The Arts

Rationale: Visual Arts

Visual Arts includes the fields of art, craft, and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop visual perception and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of the world, and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspersons and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Aims

In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspersons and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating

Organisation and Content Structure

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have dose relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

In this band of the Visual Arts, students develop and extend their knowledge, understanding and skills through exploration of the fields of art, craft and design. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Visual Arts: Years 7 and 8 Achievement Standard

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge when they create. They explain and demonstrate understanding to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others’ artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

Years 7–8 V.8.3

Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills. The focus of each content description in Foundation to Year 6 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, 5th, and 7th Content Descriptions. E.g. The focus in Year 7 could then be on: 8.1, 8.3, 5 and 8.6, and in Year 8: 8.2, 8.4, 8.5 and 8.7.
Years 7–8 Content Descriptions: Visual Arts

8.1 Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork

8.2 Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes

8.3 Develop planning skills for art-making by exploring techniques and processes used by different artists

8.4 Practise techniques and processes to enhance representation of ideas in their art-making

8.5 Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience

8.6 Analyse how artists use visual conventions in artworks

8.7 Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples

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 22/02/2017

Years 7–8 Level Description: Visual Arts

In Years 7 and 8, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and with their classmates, teachers and communities.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. They continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks. They consider society and ethics, and economic, environmental and social factors. They exhibit their artworks individually or collaboratively, basing the selection on a concept or theme. Students document the evolution of selected art works and associated theories and/or ideologies. They reflect on the ‘cause and effect’ of time periods, artists and art styles influencing later artists and their artworks.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other forms and these are reflected in developments in visual arts.

As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes. They develop an informed opinion about artworks based on their research of current and past artists. Students examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues. They acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on:

- representing, expressing, exploring and investigating the influences of visual arts, artists and audiences from different times, cultures and contexts, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia

- developing a conceptual understanding in visual arts

- understanding the role of the studio for making and presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function

- understanding the scales of art making in different cultures and contexts, and the interaction of the artist and audience

- understanding the influence of philosophical, ideological and theoretical ideas and issues on the making and meaning of artworks

- appreciating the interrelatedness of visual arts and other art forms in the curriculum

- understanding the nature of visual arts as a dynamic and complex practice

- understanding the role of the arts in society

- understanding the nature of visual arts as a dynamic and creative practice

- understanding the role of the studio for making and presenting artworks in formal and informal spaces to enhance meaning; considering the influence of viewpoints and audience on artworks; form and function

- understanding the scales of art making in different cultures and contexts, and the interaction of the artist and audience

- understanding the influence of philosophical, ideological and theoretical ideas and issues on the making and meaning of artworks

- appreciating the interrelatedness of visual arts and other art forms in the curriculum

- understanding the nature of visual arts as a dynamic and complex practice

- understanding the role of the arts in society