The Arts across Foundation to Years 10: Years 3 – 6

Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas. While arts in the local community continues to be the initial focus for learning in the Arts, students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. Students also study artworks which represent Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places.

During these years of schooling, students’ thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained.

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

<table>
<thead>
<tr>
<th>Content Description</th>
<th>Foundation – Yr 6</th>
<th>Content Description</th>
<th>Yrs 7 – 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
</tr>
<tr>
<td>2nd</td>
<td>Developing understanding of practices</td>
<td>2nd</td>
<td>Manipulating and applying the elements/concepts with intent</td>
</tr>
<tr>
<td>3rd</td>
<td>Sharing artworks through performance, presentation or display</td>
<td>3rd</td>
<td>Developing and refining understanding of skills and techniques</td>
</tr>
<tr>
<td>4th</td>
<td>Responding to and interpreting artworks</td>
<td>4th</td>
<td>Structuring and organising ideas into form</td>
</tr>
<tr>
<td>5th</td>
<td>Responding to and interpreting artworks</td>
<td>5th</td>
<td>Sharing artworks through performance, presentation or display</td>
</tr>
<tr>
<td>6th</td>
<td>Responding to and interpreting artworks</td>
<td>6th</td>
<td>Analysing and reflecting upon intentions</td>
</tr>
<tr>
<td>7th</td>
<td>Responding to and interpreting artworks</td>
<td>7th</td>
<td></td>
</tr>
</tbody>
</table>
The following information serves to articulate the main parts of the broader conceptual areas of Knowledge and Skills. These students develop knowledge, skills and understanding of their art making by becoming increasingly proficient with art, craft and design techniques, processes, and ways of perceiving worlds.

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

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

- **Representation**
  - Subject matter: such as environment (macro/micro), physical and conceptual properties of materials and technologies
  - Forms: - cross-media—drawing, design, painting, sculpture, printmaking, photography, film, etc
  - Styles: - figurative, expressionistic, abstract, surrealism, Dada, digital art, etc
  - Techniques: - collage, drawing, screen printing, digital imaging, construction and environmental sculpture
  - Visual conventions: - identifying, using and interpreting a selection of design elements and design principles
  - Materials: - understanding of possibilities and constraints (qualities) of a range of materials
  - Technologies: - traditional and digital

- **Practices**
  - Spaces: - recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work
  - Processes: - presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function
  - Skills: - expressive—interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli
  - - conceptual—developing a thought or idea into a visual representation
  - - practical—using visual arts materials, equipment and instruments

- **Viewpoints**
  - Expression: - physical, psychological, sensory and intuitive
  - Contexts: - recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia

**Years 5–6: Examples of knowledge and skills in Visual Arts**

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

**Examples of viewpoints and questions within the Visual Arts Content Elaborations Years 5–6**

**Considering viewpoints:**

- **Materials and technologies:** What is the artwork made of? How does the choice of material enhance the audience's understanding of the artist's intention? What made you want to touch this sculpture?
- **Historical:** For example – What did the artist want the audience to see and understand?
- **Societies and cultures:** For example – What clues in the artwork tell us where it was made, who made it, and why?
- **Artworks are you familiar with? Which style of artwork represents your community? How would you represent your neighbourhood?**
- **Skills and processes:** For example – How did the artist work within a space, and at this time? How have they innovated their practice?
- **Critical theories:** For example – Compare these paintings (one from India, one Australian). What do you recognise? What do you understand? What is new?
- **Meanings and interpretations:** For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist's perspective about the environment? How did the audience react to the artwork when it was first displayed?
- **Psychology:** For example – What elements are used to show emotion in the sculpture? Make a scary monster.
- **Evaluations:** For example – Did it make you think more seriously about the issue? Did the rest of the class understand your message?

**Years 5–6: Content Descriptions: Visual Arts**

6.1 Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions

6.2 Develop and apply techniques and processes when making their artworks

6.3 Plan the display of artworks to enhance their meaning for an audience

6.4 Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks

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

Source: www.australiancurriculum.edu.au accessed 23/02/2017