

Scope and sequence

Visual arts

Year 7 to 10

V1.0

September 2020



Government
of South Australia

Department for Education

Visual arts: Scope and sequence year 7 to 10

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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

Year 7 to 8	Year 9 to 10
<p>By the end of year 8, students:</p> <ul style="list-style-type: none"> • identify and analyse how artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making • explain how an artwork is displayed to enhance its meaning • evaluate how they and others are influenced by artworks from different cultures, times and places • plan their art making in response to exploration of techniques and processes used in their own and others' artworks • demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks. 	<p>By the end of year 10, students:</p> <ul style="list-style-type: none"> • evaluate how representations communicate artistic intentions in artworks they make and view • evaluate artworks and displays from different cultures, times and places • analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas • identify influences of other artists on their own artwork • manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Strand: Making

Sub-strand	Year 7	Year 8	Year 9	Year 10
<p>Exploring ideas and improvising with ways to represent ideas</p>	<p>Observe, identify and discuss how artists, craftspeople and designers, including Aboriginal and Torres Strait Islander artists, select, combine and apply different visual arts elements, conventions and techniques to represent a theme, concept or idea in their own artwork:</p> <ul style="list-style-type: none"> • Explore 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. • Use a variety of techniques and processes, influenced by those used in the work of others, including artwork by Aboriginal or Torres Strait Islander artists. • Observe, identify and discuss different ways of expressing and representing ideas in art or design work, considering both artist and audience. • Combine and adapt images and objects created by self or others to represent new meaning. • Identify, annotate and discuss art making intentions and processes and collect in a folio. 	<p>Observe, identify and discuss how artists, craftspeople and designers, including Aboriginal and Torres Strait Islander artists, select, combine and apply different visual arts elements, conventions and techniques to represent a theme, concept or idea in their own artwork:</p> <ul style="list-style-type: none"> • Apply different visual arts conventions to represent a particular theme or idea in own art or design work. • Experiment with a variety of techniques and processes identified in the work of others, including artwork by Aboriginal or Torres Strait Islander artists. • Identify and explain different ways of representing and expressing ideas and viewpoints in art or design work, considering both artist and audience. • Combine, adapt and manipulate images and objects created by self or others to create an alternative viewpoint or meaning. • Maintain a folio of designs, thought processes, experimental stages, annotated inspirations and reflections on art making intentions and processes. 	<p>Explore, reflect on and apply different ways of representing ideas, themes and concepts, inspired by the styles of other artists from a variety of contexts, including local Aboriginal artists. Develop a student’s own personal style and aesthetic through conceptual planning, development and creation of own artworks.</p> <ul style="list-style-type: none"> • Experiment with a range of materials and technologies to make art or design work with a specific intention. • Explore and analyse the work of specific artists from different cultures and times. • Identify how the visual arts elements, techniques and processes are used by different artists and apply to the making of own work. • Explore 2D and 3D forms. • Explore different ways of representing concepts or subject matter in the development of a personal style or aesthetic. • Maintain a folio of own art or design making techniques and processes including influences from other artists. 	<p>Explore, reflect on and apply different ways of representing ideas, themes and concepts, inspired by the styles of other artists from a variety of contexts, including local Aboriginal artists. Develop a student’s own personal style and aesthetic through conceptual planning, development and creation of own artworks.</p> <ul style="list-style-type: none"> • Manipulate a range of materials and technologies including still or moving imagery, to make art or design work with a specific intention. • Explore, analyse and compare work by specific artists of different cultural, historical and contemporary art styles. • Experiment with the use of visual art elements, techniques and processes, informed by the practices of different artists and apply to the making of own work. • Explore 2D, 3D and 4D forms. • Develop a personal aesthetic through experimentation and reflection on own work and the work of others. • Develop and maintain a folio of processes, planning, developmental designs, reflections and influences from other artists, explored in own art or design making.
<p>Manipulating and applying the elements/concepts with intent</p>	<p>Consider and discuss how several different artists or designers represent themes, ideas or subject matter through visual art. Use this information to explore ways to develop and communicate meaning through art or design work:</p> <ul style="list-style-type: none"> • Consider art or design work from different contexts. • Identify suggested or implied meaning from symbols and codes within an artwork or design. • Investigate the use of different techniques, processes and technologies to communicate meaning and use in own art or design making. • Explore different artistic or design styles, for example, artwork by a specific Aboriginal or Torres Strait Islander people or street art. 	<p>Consider and discuss how several different artists or designers represent themes, ideas or subject matter through visual art. Use this information to explore ways to develop and communicate meaning through art or design work:</p> <ul style="list-style-type: none"> • Consider and discuss art or design works from different contexts. • Identify and explain implied meaning from symbols and codes within an artwork or design. • Experiment with the use of different techniques, processes and technologies to communicate meaning in own art or design making. • Explore and describe different artistic or design movements or styles, for example, Fauvism or installation art. 	<p>Experiment with a selected variety of techniques, materials, technologies and processes. Explore the personal representation of a theme, concept or subject matter through the manipulation of the elements of visual art:</p> <ul style="list-style-type: none"> • Create and resolve art or design work with a specific intention, concept or idea to be communicated. • Investigate the use of digital, virtual and traditional technologies and materials. • Use varied techniques such as installations, environmental sculpture and digital imaging, to create and resolve art or design work that communicates a specific theme or intention. • Use varied processes for example, de-constructing and reconstructing found and created images. 	<p>Experiment with a selected variety of techniques, materials, technologies and processes. Explore the personal representation of a theme, concept or subject matter through the manipulation of the elements of visual art:</p> <ul style="list-style-type: none"> • Manipulate and experiment with the elements of visual arts to create and resolve art or design work with a specific intention. • Experiment with a range of digital, virtual and traditional technologies and materials. • Use a range of techniques and processes to create and resolve personal representations of a theme, concept or subject matter.

Sub-strand	Year 7	Year 8	Year 9	Year 10
<p>Developing and refining understanding of application of skills and techniques</p>	<p>Experiment with, develop and refine technical skills and processes that are inspired by the work of different artists. Plan, design and make visual arts images and objects using these skills:</p> <ul style="list-style-type: none"> • Investigate how different artists or designers use different techniques and processes to create work. Apply to the planning and resolution of own art or design work. • Use creative thinking strategies to inspire and develop own art and design work. • Identify safe studio practices when using a variety of materials, tools and equipment. • Recognise sustainable practices such as conservation, care and clean up of material, tools and equipment. 	<p>Experiment with, develop and refine technical skills and processes that are inspired by the work of different artists. Plan, design and make visual arts images and objects using these skills:</p> <ul style="list-style-type: none"> • Explore how a range of artists or designers use different techniques and processes to create work. Apply to the planning and resolution of own art or design work. • Apply creative thinking processes to inspire, develop, refine and resolve own art and design work. • Use safe studio practices when using a range of materials, tools, equipment and techniques. • Use sustainable practices such as conservation, care and clean up of material, tools and equipment. 	<p>Develop, reflect on and refine technical proficiency and understanding of processes in as many different media as is practical for example, paint, clay, digital imaging. Explore various ways to represent ideas and subject matter:</p> <ul style="list-style-type: none"> • Develop skills through repetition and practice and transfer skills to a variety of media. • Apply critical and creative thinking processes to inspire, develop, refine and resolve own art and design work. • Justify solutions to visual art and design planning problems. • Design, plan, create and construct art or design work to represent ideas and subject matter. • Use safe and sustainable practices for example, investigate environmentally responsible handling and disposal of material, tools and equipment. 	<p>Develop, reflect on and refine technical proficiency and understanding of processes in as many different media as is practical for example, paint, clay, digital imaging. Explore various ways to represent ideas and subject matter:</p> <ul style="list-style-type: none"> • Develop skills, through repetition, reflection and practice and transfer skills to a variety of media and combinations of media. • Apply and develop critical and creative thinking processes to inspire, develop, refine, resolve and reflect on own art and design work. • Explore multiple imaginative solutions to visual art design and planning challenges. • Design, fabricate (wood, plastic or metal), create and construct art or design works to represent ideas and subject matter. • Use safe and sustainable practices for example, use environmentally responsible handling and disposal of material, tools and equipment.
<p>Structuring and organising ideas into form</p>	<p>Develop, extend and refine specific technical skills and processes, such as printmaking, brush techniques in painting, digital editing and shaping 3D forms to enhance how ideas are represented in own art or design work:</p> <ul style="list-style-type: none"> • Reflect on and modify own art or design work to represent an idea more clearly. • Self-assess critically, considering the elements of visual arts (shape, space, line, colour, tone or value, texture and form) and how they are used to represent an idea. • Clarify and refine representation of ideas considering both artist and audience viewpoints when making, reflecting on and resolving own artwork. 	<p>Develop, extend and refine specific technical skills and processes, such as printmaking, brush techniques in painting, digital editing and shaping 3D forms to enhance how ideas are represented in own art or design work:</p> <ul style="list-style-type: none"> • Reflect on, modify and evaluate own art or design work in relation to the representation of an idea. • Self-assess critically, considering the elements of visual arts (shape, space, line, colour, tone or value, texture and form) and how they are used to represent an idea. • Clarify and refine representation of ideas considering multiple viewpoints when making, reflecting on and resolving own artwork. 	<p>Analyse, reflect on and document (written, digital or portfolio) the practices of selected visual artists and designers and how they have represented specific ideas or subject matter to convey artistic intention:</p> <ul style="list-style-type: none"> • Experiment with different ways to represent and communicate ideas. • Explore a variety of selected materials, technologies, techniques and processes and combinations of these. • Plan, design, make and resolve art or design work, reflecting on own work throughout the process. • Consider the techniques and processes used by other artists or designers to represent or communicate an idea or intention in the making of own work. 	<p>Analyse, reflect on and document (written, digital or portfolio) the practices of selected visual artists and designers and how they have represented specific ideas or subject matter to convey artistic intention:</p> <ul style="list-style-type: none"> • Experiment with a number of different ways to represent or communicate the same thought or idea. • Use, manipulate, and combine a variety of materials, technologies, techniques and processes. • Plan, design, make and resolve art or design work, reflecting and evaluating own work throughout the process. • Analyse the techniques and processes used by other artists or designers to represent or communicate an idea or intention to inform the making of own work.
<p>Sharing artworks through performance, presentation or display</p>	<p>Consider ideas for displaying art or design work. For example, mounted and framed exhibition, a website, or as a children’s book. Explain and justify choices made when displaying own artwork in relation to the subject matter and intentions represented in the artworks or designs:</p> <ul style="list-style-type: none"> • View at school, locally or online, different ways of presenting visual artwork. • Discuss how the audience (age, gender, culture) and place (space or light, inside or outside) influence decisions about displaying or presenting visual artwork. 	<p>Consider ideas for displaying art or design work. For example, mounted and framed exhibition, a website, or as a children’s book. Explain and justify choices made when displaying own artwork in relation to the subject matter and intentions represented in the artworks or designs:</p> <ul style="list-style-type: none"> • Experiment with different ways of presenting visual artwork. • Discuss how the audience, time (historical or time of day or year) and place influence decisions about displaying or presenting visual artwork. 	<p>Identify through viewing and experimentation the considerations and components of effective art or design display, exhibition or presentation. Analyse and describe how the presentation of an art or design work can enhance its meaning:</p> <ul style="list-style-type: none"> • Identify considerations to enable effective visual art display or presentation. • Critique and evaluate a visual art display or presentation at school, locally or online. • Plan and present or display own art or design work, evaluating the choices made. 	<p>Identify through viewing and experimentation the considerations and components of effective art or design display, exhibition or presentation. Analyse and describe how the presentation of an art or design work can enhance its meaning:</p> <ul style="list-style-type: none"> • Investigate considerations and experiment with identified components of effective visual art display, presentation or exhibition. • Critique and evaluate a visual art display, presentation or exhibition at school, locally or online. • Explore the role of the curator.

Sub-strand	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> • Present art or design work by self or others in a way that enhances the artistic intention. • Explore the relationship between artist or designer, the work and the audience. 	<ul style="list-style-type: none"> • Present and display art and design work by self or others in a way that enhances the artistic intention, explaining the choices made. • Explain the relationship between artist or designer, the work and the audience. 	<ul style="list-style-type: none"> • Consider how the presentation or display of an art or design work can enhance the relationship between the artist or designer and the audience. Apply these considerations to the presentation or display of own art or design work. 	<ul style="list-style-type: none"> • Plan a display, exhibition or the presentation of own or others' art or design work, justifying decisions made. • Analyse, discuss and experiment with how the presentation or display of an art or design work can enhance the relationship between the artist or designer and the audience. Apply these considerations to the presentation or display of own art or design work.

Strand: Responding

Sub-strand	Year 7	Year 8	Year 9	Year 10
Analysing and reflecting upon intentions	<p>Reflect on and analyse how different features (visual art elements, intention, time, society, politics, fashion, culture) contribute to how an audience judges the value and meaning of visual artworks. Consider this in own art making and in the artwork of others, including artwork by Aboriginal and Torres Strait Islander peoples:</p> <ul style="list-style-type: none"> • Identify and compare different representations and interpretations of country, place or people in art or design works from past and contemporary times. • Identify the purpose in a range of art or design works created in different times in history and from different social and cultural contexts. • Explore how specific features, techniques, processes and elements of visual arts are used at different times in history. • Reflect on how art or design work of contemporary and past times can inform and influence own art making. • Consider what contemporary art or design work says about society. • Identify the traditional expectations placed on an audience when viewing art or design work in a formal setting for example, in a gallery. 	<p>Reflect on and analyse how different features (visual art elements, intention, time, society, politics, fashion, culture) contribute to how an audience judges the value and meaning of visual artworks. Consider this in own art making and in the artwork of others, including artwork by Aboriginal and Torres Strait Islander peoples:</p> <ul style="list-style-type: none"> • Compare and contrast different representations and interpretations of country, place or people in art or design works from past and contemporary times. • Consider and discuss the purpose of art or design works created at different times in history, from different viewpoints and in different social and cultural contexts. • Examine the evolution of specific features, techniques, processes and elements of visual arts over time. • Identify and reflect on how art or design work of contemporary and past times can inform and influence own art and design making. • Consider what art or design work says about society, past and present. • Explain the expectations placed on an audience when viewing art or design work in a range of contexts, including cultural and societal settings. 	<p>Analyse a range of contemporary and historic artworks by Australian and International artists, including those of Aboriginal and Torres Strait Islander peoples:</p> <ul style="list-style-type: none"> • Consider how art or design works may be interpreted in different ways, from different viewpoints, including those of Aboriginal and Torres Strait Islander peoples and from the viewpoints of artist and audience. • Investigate how visual artworks and artists or designers throughout history have challenged social and political issues. Consider the artist's responsibilities when commenting on such issues. • Identify visual conventions used by artists from specific cultures and times internationally and in Australia, including Aboriginal and Torres Strait Islander artists. • Examine and evaluate artists' work to inform or influence students' own art or design making. • Consider 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. 	<p>Analyse a range of contemporary and historic artworks by Australian and International artists, including those of Aboriginal and Torres Strait Islander peoples:</p> <ul style="list-style-type: none"> • Propose and discuss different interpretations of one or more art or design works from a range of viewpoints including those of Aboriginal and Torres Strait Islander peoples and from the viewpoints of artist and audience. • Analyse 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. Discuss the artist's responsibilities when commenting on such issues. • Analyse the ways in which visual conventions have been used or rejected at different times in history and in different cultures. Consider the work of international and Australian artists, including Aboriginal and Torres Strait Islander artists. • Connect with and consider the analysis of artists' work to inform or influence students' own art or design making. • Compare 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.

<p>Responding to and interpreting artworks</p>	<p>Visit, critique and discuss a physical or virtual exhibition of art, craft or design, and analyse how artists have used visual conventions:</p> <ul style="list-style-type: none"> • Investigate how a specific artist has used combinations of materials, equipment and visual art elements. • View a number of different art or design forms, for example, painting, sculpture and photography. • View different styles or movements of visual art, for example Pop Art or Expressionism. • Explore multiple works by the same artist, designer or group of artists or designers. • Investigate the use of visual arts conventions for example, composition or design principles and elements. • Express an opinion about an art or design work or an exhibition using visual art terminology. 	<p>Visit, critique and discuss a physical or virtual exhibition of art, craft or design, and analyse how artists have used visual conventions:</p> <ul style="list-style-type: none"> • Analyse the use and combinations of materials, equipment and visual art elements by a number of different artists. • Examine and discuss a number of different art or design forms. • Consider different styles or movements of visual art, for example Abstract art or Cubism. • Compare multiple works by the same artist, designer or group of artists or designers. • Identify and discuss the use or rejection of visual arts conventions. • Justify your opinion of an art or design work or an exhibition of work using visual art terminology. 	<p>Evaluate how effectively an idea or issue is represented in the artworks they make and view, maintaining a focus on the artistic intention. Identify what is being communicated to the audience and how clearly:</p> <ul style="list-style-type: none"> • Connect artistic intention with the materials, techniques and processes used in own and others' art or design work. • Identify and consider the context in which a specific art or design work is made and presented or displayed. • Reflect on the clarity of intention in own artwork and the artwork of others. • Evaluate own artwork and the artwork of others using visual art terminology. 	<p>Evaluate how effectively an idea or issue is represented in the artworks they make and view, maintaining a focus on the artistic intention. Identify what is being communicated to the audience and how clearly:</p> <ul style="list-style-type: none"> • Analyse how artistic intention is enhanced by the choice of materials, techniques and processes used in own and others' art or design work. • Reflect on the context in which a specific art or design work is made and presented or displayed. • Reflect on and discuss the clarity of intention and purpose in own artwork and the artwork of others. • Evaluate own artwork and the artwork of others using visual art terminology.
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