, arts knowledge, processes or skills to discover possibilities and develop ideas. <a href="#">AC9AVAFD01</a></li></ul> | The arts connect people and communities.<br><br>Learners: <ul style="list-style-type: none"><li>• explore how and why the arts are important for people and communities. <a href="#">AC9AVAFE01</a></li></ul> | Communicating through artworks develops new expressive skills.<br><br>Learners: <ul style="list-style-type: none"><li>• share their arts works with audiences. <a href="#">AC9AVAFP01</a></li></ul> |

# Visual Arts – Years 1 to 2

## Essential Learning

### Dispositions

| Creativity                                                                                                                                                                                                                                                                                                                                                                         | Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Confidence                                                                                                                                                                                                                                                                                                                                                                                                                                               | Self-awareness                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>experiment with colour mixing to generate new ideas and possibilities</li><li>play with arts materials and processes to discover new ways of creating</li><li>reimagine familiar objects, stories or experiences in different ways using visual arts materials.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>connect with the perspectives represented in artworks while respecting experiences different from their own</li><li>explore why people in their community make art to understand the experiences or ideas they may be seeking to share</li><li>listen to others’ perspectives when responding to artworks to better understand how the same artwork may be experienced differently.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>seek out increasingly challenging materials, techniques or forms to explore</li><li>act on their own artistic judgement after hearing a peer’s suggestion, deciding whether or how to use it without relying on reassurance</li><li>share a developing artwork or artistic idea with others even when unsure how it will be received.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>notice how creating art affects their feelings and what influences those responses</li><li>notice their artistic preferences and what draws them towards particular materials, images or ways of making</li><li>recognise how making art alone or with others influences how they participate and learn.</li></ul> |

Capabilities

| Creative thinking and critical analysis                                                                                                                                                                                                                                                                                                                                                                                                                                       | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Personal insight and collaboration                                                                                                                                                                                                                                                                                                                                                                                                           | Embodied and applied practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Learners develop this capability by, for example: <ul style="list-style-type: none"><li>experimenting with a variety of materials to create artworks</li><li>communicating an idea by exploring the use of tools as a starting point</li><li>experimenting with possibilities by layering materials</li><li>creating collage art with a variety of materials</li><li>experimenting with a specific technique, including using thick, thin, curved and zigzag lines.</li></ul> | Learners develop this capability by, for example: <ul style="list-style-type: none"><li>exploring a range of artworks created by Aboriginal artists</li><li>creating their own artwork inspired by artworks from a specific time or place</li><li>identifying and describing the materials they use and the shapes they see in artworks from a range of artists, contexts and cultures</li><li>discussing what they notice about an artist and their artwork after watching the artist at work</li><li>identifying where and why an artwork was made.</li></ul> | Learners develop this capability by, for example: <ul style="list-style-type: none"><li>contributing ideas and actions during small group art making</li><li>making deliberate choices when creating artworks to represent their own ideas</li><li>identifying what materials and tools are available to use and create when making artworks</li><li>sharing with others how an idea is expressed in an artwork they have created.</li></ul> | Learners develop this capability by, for example: <ul style="list-style-type: none"><li>demonstrating a range of art processes to construct artworks, including painting sculptures</li><li>using artists’ tools safely</li><li>sorting a variety of objects from lightest to darkest tones</li><li>constructing a 3-dimensional artwork using paper folding, rolling and tearing techniques</li><li>creating shapes and lines using naturally found materials from the local environment.</li></ul> |

Knowledge

| Creativity                                                                                                                                                                                                                                                                                                                                                                               | Context and culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Communication                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |
| Artists explore and experiment to make artworks that communicate ideas in creative ways.<br><br>Learners: <ul style="list-style-type: none"><li>use visual conventions, visual arts processes and materials to create artworks <a href="#">AC9AVA2C01</a></li><li>experiment and play with visual conventions, visual arts processes and materials. <a href="#">AC9AVA2D01</a></li></ul> | The arts give us insight into people and communities across cultures and opportunities to share personal experiences.<br><br>Learners: <ul style="list-style-type: none"><li>explore where, why and how people across cultures, communities or other contexts experience visual arts. <a href="#">AC9AVA2E01</a></li></ul> The arts are foundational to the diverse Aboriginal cultures throughout Australia.<br><br>Learners: <ul style="list-style-type: none"><li>explore examples of visual arts created by First Nations Australians. <a href="#">AC9AVA2E02</a></li></ul> | Communicating through the sharing of artworks promotes interaction.<br><br>Learners: <ul style="list-style-type: none"><li>share artworks or visual arts practice in informal settings. <a href="#">AC9AVA2P01</a></li></ul> |

# Visual Arts – Years 3 to 4

## Essential Learning

### Dispositions

| Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                       | Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Confidence                                                                                                                                                                                                                                                                                                                                                                                                            | Self-awareness                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• play with combinations of shape and visual elements to discover new ways to communicate meaning</li><li>• experiment with ideas from another art form, such as music, to explore different possibilities in their visual art</li><li>• challenge expected ways of representing ideas to communicate a personal perspective.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• consider how an artist’s perspective might inform their understanding of an artwork</li><li>• seek to understand perspectives expressed through creative work from different cultures and artforms, recognising how people's experiences may shape what the work means to them</li><li>• consider another artist's perspective when responding to their visual art.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• stand by the artistic choices they made while remaining open to other ideas</li><li>• experiment with unfamiliar tools and materials, making choices without relying on reassurance</li><li>• take initiative when making art, acting on creative decisions during planning, making or refining.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• recognise what strategies support them when planning, making or refining artworks</li><li>• recognise their developing artistic style and what makes it personally meaningful</li><li>• connect their experiences and artistic influences to the choices they make in their work.</li></ul> |

Capabilities

| Creative thinking and critical analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Personal insight and collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Embodied and applied practice                                                                                                                                                                                                                                                                                                                                                                 |
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| Learners develop this capability by, for example: <ul style="list-style-type: none"><li>expanding on new or known ideas to create artworks using various techniques and materials</li><li>expressing ideas by using different materials, techniques and tools to create artworks</li><li>selecting from a range of materials and tools to match a personal artistic intention</li><li>comparing and discussing artworks from the same era in time</li><li>exploring how an artist has used different materials or techniques to create art.</li></ul> | Learners develop this capability by, for example: <ul style="list-style-type: none"><li>exploring visual artworks created by Aboriginal artists that represent their responsibility and connection to Country/Place</li><li>exploring artworks and artists from a range of contexts and cultures to inform their own work</li><li>using artworks from a range of contexts and cultures to discover and discuss how artists represent a time in history or how people might live in the future.</li></ul> | Learners develop this capability by, for example: <ul style="list-style-type: none"><li>cooperating with a partner or small group when engaging in visual arts processes</li><li>describing their own artwork and the choices they have made throughout the creative process</li><li>responding to their own and artworks of others using visual arts terminology</li><li>sharing with peers the reasons why they chose to display or present their artwork in a particular way</li><li>communicating respectfully with their peers when viewing artwork from a range of contexts and cultures.</li></ul> | Learners develop this capability by, for example: <ul style="list-style-type: none"><li>demonstrating the use of a visual arts process when creating an artwork</li><li>using safe and responsible processes when using tools and materials</li><li>trailing various materials when learning from the work of others</li><li>using a variety of paper materials to create artworks.</li></ul> |

Knowledge

| Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                  | Context and culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Communication                                                                                                                                                                                                                                                                                 |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                               |
| Artists experiment with elements to create artworks that communicate meaning.<br><br>Learners: <ul style="list-style-type: none"><li>use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives or meaning <a href="#">AC9AVA4C01</a></li><li>experiment with a range of ways to use visual conventions, visual arts processes and materials. <a href="#">AC9AVA4D01</a></li></ul> | Artworks are created and shared across contexts, raising awareness and respect for diversity within their communities.<br><br>Learners: <ul style="list-style-type: none"><li>explore where, why and how visual arts are created or presented across cultures, times, places or other contexts. <a href="#">AC9AVA4E01</a></li></ul> Aboriginal artworks are often influenced by artists’ intrinsic relationship to Country/Place.<br><br>Learners: <ul style="list-style-type: none"><li>explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place. <a href="#">AC9AVA4E02</a></li></ul> | Communicating with an audience through performance or presentation of artworks builds confidence and awareness of others.<br><br>Learners: <ul style="list-style-type: none"><li>share or display artworks or visual arts practice in informal settings. <a href="#">AC9AVA4P01</a></li></ul> |

# Visual Arts – Years 5 to 6

## Essential Learning

### Dispositions

| Creativity                                                                                                                                                                                                                                                                                                                                                                                     | Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Confidence                                                                                                                                                                                                                                                                                                                                                                                                                                                | Self-awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>reimagine experiences and observations into original visual ideas</li><li>explore how known techniques might be used with a new material to generate different possibilities</li><li>generate and vary marks, shapes or patterns to explore different visual possibilities.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>engage with Aboriginal artists’ perspectives to deepen their understanding of the experiences and ideas expressed through artworks</li><li>consider how place, purpose and audience shape what an artwork means to different people</li><li>consider how different audiences might experience an artwork when making choices about how it’s displayed.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>take an active role in presenting new artwork to an audience even when unsure how the work will be received</li><li>trust their artistic judgement when approaching an unfamiliar artistic challenge, drawing on their current knowledge and skills</li><li>share an artistic idea with others before knowing how it will be received.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>recognise how personal preferences shape their artistic choices and ways of working</li><li>recognise which ways of working help or hinder their artistic process and use this awareness when deciding what to adjust</li><li>recognise when they are strongly attached to an artistic idea and how these influence whether they persist or change direction.</li></ul> |

### Capabilities

| Creative thinking and critical analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Personal insight and collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Embodied and applied practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>using and combining a variety of arts processes and techniques in new and imaginative ways, including printmaking and drawing</li><li>communicating ideas by applying their understanding of art elements, techniques and practices in their art making</li><li>using a variety of painting techniques to create an artwork</li><li>applying arts knowledge, techniques and practices to a new material to create an artwork</li></ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>exploring artworks by Aboriginal artists from a range of cultures and discussing how they have used the elements of the visual arts to communicate meaning</li><li>identifying and using the features, materials and processes used in artworks from across a range of contexts and cultures to inform their own practice</li><li>recounting significant wonderings or understandings after listening to artists from across a variety of cultures and contexts talk about their creative process</li></ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>collaborating with their peers to make decisions when selecting and displaying artworks</li><li>explaining to peers how their choices throughout the art making process represent their own ideas and align with their artistic intention</li><li>listening to and following specific spoken instructions for using a new technique or tool</li><li>communicating the meaning of their artwork via an artist’s statement attached to the artwork.</li></ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"><li>demonstrating different processes and techniques when planning and making an artwork</li><li>using art tools, materials and equipment safely, including following clean-up procedures</li><li>identifying features in their own and the artworks of others, including when using a repeated pattern</li><li>experimenting with ways of using and combining a range of visual arts processes and materials to create artworks.</li></ul> |

| Creative thinking and critical analysis                                                                                                                     | Intercultural responsiveness                                                                                                                                                                                                                                  | Personal insight and collaboration | Embodied and applied practice |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------|
| <ul style="list-style-type: none"> <li>reflecting on how an artist has used different materials, processes or techniques to communicate an idea.</li> </ul> | <ul style="list-style-type: none"> <li>discussing different art styles and forms from across a range of contexts and cultures</li> <li>explaining how a range of materials and tools are applied in artworks from across communities and cultures.</li> </ul> |                                    |                               |

Knowledge

| Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Context and culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Communication                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Conceptual understandings and supporting content descriptions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Artists develop a range of skills and use elements to create artworks that communicate meaning.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>use visual conventions, visual arts processes and materials to plan and create artworks that communicate ideas, perspectives or meaning <a href="#">AC9AVA6C01</a></li> <li>experiment with, document and reflect on ways to use a range of visual conventions, visual arts processes, and materials. <a href="#">AC9AVA6D01</a></li> </ul> | <p>Artworks use and combine various elements to communicate meaning across contexts.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives or meaning in visual arts across cultures, times, places or other contexts. <a href="#">AC9AVA6E01</a></li> </ul> <p>The arts are integral to the continuance and revitalisation of Aboriginal cultures.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>explore ways that First Nations Australians use visual arts to continue and revitalise cultures. <a href="#">AC9AVA6E02</a></li> </ul> | <p>Communicating with an audience through performance or presentation of artworks develops confidence and a range of expressive skills.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>select and present documentation of visual arts practice, and display artworks in informal or formal settings. <a href="#">AC9AVA6P01</a></li> </ul> |

# Visual Arts – Years 7 to 8

## Essential Learning

### Dispositions

| Creativity                                                                                                                                                                                                                                                                                                                                                                                | Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Confidence                                                                                                                                                                                                                                                                                                                                                                                                                                 | Self-awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• imagine different ways to visually represent movement, sound, silence or emotion</li><li>• experiment with artistic techniques to discover new ways to represent ideas</li><li>• envisage how everyday materials could be repurposed to construct original artworks.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• seek to understand why cultural protocols matter to the people and communities connected with an artwork and allow this understanding to shape how they engage with it</li><li>• engage with another artist’s perspective to better understand the experiences, values or ideas expressed through their work</li><li>• explore the values and beliefs associated with visual art forms and conventions from different cultures, places and time periods to understand the perspectives they express.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• commit to artistic choices in a developing work, trusting their judgement while remaining open to feedback</li><li>• share drafts of their work for feedback before feeling they are perfect</li><li>• trust their use of materials, techniques or processes when creating visual art without relying on reassurance.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• notice how thoughts, feelings and experiences influence their artistic choices</li><li>• recognise aspects of their visual arts practice that feel more established or less secure and how this influences the choices they make</li><li>• recognise how they respond when an artwork is unresolved and use this awareness to decide whether to persist, pause or change direction.</li></ul> |

## Capabilities

| Creative thinking and critical analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Personal insight and collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Embodied and applied practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>• experimenting with a variety of processes, techniques and materials influenced by those used in the art and craft of others</li> <li>• communicating an intended idea or opinion using an alternative process</li> <li>• creating an artist's or practitioner's statement to accompany displayed art</li> <li>• applying creative thinking processes to inspire, generate, develop, refine and resolve their art</li> <li>• explaining the implied meaning of symbols and codes in their own and the art of others, evaluating their art to modify and enhance the representation of an idea</li> <li>• analysing how a range of artists use different processes and techniques to create art.</li> </ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>• being responsive to Indigenous Cultural and Intellectual Property rights when discussing art by an Aboriginal artist or someone that explores Aboriginal content</li> <li>• discussing the need for respect, appropriate permissions and avoidance of cultural appropriation when interacting with art or design works created by or representing a diverse range of Aboriginal peoples</li> <li>• examining the evolution of specific features, materials and techniques used in the visual arts over time and across a range of global contexts to inform their own practice</li> <li>• investigating the purpose of art created at different times in history from different viewpoints and across a range of social and cultural contexts</li> <li>• accessing global virtual galleries to view and respond to artworks from a variety of diverse places and cultures</li> <li>• discussing art or design works by artists from a range of times, places or cultures.</li> </ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>• collaborating to present a display of art in a way that enhances the artistic intention</li> <li>• critically self-assessing, and considering the elements and principles of the visual arts to inform their creative process and the choices they make</li> <li>• explaining the relationship between the artist, the work and the audience</li> <li>• planning one or more artworks or design works that communicate a personal viewpoint or emotion</li> <li>• reflecting on their creative processes, including ideas, experiments, annotated images, feedback and responses, in a physical or multimodal digital folio</li> <li>• explaining their artistic choices as part of an artist's statement.</li> </ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>• identifying processes and techniques used by others and applying them in their own practice</li> <li>• applying safe and sustainable practices, including clean-up procedures and respect for the visual arts learning space and resources</li> <li>• using and documenting visual art processes to develop, refine and resolve an artwork</li> <li>• explaining the impact of specific elements or visual principles in their own and the art of others</li> <li>• practising specific techniques for a specific purpose</li> <li>• applying a range of processes, materials and techniques with intention when creating art.</li> </ul> |

Knowledge

| Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Context and culture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Artists manipulate elements using a broad range of skills and processes to create meaning through artwork.</p> <p>Learners:</p> <ul style="list-style-type: none"><li>generate, document and develop ideas for artworks <a href="#">AC9AVA8C01</a></li><li>experiment with visual conventions, visual arts processes and materials to develop skills. <a href="#">AC9AVA8D01</a></li></ul> <p>Artists are inspired by and respond to complex or unfamiliar situations and ideas and propose alternative creative options.</p> <p>Learners:</p> <ul style="list-style-type: none"><li>select and manipulate visual conventions, visual arts processes or materials to create artworks that represent ideas, perspectives or meaning. <a href="#">AC9AVA8C02</a></li></ul> | <p>Artworks across a variety of contexts are created to communicate meaning and build respect and understanding.</p> <p>Learners:</p> <ul style="list-style-type: none"><li>investigate ways that visual conventions, visual arts processes and materials are manipulated to represent ideas, perspectives or meaning in artworks created across cultures, times, places or other contexts. <a href="#">AC9AVA8E01</a></li></ul> <p>Cultural responsiveness and Indigenous Cultural and Intellectual Property rights must be considered when interacting with the diversity of Aboriginal artists and artworks.</p> <p>Learners:</p> <ul style="list-style-type: none"><li>investigate the diversity of First Nations Australians’ artworks and arts practices, considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights. <a href="#">AC9AVA8E02</a></li></ul> | <p>Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills and an appreciation of process.</p> <p>Learners:</p> <ul style="list-style-type: none"><li>curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate ideas, perspectives or meaning to audiences. <a href="#">AC9AVA8P01</a></li></ul> <p>Artists develop self-discipline and expand their perspectives as they seek and respond to feedback and reflect on their own and others’ artworks.</p> <p>Learners:</p> <ul style="list-style-type: none"><li>reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice. <a href="#">AC9AVA8D02</a></li></ul> |

# Visual Arts – Years 9 to 10

## Essential Learning

### Dispositions

| Creativity                                                                                                                                                                                                                                                                                                                                                              | Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Confidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Self-awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• combine artistic approaches in unexpected ways to generate new visual possibilities</li><li>• adapt ideas from different sources to create an original artwork</li><li>• generate multiple possibilities before settling on one for their artwork.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• seek other’s perspectives about an artwork to better understand how others might think or feel</li><li>• seek to understand lived experiences expressed through artworks and what these may reveal about how people think, feel or respond</li><li>• consider how an audience might experience an artwork when deciding whether and how to share it.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• influence creative decisions in collaborative projects, putting forward untested ideas while supporting others</li><li>• trust their artistic judgement when considering if simplicity or restraint strengthens their artwork</li><li>• seek feedback on developing work while trusting their own artistic judgement about how, or whether, to act on the feedback.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• notice how their own assumptions, preferences or established ways of working shift through new learning and feedback, and how this influences their artistic choices</li><li>• recognise how they respond to art they find confronting or challenging and decide when it is, and is not, appropriate for them to engage with it</li><li>• recognise when they need feedback or support to continue working on an artwork and seek support when needed.</li></ul> |

## Capabilities

| Creative thinking and critical analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Intercultural responsiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Personal insight and collaboration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Embodied and applied practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>experimenting with a variety of processes, techniques, materials and technologies for an intended purpose or artistic intention</li> <li>communicating or representing the same meaning or idea in several alternative ways through the visual arts</li> <li>discussing the clarity of intention and purpose in their own or the art of others</li> <li>responding to exhibitions of artworks in galleries, museums, community sites or virtual galleries</li> <li>evaluating options and preferences for using digital tools when creating or exhibiting their art</li> <li>comparing a hand-drawn image with a digital version by referencing the elements and principles of the visual arts</li> <li>analysing how a specific artist has applied or challenged visual conventions to communicate their idea or intention.</li> </ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>evaluating with respect how artists from diverse contexts and cultures have celebrated or challenged ideas through their artwork to inform their own practice</li> <li>analysing artworks by specific artists from across a range of cultural, historical and contemporary art styles or movements, and considering each artist's contextual viewpoint</li> <li>discussing the responsibilities of an artist when commenting on or challenging issues of global contemporary relevance, including politics, climate change or gender roles in society</li> <li>investigating how digital tools are used to create or exhibit artworks from across a range of cultural contexts.</li> </ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>collaborating in small groups to curate and present art for in-person or online exhibition, and by considering the audience experience</li> <li>applying creative problem-solving strategies to resolve ideas and concepts throughout the process of developing an artwork</li> <li>explaining the relationship between the artist and audience in an artwork they have created and displayed</li> <li>explaining their personal aesthetic in the art they create</li> <li>collating an inspirational folio of sketches, photographs, found objects, quotes, ideas and visual arts experiments as a starting point for identifying a personal style or aesthetic</li> <li>presenting their artworks for exhibition in class, in school or the wider community, and considering the audience experience.</li> </ul> | <p>Learners develop this capability by, for example:</p> <ul style="list-style-type: none"> <li>refining skills, processes and techniques</li> <li>using a variety of mediums or mixed media</li> <li>applying safe and sustainable arts practices, including environmentally responsible handling and disposal of materials, tools and equipment</li> <li>responding to artworks with reference to the impact of the conventions or elements of the visual arts used by the artist</li> <li>evaluating their own and the art of others</li> <li>analysing a range of artists' artworks to inform or influence their own arts practice</li> <li>repeating, reflecting on and refining their arts practice.</li> </ul> |

## Knowledge

| Creativity                                                                                                                                                                                                                                                                                                                                                    | Context and culture                                                                                                                                                                                                                                                                                                                                                                                                                                               | Communication                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Artists plan, evaluate and refine their arts practice to enhance the aesthetic and meaning of the artwork they create.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression. <a href="#">AC9AVA10D01</a></li> </ul> | <p>Artworks across contexts are created to communicate, affirm and challenge ideas, developing respect and ethical responsibility.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>investigate the ways that artists across cultures, times, places or other contexts, develop personal expression in their visual arts practice to represent, communicate or challenge ideas, perspectives or meaning. <a href="#">AC9AVA10E01</a></li> </ul> | <p>Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills, use of process and the ability to respond to alternative perspectives.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>evaluate art exhibits to inform the curation and exhibition of their own or others' artworks or visual arts practice. <a href="#">AC9AVA10P01</a></li> </ul> |

| Creativity                                                                                                                                                                                                                                                                                                                                                                                                                                              | Context and culture                                                                                                                                                                                                                                                                                                                                                                                | Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Artists are inspired by and respond to complex ideas in innovative ways, evaluate alternatives and modify processes in changing circumstances.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"><li>select and manipulate visual conventions, visual arts processes or materials to create artworks that reflect personal expression, and represent or challenge, ideas, perspectives or meaning. <a href="#">AC9AVA10C02</a></li></ul> | <p>Aboriginal artists often represent, celebrate or challenge Australian identity through their artworks.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"><li>investigate the ways that First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice. <a href="#">AC9AVA10E02</a></li></ul> | <p>Artists develop and refine their practice, informed by feedback and reflection on their own and others’ artworks.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"><li>reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice <a href="#">AC9AVA10D02</a></li><li>evaluate critical feedback when planning, developing and refining their visual arts practice. <a href="#">AC9AVA10C01</a></li></ul> |