

# Year 7 to 10

# The Arts

## Visual arts

September 2022

## Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government  
of South Australia

Department for Education

# The Arts – Visual arts: Year 7 to 10

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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 artwork.

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 1 or more content descriptions, followed by dot pointed content clarifiers which 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 teaching and learning experiences.

- As students make visual artwork they actively respond to their 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 artwork.
- 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 revised 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

Years 7 to 8	Years 9 to 10
<p>By the end of year 8, students:</p> <ul style="list-style-type: none"> <li>• <b>analyse</b> how visual conventions, visual arts processes, and materials are manipulated in artworks they create and/or experience</li> <li>• <b>evaluate</b> the ways that visual artists across cultures, times, places, and/or other contexts communicate ideas, perspectives, and/or meaning through their visual arts practice</li> <li>• <b>describe</b> respectful approaches to creating and/or responding to artworks</li> <li>• <b>generate, document, and develop</b> ideas for artworks</li> <li>• <b>reflect</b> on their visual arts practice</li> <li>• <b>select</b> and <b>manipulate</b> visual conventions, visual arts processes, and/or materials to create artworks that represent ideas, perspectives, and/or meaning</li> <li>• <b>curate</b> and <b>present</b> exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.</li> </ul>	<p>By the end of year 10, students:</p> <ul style="list-style-type: none"> <li>• <b>analyse</b> how and why visual conventions, visual arts processes, and materials are manipulated in artworks they create and/or experience</li> <li>• <b>evaluate</b> how and why artists from across cultures, times, places, and/or other contexts use visual conventions, visual arts processes, and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives, and/or meaning</li> <li>• <b>evaluate</b> how visual arts are used to celebrate and challenge perspectives of Australian identity</li> <li>• <b>draw on</b> inspiration from multiple sources to generate and develop ideas for artworks</li> <li>• <b>document</b> and <b>reflect</b> on their own visual arts practice</li> <li>• <b>use</b> knowledge of visual conventions, visual arts processes, and materials to create artworks that represent and/or communicate ideas, perspectives, and/or meaning</li> <li>• <b>curate</b> and <b>present</b> exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.</li> </ul>

# Scope and sequence

Subject: Visual arts				
Strands:	Year 7	Year 8	Year 9	Year 10
Exploring and responding	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.		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, and meaning.	
	<ul style="list-style-type: none"> <li>• <b>Consider</b> the diversity of art or design work from a range of cultures, times, or places.</li> <li>• <b>Explore</b> a range of artistic or design styles and the context from which they have evolved, for example, artwork by a specific First Nations Australian artist or an urban street artist.</li> <li>• <b>Discuss</b> the purpose in a range of art or design works created at different times in history and from diverse social or cultural contexts.</li> <li>• <b>Explore</b> how specific features, materials, techniques, processes, and elements of visual arts are used at different times in history and in a range of global contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider</b> and <b>discuss</b> art or design works from a range of cultures, times, or places.</li> <li>• <b>Explore</b> and <b>describe</b> a range of artistic or design movements or styles, for example, Fauvism or installation art.</li> <li>• <b>Investigate</b> and <b>discuss</b> the purpose of art or design works created at different times in history, from different viewpoints, and in a range of social and cultural contexts.</li> <li>• <b>Examine</b> the evolution of specific features, conventions, materials, techniques, processes, and elements of visual arts over time in a range of global contexts.</li> <li>• <b>Evaluate</b> with respect how a range of artists over time and in a range of contexts communicate ideas and meaning through their art or design work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>analyse</b> the work of specific artists from a range of cultures, times, or places.</li> <li>• <b>Investigate</b> how visual arts works, artists, or designers throughout history have challenged social and political issues. <b>Consider</b> the artist's responsibilities when commenting on such issues.</li> <li>• <b>Identify</b> visual conventions used to communicate ideas or meaning by artists from specific cultures, places, and times, internationally and in Australia.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore, analyse, and compare</b> work by specific artists of a range of cultural, historical, and contemporary art styles or movements. <b>Consider</b> each artist's contextual viewpoint.</li> <li>• <b>Analyse</b> and <b>discuss</b> the role of visual arts throughout history as a means of challenging issues of contemporary relevance, for example, gender roles in society, climate change, or political comment. <b>Discuss</b> the artist's responsibilities when commenting on such issues.</li> <li>• <b>Analyse</b> the ways in which visual conventions have been used or rejected at different times in history and in a range of cultures. <b>Consider</b> the work of international and Australian artists.</li> <li>• <b>Evaluate</b> with respect, how a range of artists, over time and in a range of contexts, have communicated a personal perspective or challenged an idea through their art or design work.</li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
	<p>Investigate the diversity of First Nations Australians’ artworks and arts practices considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights.</p>		<p>Investigate the ways that First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice.</p>	
	<ul style="list-style-type: none"> <li>• <b>Discuss</b> cultural sensitivity, respect, and appreciation of visual arts works created by or representing First Nations Australians.</li> <li>• <b>Identify</b> culturally appropriate responses and permissions when interacting with art or design works created by or representing First Nations Peoples.</li> <li>• <b>Recognise</b> the diversity of and <b>compare</b> representations and interpretations of Country, Place, or people in art or design work by a range of First Nations Australian artists.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop</b> cultural sensitivity, respect, and appreciation of visual arts works created by or representing First Nations Australians.</li> <li>• <b>Discuss</b> and <b>reflect</b> upon 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 First Nations Peoples.</li> <li>• <b>Explore</b> and <b>describe</b> the diverse representations and interpretations of Country, Place, or people in art or design work by a range of First Nations Australian artists, from past and contemporary times.</li> <li>• <b>Explore</b> and <b>discuss</b> Indigenous Cultural Intellectual Property rights in relation to the artist and the art or design work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider</b> and <b>discuss</b> the communication of cultural and social values in visual arts works created by First Nations Australian artists.</li> <li>• <b>Discuss</b> intended meanings and representation of identity in visual arts works by First Nations Australian artists. <b>Consider</b> meanings from the different perspectives of artist and audience.</li> <li>• <b>Analyse</b> the art or design work of First Nations Australian artists and <b>identify</b> how those artists have explored, represented, or challenged concepts and histories of Australia and Australian identity.</li> <li>• <b>Examine</b> art or design works by a range of First Nations Australian artists. <b>Consider</b> how they may be interpreted in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Examine</b> and <b>discuss</b> the communication and representation of cultural and social values in visual arts works by First Nations Australian artists.</li> <li>• <b>Analyse</b> and <b>interpret</b> the intended meanings and representation of identity in visual arts works by First Nations Australian artists. <b>Consider</b> how these may be interpreted differently from various cultural or societal viewpoints.</li> <li>• <b>Analyse</b> how a range of artists celebrate, create, or challenge historical and contemporary perspectives of Australia and Australian identity through their work.</li> <li>• <b>Explore</b> the representation of First Nations Peoples’ viewpoints by examining art or design work by First Nations Australian artists.</li> <li>• <b>Propose</b> and <b>evaluate</b> different interpretations of art or design works by a range of First Nations Australian artists. <b>Discuss</b> from the viewpoints of artist and audience.</li> </ul>
<p>Developing practices and skills</p>	<p>Experiment with visual conventions, visual arts processes, and materials to develop skills.</p>		<p>Experiment with visual conventions, visual arts processes, and materials to refine skills and develop personal expression.</p>	
	<ul style="list-style-type: none"> <li>• <b>Explore</b> different visual arts conventions, for example, compositional devices such as colour theory, or the use of directional lines to direct the eye to an intended focus.</li> <li>• <b>Investigate</b> the use of different techniques, processes, and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply</b> different visual arts conventions to represent a particular theme, concept, or idea in own art or design work.</li> <li>• <b>Experiment</b> with the use of different techniques, processes, and technologies to communicate meaning in own art or design making.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with a range of materials and technologies to make art or design work with a specific intention. <b>Explore</b> 2D and 3D forms.</li> <li>• <b>Investigate</b> the use of digital, virtual, and traditional technologies and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Manipulate</b> a range of materials and technologies including still or moving imagery, to make art or design work with a specific intention and personal aesthetic. <b>Explore</b> 2D, 3D, and 4D forms.</li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
	<p>technologies to communicate meaning and <b>use</b> in own art or design making.</p> <ul style="list-style-type: none"> <li>• <b>Use</b> a variety of techniques, processes, and materials influenced by those used in others’ work.</li> <li>• <b>Investigate</b> how a specific artist or designer uses different techniques and processes to create work. <b>Apply</b> to the planning and resolution of own art or design work.</li> <li>• <b>Identify</b> safe studio practices when using a variety of materials, tools, and equipment.</li> <li>• <b>Recognise</b> sustainable practices such as conservation, care, and clean up of material, tools, and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>experiment</b> with a variety of techniques, processes, and materials influenced by those used in others’ work.</li> <li>• <b>Explore</b> and <b>analyse</b> how a range of artists or designers use different techniques and processes to create work. <b>Apply</b> to the planning and resolution of own art or design work.</li> <li>• <b>Use</b> safe studio practices when using a range of materials, tools, equipment, and techniques.</li> <li>• <b>Apply</b> sustainable practices such as conservation, care, and clean up of material, tools, and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> varied processes, for example, deconstruct and reconstruct found and created images.</li> <li>• <b>Develop</b> skills through repetition and practice, and <b>transfer</b> skills to a variety of media.</li> <li>• <b>Justify</b> solutions to visual art and design planning challenges.</li> <li>• <b>Explore</b> and combine a variety of selected materials, technologies, techniques, and processes.</li> <li>• <b>Use</b> safe and sustainable practices, for example, investigate environmentally responsible handling and disposal of material, tools, and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with a range of digital, virtual, and traditional technologies, materials, and processes.</li> <li>• <b>Develop</b> skills through repetition, reflection, refinement, and practice, and <b>transfer</b> skills to a variety of media and combinations of media.</li> <li>• <b>Explore</b> and <b>justify</b> multiple imaginative solutions to visual art, design, and planning challenges.</li> <li>• <b>Use, manipulate, combine,</b> and <b>experiment</b> with a variety of materials, technologies, techniques, and processes to develop a personal style of artistic expression.</li> <li>• <b>Apply</b> safe and sustainable practices, for example, use environmentally responsible handling and disposal of material, tools, and equipment.</li> </ul>
	<p><b>Reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice.</b></p>		<p><b>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.</b></p>	
	<ul style="list-style-type: none"> <li>• <b>Reflect</b> on how art or design work of contemporary and past times can inform and influence own art making.</li> <li>• <b>Consider</b> what contemporary art or design practice says about society, and how it may be influenced by the time in which it was created.</li> <li>• <b>Identify</b> suggested or implied meaning from symbols and codes within own or others’ art or design work.</li> <li>• <b>View</b> a number of art or design forms, for example, painting, sculpture, and photography.</li> <li>• <b>View</b> different styles or movements of visual art, for example, Expressionism, to inform own artistic choices.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>reflect</b> on how art or design work of contemporary and past times can inform and influence own art and design making.</li> <li>• <b>Consider</b> what art or design practice at different times in history says about society and <b>examine</b> how current societal issues may influence their own work as contemporary artists.</li> <li>• <b>Identify</b> and <b>explain</b> implied meaning from symbols and codes within own and others’ art or design work.</li> <li>• <b>Examine</b> and <b>discuss</b> a number of art or design forms and consider how and why each was created.</li> <li>• <b>Consider</b> different styles or movements of visual art, for example, abstract art</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>discuss</b> how a range of visual artists have each developed and resolved artwork in response to a contemporary issue, idea, theme, or concept.</li> <li>• <b>Explore</b> alternative ways of representing the same concept or subject matter, for example, use different materials, techniques, or conventions.</li> <li>• <b>Examine</b> and <b>evaluate</b> a range of artists’ work to inform or influence own art or design practice.</li> <li>• <b>Connect</b> artistic intention and influences with the materials, techniques, and processes chosen in own and others’ art or design work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with and <b>reflect</b> on the use of visual arts elements, techniques, structures, and processes, in response to a specific contemporary issue, idea, theme, or concept.</li> <li>• <b>Develop</b> and <b>refine</b> a number of different representations of the same concept or subject matter using experimentation, reflection, and refinement.</li> <li>• <b>Connect</b> with and <b>analyse</b> a range of artists’ works to inform or influence own art or design practice.</li> <li>• <b>Analyse</b> how the choice of materials, techniques, and processes used in own and others’ art or design work are guided by the artistic intention and influences.</li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> <li>• <b>Explore</b> multiple works by the same artist, designer, or group of artists or designers and <b>consider</b> the artistic choices made.</li> </ul>	<p>or Pop Art, to inform own artistic choices.</p> <ul style="list-style-type: none"> <li>• <b>Compare</b> multiple works by the same artist, designer, or group of artists or designers, to <b>identify</b> similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> and <b>consider</b> how the context in which a specific art or design work is created, presented, or displayed may have influenced the art or design work.</li> <li>• <b>Explore</b> multiple sources of inspiration to generate and develop own art or design work.</li> <li>• <b>Reflect</b> on the clarity of intention in own art or design work and the artwork of others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflect</b> on the context in which a specific art or design work is created and presented or displayed. <b>Analyse</b> how context has impacted the resolved artwork.</li> <li>• <b>Draw</b> from and <b>experiment</b> with multiple sources of inspiration to generate and develop own art or design work.</li> <li>• <b>Reflect</b> on and <b>discuss</b> the clarity of intention and purpose in own art or design work and the artwork of others.</li> </ul>
<p>Creating and making</p>	<p>Generate, document, and develop ideas for artworks.</p>		<p>Evaluate critical feedback when planning, developing, and refining their visual arts practice.</p>	
	<ul style="list-style-type: none"> <li>• <b>Use</b> creative thinking strategies to inspire, generate, and develop own art and design work.</li> <li>• <b>Reflect</b> on and <b>modify</b> own art or design work to represent and develop an idea more clearly.</li> <li>• <b>Clarify</b> and <b>refine</b> representation of ideas, and consider artist and audience viewpoints when making, reflecting on, and resolving own artwork.</li> <li>• <b>Document</b> or <b>record</b> own visual arts practice including inspirations, development of ideas, skills, processes, choice of tools and materials, experimentation, self-reflection, and justification of resolved choices. Use correct visual arts terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply</b> creative thinking processes to inspire, generate, develop, refine, and resolve own art and design work.</li> <li>• <b>Reflect</b> on, <b>modify</b>, and <b>evaluate</b> own art or design work in relation to the representation of an idea.</li> <li>• <b>Clarify</b> and <b>refine</b> representation of ideas, and consider multiple viewpoints when making, reflecting on, and resolving own artwork.</li> <li>• <b>Document</b> or <b>record</b> own visual arts practice including inspirations, development of ideas, skills, processes, choice of tools and materials, experimentation, self-reflection, peer and teacher feedback, evaluation, and justification of resolved choices. Use correct visual arts terminology and include annotated images and other artistic influences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply</b> critical and creative thinking processes to inspire, generate, develop, refine, and resolve own arts practice.</li> <li>• <b>Experiment</b> with different ways to <b>represent</b> and <b>communicate</b> ideas and consider a range of cultural and historical viewpoints.</li> <li>• <b>Plan, design, make, and resolve</b> own art or design work, and reflect on and respond to peer and teacher feedback throughout the process.</li> <li>• <b>Document</b> or <b>record</b> and <b>collate</b> all aspects of the development of own arts practice in a visual arts folio of practice. This includes but is not limited to inspirations, influences, research, visual thinking, designs, experimentation, feedback, and personal responses.</li> <li>• <b>Use</b> visual arts specific terminology in discussion and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Apply</b> and <b>develop</b> critical and creative thinking processes to inspire, generate, develop, refine, resolve, and reflect on own arts practice.</li> <li>• <b>Experiment</b> with a number of different ways to <b>represent</b> or <b>communicate</b> the same thought or idea, considering a specific audience.</li> <li>• <b>Plan, design, make, refine, and resolve</b> art or design work, and reflect on and evaluate own work throughout the process.</li> <li>• <b>Give, receive, critically reflect</b> on, and <b>evaluate</b> peer and teacher feedback to enhance the planning, development, and resolution of own art or design work.</li> <li>• <b>Document</b> or <b>record, collate, and evaluate</b> all aspects of the development of own arts practice in a visual arts folio of practice. This includes but is not limited to inspirations, influences, research, visual thinking, designs,</li> </ul>



Strands:	Year 7	Year 8	Year 9	Year 10
				experimentation, feedback, and personal responses. • <b>Use</b> visual arts specific terminology in discussion and documentation.
	<b>Select and manipulate visual conventions, visual arts processes, and materials to create artworks that represent ideas, perspectives, or meaning.</b>		<b>Select and manipulate visual conventions, visual arts processes, and materials to create artworks that reflect personal expression, represent or challenge, ideas, perspectives, and meaning.</b>	
	<ul style="list-style-type: none"> <li>• <b>Combine</b> and <b>adapt</b> images and objects created by self or others to represent new meaning.</li> <li>• <b>Self-assess</b> critically, considering the elements of visual arts (shape, space, line, colour, tone or value, texture, and form) and <b>describe</b> how they are used to represent an idea.</li> <li>• <b>Observe, identify,</b> and <b>discuss</b> different ways of expressing and representing ideas in art or design work, considering both artist and audience.</li> <li>• <b>Explore</b> the considered use of visual conventions and processes to represent a particular idea or to communicate a specific mood or emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Combine, adapt,</b> and <b>manipulate</b> images and objects created by self or others to create alternative viewpoints or meaning.</li> <li>• <b>Self-assess</b> critically, considering the elements of visual arts (shape, space, line, colour, tone or value, texture, and form) and <b>explain</b> how they can be manipulated and combined to represent an idea.</li> <li>• <b>Identify</b> and <b>explain</b> different ways of expressing and representing ideas and alternative viewpoints in art or design work, considering both artist and audience.</li> <li>• <b>Apply</b> and <b>experiment</b> with visual conventions, processes, and the use of particular materials or specific techniques to create a particular effect or communicate a specific meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create</b> and <b>resolve</b> art or design work with a specific intention, concept, or idea to be communicated or challenged.</li> <li>• <b>Use</b> varied techniques such as installations, environmental sculpture, and digital imaging to <b>create</b> and <b>resolve</b> art or design work that communicates a personal theme or intention.</li> <li>• <b>Design, plan, create,</b> and <b>construct</b> art or design work from a range of materials to represent ideas and subject matter.</li> <li>• <b>Consider</b> the techniques and processes used by other artists or designers to <b>represent</b> or <b>communicate</b> an idea or intention in the making of own work.</li> <li>• <b>Consider</b> artwork in which different visual conventions have been used or challenged and <b>investigate</b> why an artist may choose to do this.</li> <li>• <b>Use</b> creative problem solving throughout the process of developing a resolved art or design work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create, resolve,</b> and <b>refine</b> art or design work with a specific intention, concept, or idea to be communicated or challenged.</li> <li>• <b>Use</b> a range of techniques and processes to <b>create, refine,</b> and <b>resolve</b> personal representations of a theme, concept, or subject matter.</li> <li>• <b>Design, plan, fabricate</b> (from wood, plastic or metal), <b>create,</b> and <b>construct</b> art or design works to represent ideas and subject matter.</li> <li>• <b>Analyse</b> the techniques and processes used by a range of artists or designers to <b>represent</b> or <b>communicate</b> an idea or intention to inform the making of own artwork.</li> <li>• <b>Analyse</b> how different visual conventions and artistic processes have been used, manipulated, or challenged, to <b>interpret</b> the meaning or intention of a range of art or design works.</li> <li>• <b>Apply</b> own creative problem solving strategies to resolve ideas and concepts visually throughout the process of developing an art or design work.</li> </ul>

Strands:	Year 7	Year 8	Year 9	Year 10
Presenting and performing	Curate and present examples of their visual arts practice to accompany exhibits of their artworks to communicate ideas, perspectives, or meaning to audiences.		Evaluate art exhibits to inform the curation and exhibition of their own and others' artworks and visual arts practice.	
	<ul style="list-style-type: none"> <li>• <b>View</b> a range of visual arts displays or presentations at school, locally, or online.</li> <li>• <b>Discuss</b> how the audience (age, gender, culture), place (space or light, inside or outside) and the ideas to be communicated influence decisions about displaying or presenting visual arts work.</li> <li>• <b>Present</b> art or design work by self or others in a way that enhances the artistic intention. <b>Apply</b> labelling conventions and artist's statements.</li> <li>• <b>Explore</b> the relationship between artist or designer, the work, and the audience.</li> <li>• <b>Identify</b> and <b>describe</b> the traditional expectations placed on an audience when viewing art or design work in a formal setting, for example, in a gallery.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with displaying or presenting visual arts work in a range of ways.</li> <li>• <b>Discuss</b> how the audience, time (historical or time of day or year), place, and the meaning of the work influence decisions about displaying or presenting visual arts work.</li> <li>• <b>Present</b> or <b>display</b> art or design work by self or others in a way that enhances the artistic intention or artist's perspective. <b>Explain</b> the choices made and <b>include</b> artist's statements to <b>communicate</b> how each work was made, and its meaning.</li> <li>• <b>Explain</b> the relationship between artist or designer, the work, and the audience.</li> <li>• <b>Explain</b> the expectations placed on an audience when viewing art or design work in a range of contexts, including cultural and societal settings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> considerations that enable effective and engaging visual arts display, presentation, or exhibition.</li> <li>• <b>Visit, critique, and evaluate</b> a visual arts display, presentation, or exhibition at school, locally, or online.</li> <li>• <b>Plan</b> and <b>present</b> or <b>display</b> own art or design work, including accompanying information such as an artist's statement. <b>Evaluate</b> how the choices made enhance the artistic intention.</li> <li>• <b>Consider</b> how the presentation or display of an art or design work can enhance the relationship between the artist or designer and the audience. <b>Apply</b> these considerations to the presentation or display of own art or design work.</li> <li>• <b>Consider</b> the different expectations placed on an audience when viewing and discussing art or design work of different forms or with different purposes, for example, a painting, an interactive installation, or a sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> considerations and <b>experiment</b> with identified components of effective and engaging visual arts display, presentation, or exhibition.</li> <li>• <b>Visit, critique, discuss, and evaluate</b> a virtual or physical gallery exhibition, display, or presentation at school, locally, or online.</li> <li>• <b>Investigate</b> the role of the curator.</li> <li>• <b>Plan</b> a display, exhibition, or presentation of own or others' art or design work. Include accompanying information such as an artist's or curator's statement, branding, or advertising. <b>Explain</b> and <b>justify</b> choices made.</li> <li>• <b>Analyse, discuss, and experiment</b> with how the presentation or display of an art or design work can enhance the relationship between the artist or designer and the audience. <b>Apply</b> these considerations to the presentation or display of own art or design work.</li> <li>• <b>Compare</b> the different expectations placed on an audience when viewing and discussing art or design work of different forms, with different purposes, or in different contexts.</li> </ul>

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