

Scope and sequence

# Visual arts

Reception to year 6

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# Visual arts: Scope and sequence reception to year 6

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## Context statement

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

In Visual Arts, students experience and explore the concepts of artist, artwork and world and audience, viewing 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 own 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 diverse 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. Where appropriate, the use of local artwork and artists is strongly encouraged.

**The making and responding strands** inform and support each other. They are intrinsically connected and should be integrated when designing learning experiences.

- As students make visual art works, they actively respond to their own developing artwork and the artwork of others.
- As students respond to visual art work they draw on the knowledge, understanding and skills acquired through their experiences in making visual art.

This document is structured around the shared arts sub-strands to clarify the explicit learning required. As with the strands, the sub-strands should be combined when planning teaching and learning activities, they are not designed to be addressed as isolated activities.

**The elements of the visual arts** are **fundamental** to all learning in this subject: line, shape, colour, texture, space, tone or 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 content descriptions
- 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 to year 2	Year 3 to 4	Year 5 to 6
<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> artworks they <b>make</b> and <b>view</b></li> <li>• <b>describe</b> where and why artworks are made and presented</li> <li>• <b>make</b> artworks in different forms to <b>express</b> their ideas, observations and imagination</li> <li>• <b>use</b> different techniques and processes.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> and <b>discuss</b> similarities and differences between artworks they <b>make, present</b> and <b>view</b></li> <li>• <b>discuss</b> how they and others <b>use</b> visual conventions in artwork</li> <li>• <b>collaborate</b> to <b>plan</b> and <b>make</b> artworks that are inspired by artworks they <b>experience</b></li> <li>• <b>use</b> visual conventions, techniques and processes to <b>communicate</b> their ideas.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>explain</b> how ideas are represented in artworks they <b>make</b> and <b>view</b></li> <li>• <b>describe</b> the influences of artworks and practices from different cultures, times and places on their art making</li> <li>• <b>use</b> visual conventions and visual art practices to <b>express</b> a personal view in their artworks</li> <li>• <b>demonstrate</b> different techniques and processes in <b>planning</b> and <b>making</b> artworks</li> <li>• <b>describe</b> how the display of artwork enhances meaning for an audience.</li> </ul>

## Strand: Making

Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring ideas and improvising with ways to represent ideas</b>	<p>Look at a variety of artworks and designs, including Aboriginal artworks. <b>Discuss</b> art forms in 2D and 3D such as drawing or sculpture, and how visual art elements are used:</p> <ul style="list-style-type: none"> <li>• <b>Engage</b> in exploration and imaginative play with a focus on creating artworks with a variety of materials like chalk, pencils crayons, and washable paint.</li> <li>• <b>Explore</b> and <b>observe</b> similarities and differences of objects, drawings and visual materials.</li> </ul>	<p>Look at a variety of artworks and designs, including Aboriginal artworks. <b>Discuss</b> art forms in 2D and 3D such as drawing or sculpture, and how visual art elements are used:</p> <ul style="list-style-type: none"> <li>• <b>Explore and create</b> artworks through drawing and constructing with a variety of materials like clay, wool, chalk, pencils crayons, and washable paint.</li> <li>• <b>Draw</b> images and make objects relating to themselves, using imagination, past experiences and ideas to inform their artwork.</li> <li>• <b>Observe</b> and <b>explore</b> the use of colour and shape through recording their experiences in everyday life. For example, drawing faces and plants.</li> </ul>	<p>Look at a variety of artworks and designs, including Aboriginal artworks. <b>Discuss</b> art forms in 2D and 3D such as drawing or sculpture, and how visual art elements are used:</p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> and <b>experiment</b> with different materials to apply to their artwork.</li> <li>• <b>Investigate</b> elements of different art and craft from different times and cultures, and <b>identify</b> conventions used in these artworks.</li> <li>• <b>Consider</b> viewpoints in exploring ideas to use in their artworks; what colours were used? What is it made of? How is the colour used, and why is it used in this way?</li> </ul>	<p><b>Consider</b> meanings and interpretations of visual artworks from different cultures and times, including Aboriginal artworks, acknowledging that different people may have differing interpretations of the same artwork:</p> <ul style="list-style-type: none"> <li>• <b>Discuss</b> what a painting is telling us about the past, present or future, and the similarities and differences between examples of paintings.</li> <li>• <b>Explore</b> how visual elements of colour, line, shape, texture, space, and value or mixing shades, are used and combined to communicate meaning.</li> <li>• <b>Experiment</b> with different materials and techniques and art processes, for example, weaving or photomontage.</li> </ul>	<p><b>Consider</b> meanings and interpretations of visual artworks from different cultures and times, including Aboriginal artworks, acknowledging that different people may have differing interpretations of the same artwork:</p> <ul style="list-style-type: none"> <li>• <b>View</b> artworks of different styles and artists from different times and cultures. <b>Discuss</b> how the artists have used the elements and conventions of visual arts to convey meaning. <b>Explore</b> similarities and differences between the artwork of others, and their own.</li> <li>• <b>Identify</b> and <b>explain</b> choices in their art making, including forms, styles and how the visual arts elements; colour, line, shape, texture, space and value or mixing shades, communicate meaning.</li> <li>• <b>Experiment</b> and <b>create</b> artwork to express personal ideas with different materials, techniques, and art processes, for example, block printing and digital imaging.</li> </ul>	<p>Look at a variety of artworks including Aboriginal artwork, art from the local community, graffiti art, graphic design, or sculpture that use a variety of materials and techniques:</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> the qualities of different materials and combinations of materials. For example, paint, fiber, and natural material like leaves or sand.</li> <li>• <b>Maintain</b> a record of choices, plans and experimental stages in a personal folio.</li> <li>• <b>Consider</b> viewpoints in viewing a variety of artworks, focusing on the materials and technologies used.</li> <li>• <b>Discuss</b> what the artwork is made of and how the choice of material enhances the audience’s understanding.</li> </ul>	<p>Look at a variety of artworks including Aboriginal artwork, art from the local community, graffiti art, graphic design, or sculpture that use a variety of materials and techniques:</p> <ul style="list-style-type: none"> <li>• <b>Create</b> artwork through experimenting, manipulating and trialing different techniques. For example, drawing, screen printing, collage, and sculpting.</li> <li>• <b>Plan</b> and <b>make</b> own artwork that expresses a personal view, opinion or belief and <b>record</b> their plans and choices in a personal portfolio.</li> <li>• <b>Discuss</b> personal reactions to a specific artwork and <b>explain</b> what made them react in this way.</li> <li>• <b>Consider</b> how the selection of materials and techniques assists understanding of the artist’s views, beliefs and opinions, including artistic intention.</li> </ul>
<b>Developing an understanding of practices</b>	<p>Use and <b>experiment</b> with different materials, techniques, technologies and processes to <b>make</b> artworks:</p> <ul style="list-style-type: none"> <li>• With guidance and support, <b>learn</b> safe practices for using materials and tools.</li> <li>• <b>Explore</b> different materials and ways of creating artwork.</li> </ul>	<p>Use and <b>experiment</b> with different materials, techniques, technologies and processes to <b>make</b> artworks:</p> <ul style="list-style-type: none"> <li>• With limited guidance, <b>identify</b> safe practices for using materials and tools, setting up and cleaning up.</li> <li>• <b>Experiment</b> with different materials and <b>select</b></li> </ul>	<p>Use and <b>experiment</b> with different materials, techniques, technologies and processes to <b>make</b> artworks:</p> <ul style="list-style-type: none"> <li>• Independently <b>enact</b> safe practices for using materials, tools, and equipment they are working with and space they are working in. For example, cleaning up, organising material, and</li> </ul>	<p>Use materials, techniques and processes to explore visual conventions, which are the accepted ways of combining visual arts elements and how things are put together when making artwork:</p> <ul style="list-style-type: none"> <li>• Safely, appropriately and effectively <b>experiment</b> with different materials</li> </ul>	<p>Use materials, techniques and processes to explore visual conventions, which are the accepted ways of combining visual arts elements and how things are put together when making artwork:</p> <ul style="list-style-type: none"> <li>• <b>Work</b> safely and appropriately to <b>select</b> and <b>apply</b> different materials</li> </ul>	<p><b>Practise</b> and <b>refine</b> their art making skills and safe practices using a range of materials and techniques such as collage, screen printing, digital imaging, and drawing:</p> <ul style="list-style-type: none"> <li>• <b>Use</b> materials, tools and equipment safely.</li> <li>• <b>Use</b> processes and techniques such as mono-printing, sculpture and</li> </ul>	<p><b>Practise</b> and <b>refine</b> their art making skills and safe practices using a range of materials and techniques such as collage, screen printing, digital imaging, and drawing:</p> <ul style="list-style-type: none"> <li>• Safely <b>use</b> and <b>care</b> for materials, tools and equipment.</li> <li>• <b>Use</b> a variety of processes and techniques like mono-</li> </ul>

Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>With guidance, <b>follow a</b> different process, such as drawing on Styrofoam to print.</li> </ul>	<p>appropriate materials for their artwork.</p> <ul style="list-style-type: none"> <li><b>Use</b> different processes, such as overlapping and crosshatching.</li> </ul>	<p>naming and displaying work.</p> <ul style="list-style-type: none"> <li><b>Compare</b> the different qualities of different materials and <b>select</b> and <b>apply</b> the appropriate material to their artwork.</li> <li><b>Use</b> different processes and techniques, such as carving vegetables to print on material paper.</li> </ul>	<p>and techniques. For example, modelling and joining clay, marbling on paper, printing a pattern, photomontage, or weaving.</p> <ul style="list-style-type: none"> <li><b>Explore</b> visual arts elements of line, shape, colour, texture, space tone and value through own art making. <b>Apply</b> some visual conventions when creating artwork, like mixing primary and secondary colours or drawing lines of different weights.</li> </ul>	<p>and techniques to match the intention and medium of their artwork.</p> <ul style="list-style-type: none"> <li><b>Use</b> visual art elements of line, shape, colour, texture, space tone and value in their art making.</li> <li><b>Apply</b> visual conventions to their artwork. For example, colour mixing, lines of different weight, and simple perspective including foreground, middle ground, and background.</li> </ul>	<p>digital technologies to make artworks.</p> <ul style="list-style-type: none"> <li><b>Use</b> various visual art elements to communicate an idea, concept, theme, or subject matter.</li> </ul>	<p>printing, sculpture and digital technologies, to make artworks.</p> <ul style="list-style-type: none"> <li><b>Select</b> various combinations of visual art elements and <b>apply</b> them to communicate an idea, concept, theme or subject matter.</li> </ul>
<p><b>Sharing artworks through performance, presentation or display</b></p>	<p><b>See and notice</b> how artworks are <b>created</b> and <b>displayed</b> in the classroom or at a local gallery. <b>Discuss</b> and <b>make decisions</b> on how to communicate an idea through the <b>display</b> of their own artworks:</p> <ul style="list-style-type: none"> <li>With support, <b>share</b> the ideas explored in their artworks with other students.</li> <li>With guidance <b>explore</b> how they represented their ideas.</li> <li><b>Explore</b> the choices they made in creating the artwork, for example, why they used a colour, shape or material.</li> </ul>	<p><b>See and notice</b> how artworks are <b>created</b> and <b>displayed</b> in the classroom or at a local gallery. <b>Discuss</b> and <b>make decisions</b> on how to communicate an idea through the <b>display</b> of their own artworks:</p> <ul style="list-style-type: none"> <li><b>Share</b> and <b>discuss</b> with other students the ideas in their artworks. <b>Consider</b> and <b>discuss</b> how ideas are represented, with a focus on meaning and interpretation. For example, what did this artwork make them think about, and why?</li> <li><b>Consider</b> why they made the choices they did. For example, why they used a colour, shape or material.</li> </ul>	<p><b>See and notice</b> how artworks are <b>created</b> and <b>displayed</b> in the classroom or at a local gallery. <b>Discuss</b> and <b>make decisions</b> on how to communicate an idea through the <b>display</b> of their own artworks:</p> <ul style="list-style-type: none"> <li><b>Consider</b> and <b>discuss</b> with other students ideas and themes in the artworks they make.</li> <li><b>Consider</b> and <b>discuss</b> how ideas are represented, with a focus on meaning and interpretation in both their own and others artwork. Ask what did this artwork make you think about and why? How has the artist treated the figures and shapes to convey their meaning?</li> <li><b>Explain</b> why they made the choices they did, for example, why they used a colour, shape or material.</li> </ul>	<p><b>Explore and make decisions</b> about how their artwork could be <b>displayed</b>. For example, mounted and framed, in public spaces, in different locations, on the internet, and in the media:</p> <ul style="list-style-type: none"> <li><b>Discuss</b> the decisions they have made when <b>making</b> and <b>displaying</b> artwork.</li> <li><b>Explore</b> and think about the intended <b>meaning</b> they as the artist, want the audience to notice.</li> <li><b>Identify</b> the visual conventions they have used to represent their ideas, for example, abstract representation or colours of varying intensity.</li> <li><b>Consider</b> how the use of different materials or techniques may communicate the same idea.</li> </ul>	<p><b>Explore and make decisions</b> about how their artwork could be <b>displayed</b>. For example, mounted and framed, in public spaces, in different locations, on the internet, and in the media:</p> <ul style="list-style-type: none"> <li><b>Explain</b> the decisions they made when making and displaying artwork and the intended meaning they as the artist, want the audience to notice.</li> <li><b>Describe</b> how and why they have used visual conventions. For example, abstract representation or colours of varying intensity, to represent their ideas.</li> <li><b>Consider</b> how the use of different materials or techniques may communicate the same idea.</li> </ul>	<p><b>Display</b> artworks in different ways, places, for different audiences and purposes. For example, framed and mounted in a formal setting, using internet-based technologies, on social media, for a remote community, for children, to promote an artist, or to communicate a social message:</p> <ul style="list-style-type: none"> <li><b>Research</b> the different considerations that are required when deciding on how to display artwork.</li> <li><b>Consider</b> techniques used to develop an idea or concept, for example, collage, drawing, screen printing or a combination.</li> <li><b>Plan</b> a display of artworks.</li> </ul>	<p><b>Display</b> artworks in different ways, places, for different audiences and purposes. For example, framed and mounted in a formal setting, using internet-based technologies, on social media, for a remote community, for children, to promote an artist, or to communicate a social message:</p> <ul style="list-style-type: none"> <li><b>Research</b> and <b>apply</b> the different considerations that are required when deciding on how to display artwork.</li> <li><b>Consider</b> and <b>identify</b> how different people may <b>interpret</b> the same artwork differently.</li> <li><b>Consider</b> techniques used to develop an idea or concept, for example, collage, drawing, screen printing or a combination and <b>explain</b> the use of visual art and design elements.</li> <li><b>Plan</b> a display of artworks and consider the <b>audience</b>, including age, gender, and culture.</li> </ul>

## Strand: Responding

Sub-strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Responding to and interpreting artworks</b>	<p><b>Observe</b> the artwork of others in Australia, including visual artworks of Aboriginal and Torres Strait Islanders, peer artwork, art in a local gallery, a sculpture in the park or an image projected on the board:</p> <ul style="list-style-type: none"> <li>• <b>Look</b> at artworks from a variety of cultures and places and <b>describe</b> the aspects of the artwork. <b>Discuss</b> how the artwork makes them think or feel.</li> <li>• <b>Notice</b> and <b>talk</b> about the visual arts elements of line, shape and colour used in the artwork.</li> <li>• <b>Name</b> the artist or artists who made the artwork, and where the artwork was made.</li> </ul>	<p><b>Observe</b> the artwork of others in Australia, including visual artworks of Aboriginal and Torres Strait Islanders, peer artwork, art in a local gallery, a sculpture in the park or an image projected on the board:</p> <ul style="list-style-type: none"> <li>• <b>Look</b> at artworks from a variety of cultures and places, <b>describe</b> the content of the artwork and <b>discuss</b> what the artwork makes them think or feel and why.</li> <li>• <b>Consider</b> how the elements of line, shape, colour and texture have been used in the work.</li> <li>• <b>Identify</b> the artist or artists who made the artwork, where the artwork was made, and <b>discuss</b> why the artwork was made.</li> </ul>	<p><b>Observe</b> the artwork of others in Australia, including visual artworks of Aboriginal and Torres Strait Islanders, peer artwork, art in a local gallery, a sculpture in the park or an image projected on the board:</p> <ul style="list-style-type: none"> <li>• <b>Look</b> at artworks from a wide variety of cultures and places, <b>describe</b> the subject matter of the artwork, and <b>discuss</b> what the artwork makes them think or feel and why.</li> <li>• <b>Consider</b> how the elements of line, shape, colour, texture and space have been used in the work to convey the meaning.</li> <li>• <b>Identify</b> the artist or artists who made the artwork, <b>consider</b> where the artwork was made, and <b>discuss</b> why and how the artwork was made.</li> </ul>	<p><b>Identify</b> and <b>explore</b> the meanings of different artworks including artworks of Aboriginal and Torres Strait Islanders and artwork in the local community.</p> <p><b>Use</b> specific visual arts vocabulary, for example, shape, tint, foreground and background, as well as the visual arts elements of line, shape, colour, texture, space, tone and value:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the meanings of a variety of artworks, responding to them through verbal or written discussions.</li> <li>• <b>Compare</b> and <b>consider</b> artworks made for different reasons.</li> <li>• <b>Describe</b> the artwork of self and others through using some visual art vocabulary.</li> </ul>	<p><b>Identify</b> and <b>explore</b> the meanings of different artworks including artworks of Aboriginal and Torres Strait Islanders and artwork in the local community.</p> <p><b>Use</b> specific visual arts vocabulary, for example, shape, tint, foreground and background, as well as the visual arts elements of line, shape, colour, texture, space, tone and value:</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>discuss</b> the meanings and purpose of a variety of artworks and <b>respond</b> to them through discussion and/or in writing.</li> <li>• <b>Compare</b> and <b>consider</b> artworks made for different reasons and <b>discuss</b> the contexts that the artworks were made in.</li> <li>• <b>Analyse, describe</b> and <b>respond</b> to the artwork of self and others through explicitly using visual art vocabulary.</li> </ul>	<p><b>Explain</b> how artists from different <b>contexts</b> and <b>cultures</b>, including Aboriginal and Torres Strait Islander artists, differ in representing and communicating <b>meaning</b> through their artworks:</p> <ul style="list-style-type: none"> <li>• <b>Consider</b> the use of materials, equipment and visual arts elements.</li> <li>• <b>Discuss</b> different forms such as design, painting, sculpture, film. <b>Identify</b> different techniques such as line drawing, digital imaging, or construction within the artwork.</li> <li>• <b>Investigate</b> different styles such as abstract, realistic, or surreal, and compare artworks from different contexts and cultures.</li> </ul>	<p><b>Explain</b> how artists from different <b>contexts</b> and <b>cultures</b>, including Aboriginal and Torres Strait Islander artists, differ in representing and communicating <b>meaning</b> through their artworks:</p> <ul style="list-style-type: none"> <li>• <b>Consider</b> and <b>discuss</b> the use of materials, equipment and visual arts elements, and how they have been applied to different artworks to <b>produce</b> varying effects for the intended audience.</li> <li>• <b>Explore</b> and <b>investigate</b> different forms such as design, painting, sculpture, or film, and <b>identify</b> how different techniques such as line drawing, digital imaging or construction have been used in the artwork.</li> <li>• <b>Explore</b> and <b>discuss</b> different styles such as abstract, realistic or surreal.</li> <li>• <b>Compare</b> artworks from different contexts and cultures, <b>commenting</b> on how the elements within each style have been used to help convey a message and meaning to the intended audience.</li> </ul>