

Reception to year 6

The Arts

Visual arts

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Scope and sequence

Revised to align with the Australian Curriculum Version 9.0 (2022)

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The Arts – Visual arts: Reception to year 6

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Context statement

For the purpose of this document, the terms ‘artist’ and ‘artwork’ refer collectively to all visual artists, craftspeople, designers, and their respective work.

In Visual arts, students experience and explore the concepts of artist, artwork, world, and audience, looking at artwork from the viewpoint of the artist and the audience. Students learn in, through, and about visual arts practices, developing practical skills, techniques, processes, and products with a diverse range of materials. They explore a range of forms, styles, and social, cultural, and historical contexts. Students develop their Arts knowledge and preferences, as well as a practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning. Students view, manipulate, reflect on, analyse, appreciate, and evaluate their own and others’ visual artworks.

Teachers are advised to use their professional judgement when selecting a range of materials, artists, and artwork on which to focus the delivery of this curriculum. Choices should reflect accessibility and student needs and interests. Where examples are given, these are suggestions and are by no means exhaustive or mandated. The use of local artwork and artists is strongly encouraged.

The **Achievement standards** have the verbs in bold text, are aligned with the content descriptions, and must be considered when designing assessment activities, collecting evidence of student learning, and when assessing student work.

This document is structured around the 4 interrelated strands of The Arts:

- **Exploring and responding**
- **Developing practices and skills**
- **Creating and making**
- **Presenting and performing.**

Each strand has one or more content descriptions, followed by dot pointed content clarifiers that describe the explicit learning required.

The strands and content descriptions should be combined when planning teaching and learning activities; they are not designed to be addressed as isolated activities.

Making and responding and **viewpoints** are key considerations embedded in The Arts curriculum. They are intrinsically connected and should be integrated when designing learning experiences:

- As students make visual artworks, they actively respond to their own developing artwork and the artwork of others.
- As students respond to visual artwork, they draw on the knowledge, understanding, and skills acquired through their experiences in making visual art.
- Students learn from artwork they experience, and they are an audience for their own artworks.

Students consider artwork from multiple viewpoints, as artists and audience.

The elements of the visual arts are fundamental to all learning in this subject: line, shape, colour, texture, space, tone, value, and form.

These documents have been designed to:

- provide clarity and context for teaching and learning in South Australia, in alignment with the Australian Curriculum: The Arts
- identify the discipline specific and transferable knowledge, skills, and understandings required at each year level
- enable rigour, engagement, and discipline specific skill development.

Achievement standards

Reception	Years 1 to 2	Years 3 to 4	Years 5 to 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> • describe experiences, observations, ideas, and/or feelings about arts works they encounter at school, home, and/or in the community • use play, imagination, arts knowledge, processes, and/or skills to create and share artworks in different forms. 	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • identify where they experience visual arts • describe where, why, and/or how people across cultures, communities, and/or other contexts experience visual arts • experiment with visual conventions, visual arts processes, and materials • make and share artworks in informal settings. 	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • describe the use of visual conventions, visual arts processes, and materials in artworks they create and/or experience • describe where, why, and/or how visual artists create and/or display artworks across cultures, times, places, and/or contexts • use visual conventions, visual arts processes, and materials to create artworks that communicate ideas, perspectives, and/or meaning • share or display their artworks and/or visual arts practice in informal settings. 	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • explain the ways that visual conventions, visual arts processes, and materials are used in artworks they create and/or experience • describe how artworks created across cultures, times, places, and/or contexts communicate ideas, perspectives, and/or meaning • describe how visual arts are used to continue and revitalise cultures • develop and document ideas for their own artworks • select and use visual conventions, visual arts processes, and materials to create artworks that communicate ideas, perspectives, and/or meaning • present documentation and artworks that communicate ideas, perspectives, or meaning in formal and/or informal settings.

Scope and sequence

Subject: Visual arts							
Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and responding	Explore how and why The Arts are important for people and communities.	Explore where, why, and how people across cultures, communities, and/or other contexts experience visual arts.		Explore where, why, and how visual arts are created and presented across cultures, times, places, and other contexts.		Explore ways that visual conventions, visual arts processes, and materials are combined to communicate ideas, perspectives, and/or meaning in visual arts across cultures, times, places, and contexts.	
	<ul style="list-style-type: none"> With support, explore preferences for the art they create and view. Share how the artwork makes them think or feel. Explore and talk about the visual arts elements of line, shape, and colour used in the artwork they see and create. As a class, talk about the artist or artists who made the artwork they view and discuss where the artwork was made. Listen to First Nations Australians talk about the importance of visual arts for connecting people, culture, and Country/Place. For example, use resources created or co-created by First Nations Australians. 	<ul style="list-style-type: none"> Explore artworks from a range of cultures and places. Explore the content of the artwork and share what the artwork makes them think or feel, and why. Identify and describe how the elements of line, shape, and colour have been used in the work they observe. Identify the artist or artists who made the artwork, where the artwork was made, and why the artwork was made. 	<ul style="list-style-type: none"> Identify artworks from a variety of cultures, communities, and contexts. Explore the content of the artwork and describe how the artwork makes them feel and why. Explore and identify how the elements of line, shape, colour, and texture have been used in their own or others' work. Explore how ideas are represented in visual arts, with a focus on the meaning and interpretation of their own artwork. Identify the artist or artists who made the artwork and where it was made. Discuss why the artwork was made. 	<ul style="list-style-type: none"> Explore and describe the meanings of a variety of artworks and respond to them through class discussions or scaffolded written response. Discuss and describe their own and others' artwork through using some visual arts terminology. Describe and explore what a painting tells them about the past, present, or future, and explore the similarities and differences between 2 or more paintings. Explore the artists' practice; for example, how do they work in a studio, gather ideas, and develop techniques? 	<ul style="list-style-type: none"> Explore the meanings and purpose of a variety of artworks and describe them through writing and group discussion. Explore artworks made for different reasons and discuss the times or contexts that the artworks were made in. Describe and respond to their own and other's artwork using visual arts terminology. View artworks in a variety of styles and artists from a range of times, places, contexts, and cultures. Explore and describe how the artists have used the elements and conventions of visual arts to convey meaning. 	<ul style="list-style-type: none"> Explore and describe viewpoints when viewing a variety of artworks, focusing on the materials and technologies used. For example, ask 'How does this artwork and the materials or technologies used express the artist's experiences and communicate meaning to the audience?' Discuss a variety of artforms such as design, painting, sculpture, or film. Document different styles such as abstract, realistic, or surreal, and compare artworks across cultures, times, places, and contexts. Explore and identify different techniques such as line drawing, digital imaging, or construction within the artwork. 	<ul style="list-style-type: none"> Describe and discuss the use of materials, equipment, and visual arts elements, and how they have been applied to different artworks to produce varying effects for the intended audience. Explore a range of artforms such as design, painting, sculpture, or film, and explain how a range of techniques such as line drawing, digital imaging, or construction have been used in the artwork. Explore artworks from a range of contexts and cultures, commenting on how the elements within each style have been used to help convey a message and meaning to the intended audience. Explore and document how the selection of

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							materials and techniques assists understanding of the artist’s views, beliefs, and opinions, including artistic intention.
		Explore examples of visual arts created by First Nations Australians.		Explore how First Nations Australians use visual arts to communicate their connection to and responsibility for Country/Place.		Explore ways that First Nations Australians use visual arts to continue and revitalise cultures.	
		<ul style="list-style-type: none"> • Explore how artworks created by First Nations Australian artists feature places in their artwork to demonstrate why where we are is a part of who we are. • Explore artworks that represent First Nations Australians’ interpretations of the night sky. With First Nations Australians who have cultural authority, co-create symbols or designs to represent shapes and patterns that can be seen at different times of the year. 	<ul style="list-style-type: none"> • Explore and identify a diverse range of artworks made by contemporary First Nations Australian artists, for example, artworks from a local, regional, state, or national collection. • Explore when, where, how, and why First Nations Australian artists use visual arts, crafts, and designs to share knowledge about cultures; for example, during celebrations such as Aboriginal Children's Week, NAIDOC week, or Reconciliation Week. 	<ul style="list-style-type: none"> • Look at visual and media arts works that represent the importance of Country/Place and story for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories. • Explore a diverse range of symbols and emblems and learn from people with cultural authority about their importance to First Nations Australians’ identity and culture. 	<ul style="list-style-type: none"> • Explore topics in other learning areas, such as the diversity of Nations, by examining a diverse range of cultural expressions or artworks of and by First Nations Australian artists. Learn from the artists what the works teach about the subject matter. For example, use viewpoints to develop questions such as ‘How does this work represent identity?’ to explore what is important to the artist, their identity, their stories, and their communities. • Explore visual conventions, symbols, or patterns with representatives of a First Nations Australian community, or resources that are created or co-created by First Nations Australians; for example, explore 	<ul style="list-style-type: none"> • Explore the ways that a diverse range of First Nations Australian artists embed themselves and their communities in artworks in a range of representative forms as a visual declaration of identity, storytelling, and resilience. For example, explore representations of First Nations Australians as superheroes in comics and popular culture. • Explore the ways that visual arts created by First Nations Australians may have multiple purposes. For example, art as cultural practice, art to communicate cultural understandings, and art as narrative. 	<ul style="list-style-type: none"> • Explore and investigate a range of site-specific artworks created by First Nations Australian artists, such as street artworks, murals, and installations. Explore how they communicate and celebrate cultural knowledge and understandings. • Investigate how meaning and purpose are communicated in artworks and design created or co-created by First Nations Australians; for example, learn about how visual conventions are used in artworks and designs, such as textiles and fashion, to share cultural knowledge with the broader community.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					artworks that share cultural accounts of Country/Place.		
Developing practices and skills	Use play, imagination, arts knowledge, processes, and/or skills to discover possibilities and develop ideas.	Experiment and play with visual conventions, visual arts processes, and materials.		Experiment with a range of ways to use visual conventions, visual arts processes, and materials.		Experiment with, document, and reflect on ways to use a range of visual conventions, visual arts processes, and materials.	
	<ul style="list-style-type: none"> • Explore, use, and play with a variety of materials and possible ways of creating artworks. • With guidance, use and follow a different process, for example, paint on a foam cup, a potato, or their hand to print on paper to make an image. • Describe shapes, colours, and lines in their classroom environment. • With guidance and support, develop and use safe practices when using materials and tools. 	<ul style="list-style-type: none"> • Experiment with a range of materials and select appropriate tools and materials to create their artwork. • Use and play with different processes, such as overlapping and crosshatching. • Play with a range of natural or constructed materials to experiment with visual conventions to see what can be made. For example, make miniature mud houses. • With guidance, develop safe practices for using materials and tools, including setting up and cleaning up. 	<ul style="list-style-type: none"> • Describe the qualities of a range of materials, and experiment and play with appropriate material for their own artworks. • Experiment with different processes and techniques, such as using carved vegetables to print on material or paper. • Independently develop and use safe practices for using materials, tools, and equipment they are working with. For example, clean up and organise material, and name and display work. 	<ul style="list-style-type: none"> • Experiment with various materials and develop techniques and art processes such as weaving or photomontage. • Display and use some visual conventions when creating artwork; for example, mix primary and secondary colours or draw lines of different weights. • Safely, appropriately, and effectively experiment with a variety of materials and a range of techniques. Examples include modelling and joining clay, marbling on paper, printing a pattern, photomontage, or weaving. 	<ul style="list-style-type: none"> • Experiment with combinations of various materials and technologies to create visual effects. For example, use crosshatching to create tone, and reflect on the effectiveness of their experimentation through questions such as ‘What was I trying to achieve?’. • Experiment by selecting a range of visual conventions for their artwork, such as colour mixing, lines of different weight, and simple perspective including foreground, middle ground, and background. • Work safely and appropriately to select and use a range of materials and techniques to match the intention and medium of their artwork. 	<ul style="list-style-type: none"> • Combine various visual conventions, visual arts processes, and materials to communicate an idea, concept, theme, or subject matter. • Develop and use processes and techniques such as mono-printing, sculpture, and digital technologies to make artworks from a range of materials. • Demonstrate and experiment with different techniques and processes in planning and making printed artwork. • Explore a range of approaches to working in 3D forms to visually communicate ideas, such as modelling clay techniques and surface decoration. • Use materials, tools, and equipment safely. 	<ul style="list-style-type: none"> • Use a variety of visual arts processes and techniques like mono-printing, sculpture, and digital technologies, to make artworks from a variety of materials. • Select and combine a range of approaches to printmaking, such as transferring previously created drawings on to printing foam and creating multiple prints that explore visual conventions, for example, use different coloured inks or paints, and gradually add pattern and texture to increase the complexity of detail. • Experiment with ways to represent a theme from another learning area. Visually document ideas that link to the theme to create an artwork to communicate their ideas.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<ul style="list-style-type: none"> • Safely use and care for materials, tools, and equipment.
<p>Creating and making</p>	<p>Create artworks that communicate ideas.</p>	<p>Use visual conventions, visual arts processes, and materials to create artworks.</p>		<p>Use visual conventions, visual arts processes, and materials to create artworks that communicate ideas, perspectives, and meaning.</p>		<p>Use visual conventions, visual arts processes, and materials to plan and create artworks that communicate ideas, perspectives, and meaning.</p>	
	<ul style="list-style-type: none"> • Create and play with a variety of materials like chalk, crayons, cardboard boxes, and washable paint. • Explore similarities and differences of known objects, drawings, and visual materials. • Create artworks in response to inspiration from literature, music, or their imagination. 	<ul style="list-style-type: none"> • Create artworks through drawing and constructing with a variety of materials like clay, wool, chalk, pencils, and recycled objects. • Draw images and make objects relating to themselves, using imagination, past experiences, and ideas to inform the creation of their artwork. • Experiment and explore the use of colour and shape through recording their experiences of everyday life. For example, draw faces and plants. 	<ul style="list-style-type: none"> • Experiment and use a variety of different materials to apply to the creation of their artwork. • Create a relief print through nature-printing or collagraphs by creating a raised textured surface using glue, string, and textured paper to create mono-prints; cutting these shapes out and making a collage to create a recognisable form, such as a face or an animal. • Use 3D construction (sculpture) methods to demonstrate subject matter or ideas being explored in another learning area, for example, the life cycle of a butterfly. 	<ul style="list-style-type: none"> • Create a visual artwork inspired by a local performance or a setting from a class text to communicate their own perspective of the text or artwork. • Use the visual arts elements of colour, line, shape, texture, space, and value, as well as mixing shades, and combine to create artworks that communicate meaning. Describe and share the intended meaning that they, as the artist, want the audience to notice. • Communicate the visual conventions they have used to represent their ideas, for example, abstract representation or colours of varying intensity. 	<ul style="list-style-type: none"> • Experiment and create artwork to express personal ideas with different materials, techniques, and art processes, for example, block printing and digital imaging. • Identify and communicate choices in their art making, including forms, styles, and how the visual arts elements of colour, line, shape, texture, space, value, and mixing shades have been used to communicate meaning. • Use visual arts elements of line, shape, colour, texture, space, tone, and value in their art making. • Describe how and why they have used visual conventions. For example, abstract representation or colours of varying intensity to represent their ideas. 	<ul style="list-style-type: none"> • Explore the qualities of different materials and combinations of materials when creating artworks inspired by a social issue. For example, marine debris, fibre, and natural materials like leaves or sand. • Document a record of choices, plans, and experimental stages in a personal folio. • Combine techniques used to develop an idea or concept, for example, collage, drawing, screen printing, or a combination. • Apply their understanding of visual arts processes and materials to plan and create artworks with a range of joining techniques. For example, construct a sculpture using cardboard and textiles. 	<ul style="list-style-type: none"> • Create artwork through experimenting, manipulating, and trialling different techniques, such as drawing, screen printing, collage, and sculpting. • Combine visual art elements and apply them to plan and create an idea, concept, theme, or subject matter that shows the creator’s perspective in their artwork. • Make an artwork that expresses a personal view, opinion, or belief, and document their plans and choices in a personal portfolio. • Consider how techniques, such as collage, drawing, screen printing, or a combination are used to develop an idea or concept and explain the use of visual arts and design elements.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Presenting and performing	Share their artworks with audiences.	Share artworks and visual arts practice in informal settings.		Share and/or display artworks and visual arts practice in informal settings.		Select and present documentation of visual arts practice and display artworks in informal and formal settings.	
	<ul style="list-style-type: none"> • With support, share the ideas explored in their artworks with other students. • Share their artworks with the class via a gallery walk. Use positive language to comment on the works of their peers, and identify the features of the artworks they see, for example, colour, line, and shape. 	<ul style="list-style-type: none"> • Share with other students the ideas in their artworks, using some known visual arts terminology. • Use an everyday object as a starting point, draw the object, then personify it by adding character qualities and a name. Take turns to share and match each student’s artwork with the appropriate object and describe how they arrived at their decisions. 	<ul style="list-style-type: none"> • Describe and share with their peers the reasons for certain choices when creating their own artworks, for example, why they used a particular colour, shape, or material. • Identify and discuss with other students the ideas and themes in the artworks they make and share. If appropriate, upload the artworks to the classroom digital display. 	<ul style="list-style-type: none"> • Share with the class the decisions they have made with peers when displaying artwork in informal settings. • Share and display the ideas, themes, and meanings of their artwork. For example, create a written or spoken artist statement. • Explore a range of locations when presenting their own artworks and artist statements. For example, a school wall, the local library, or a playground. 	<ul style="list-style-type: none"> • Communicate and share the decisions they made with their peers when making and displaying artwork, and the intended meaning they as the artist, want the audience to notice. • Share and select examples from their visual arts practice, for example, experiment with materials and processes for a final artwork, and arrange these in a visual display to share on a digital platform. 	<ul style="list-style-type: none"> • Communicate with the intended audience about their artwork and their intention, through artist statements attached to the display. • Present and display documentation with the artwork that demonstrates the development of their visual arts practice and the associated theme. • Display artworks in a variety of ways and places for different audiences and purposes. For example, to communicate a social issue or to use a digital platform. 	<ul style="list-style-type: none"> • Explore digital ways of displaying artworks or encoding artist statements through audio or visual methods. • Research and apply the different considerations that are required when deciding how to display artwork. For example, consider the audience and the environment where the display will take place, such as a community arts event. • Work collaboratively with peers to plan and prepare a display of artworks. Consider making frames and/or stands at the appropriate height to display the artwork and consider the age and context of the intended audience.

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