

**RATIONALE: VISUAL ARTS**

This rationale complements and extends the rationale for The Arts learning area. Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftspeople and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking. Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others. Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

**Learning Area The Arts: Foundation to Year 2 Achievement Standard**

By the end of Year 2, students describe artworks they make and those to which they respond. They consider where and why people make artworks.

Students use the elements and processes of arts subjects to make and share artworks that represent ideas.

**Visual Arts: Foundation to Year 2 Achievement Standard**

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

**AIMS**

In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating

**Organisation and Content Structure**

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

**Strands** - Content descriptions in each Arts subject reflect the interrelated strands of *Making* and *Responding*.

- *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- *Responding* includes exploring, responding to, analysing and interpreting artworks.

**Relationship between the strands:** *Making* and *Responding* are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

**Viewpoints** - In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

In **Visual Arts**, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

**Knowledge and skills of Visual Arts**

Students make new knowledge and develop their skills, techniques and processes as they explore a diversity of artists, visual imagery, representations, designed objects and environments, and viewpoints and practices. Knowledge, understanding and skills are intrinsically linked and interact with each other constantly through and between Making and Responding.

**The Arts across Foundation to Year 10: Years F–2**

Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.

In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.

The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. Students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.

**Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills.** The focus of each content description in Foundation to Year 6 expands into more specific content descriptions for Years 7 to 10 as presented in the table below. For transition purposes from primary to secondary in Years 7–8 and consistency state-wide, generalist primary teachers at Year 7 could focus on the four initial similar concepts and skills eg, the 1st, 3rd, 5th and 6th Content Descriptions, with the deeper and expanded concepts being the focus in year 8, eg, the 2nd, 4th, 5th, and 7th Content Descriptions. E.g. The focus in Year 7 could then be on: 8.1, 8.3, 8.5 and 8.6, and in Year 8: 8.2, 8.4, 8.5 and 8.7.

Content description	Foundation– Yr 6	Content description	Yrs 7–10
1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas	1 <sup>st</sup>	Exploring ideas and improvising with ways to represent ideas
		2 <sup>nd</sup>	Manipulating and applying the elements/concepts with intent
2 <sup>nd</sup>	Developing understanding of practices	3 <sup>rd</sup>	Developing and refining understanding of skills and techniques
		4 <sup>th</sup>	Structuring and organising ideas into form
3 <sup>rd</sup>	Sharing artworks through performance, presentation or display	5 <sup>th</sup>	Sharing artworks through performance, presentation or display
4 <sup>th</sup>	Responding to and interpreting artworks	6 <sup>th</sup>	Analysing and reflecting upon intentions
		7 <sup>th</sup>	Responding to and interpreting artworks

### Years F–2 Level Description: Visual Arts

In Foundation to Year 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks with peers and experience visual arts as audiences. In Foundation to Year 2, learning in Visual Arts builds on the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students' connection with and contribution to the world. Students become aware of how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints. They learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies. They enhance their perception skills by learning to notice visual detail as they examine and represent familiar and new objects and events in their lives. They explore how and why artworks are created and become familiar with using and applying visual conventions, such as line, shape, colour and texture. They develop and apply safe and sustainable practices when experimenting with different materials, techniques and technologies. In the Foundation Year, students undertake visual arts suitable to their level of development. As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. While visual arts in the local community should be the initial focus for learning, young students are also aware of and interested in visual arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that Aboriginal and Torres Strait Islander artworks represent particular ideas and stories. As they make and respond to visual artworks, students explore meaning and interpretation, forms and styles through social and cultural contexts. They provide opinions about artworks expressing what they like and why. They experience the role of artist and audience and they respond to feedback in their visual arts making.

### Years F–2: Examples of Knowledge and skills in Visual Arts

Students apply their knowledge and understanding through appropriate and skilful use of visual arts practices as artists and audiences. Through *Making and Responding*, students develop knowledge, skills and understanding of their art making by becoming increasingly proficient with art, craft and design techniques, processes, and ways of perceiving worlds.

#### Examples of knowledge and skills in Visual Arts:

The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These are not an exclusive, exhaustive list, but an indication of the breadth of study within Visual Arts. In this band students develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on:

#### Representation

- Subject matter* - personal observations, sensory expression and imagination
- Forms* - drawing, painting, sculpture, printmaking, fibre crafts and digital imaging
- Techniques* - overlapping, patterns, colour mixing, collage, mixed media, wrapping, and paper mache
- Visual conventions* - identifying, using and interpreting line, shape, colour, texture, space, time, tone and value
- Materials* - understanding of qualities and properties of a range of materials, for example, which material is good for making tall, thin animals
- Technologies* - traditional and digital

#### Practices

- Spaces* - recognising the meaning of studio for visual artists and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work
- Skills* - observational – seeing, noticing and viewing critically
- Processes* - describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying

#### Viewpoints

- Contexts* - recognising artworks from different cultures particularly Aboriginal and Torres Strait Islander Peoples, and works from Asia, and from different times

### Years F–2: Considering viewpoints in Visual Arts

In both *Making and Responding*, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists' meanings and the audiences' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgments about their own art and design works and other artworks they see, hear and interact with as audiences.

#### Examples of viewpoints and questions within the Visual Arts Content Elaborations Years F–2

Considering viewpoints:

- *Forms and elements*: For example – What colours were used? What is it made of? How is the colour used, and why is it used in this way?
- *Meanings and interpretations*: For example – What did this artwork or design make you think about and why? What figures/shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meaning?
- *Societies and cultures*: For example – Where is this artwork from and why was it made? Who made the artworks? Where and how are they displayed?

### Years F-2 Content Descriptions: Visual Arts

- 2.1 Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists
- 2.2 Use and experiment with different materials, techniques, technologies and processes to make artworks
- 2.3 Create and display artworks to communicate ideas to an audience
- 2.4 Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

NB: It is advised that the 'Learning in Visual Arts' two page introduction (Subject, structure) is used along with this 'explorer' paper. Download it from the Australian Curriculum website.

Source: [www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/) accessed 22/02/2017