The Arts

RATIONALE: VISUAL ARTS

This rationale complements and extends the rationale for The Arts learning area.

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 perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their 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 enthuse 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 what 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, craftspeople 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 ideas
- 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 close 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, technologies and techniques 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.

Within Arts subjects, students explore, through making and responding to artworks, the concepts of artists, artworks, world and audience. Students learn in, through and about the Arts. Students experience and explore the concepts of artists, artworks, world and audience. Learning in the Visual Arts helps students to develop understanding of world cultures and their responsibilities as global citizens.

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 to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. 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, craftspeople 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.
Years 9–10 Level Description: Visual Arts

In Years 9 and 10, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently and in small groups, and with their 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 refine their personal aesthetic through working and responding perceptively and conceptually as an artist, crafts-person, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

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 technologies. As they explore different forms in visual arts, students reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks. They identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts.

As they make and respond to visual artworks, students use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners. They adapt ideas, see and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.

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Years 9-10: 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 knowledge and skills in Visual Arts:

- They use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners.
- Students adapt ideas, see and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.
- Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

Years 9–10: Considering Viewpoints in Visual Arts

In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists’ meanings and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgments about their own art and design works and other artworks they see, hear and interact with as audiences.

Examples of viewpoints and questions within the Visual Arts Content Elaborations Years 9–10

- Societies and cultures: For example – Can you understand and explain why the artist has developed their representation in this way? How can you represent homelessness in a way that is globally recognised? Identify different viewpoints in these two interpretations of an historical event. How would you use symbolic images or objects to pass on advice about the environment to your future children?
- Psychology: For example – Why and how do you feel empathy for the character? How far could you reduce your work without losing meaning?
- Histories: For example – How has the artist appropriated an artwork from another time?
- Forms: For example – If it was made from different material or be produced in a different form, would the meaning of the artwork change?
- Philosophies and ideologies: For example – How does this artwork change your opinion on this issue? What art theory would you use to analyse this work?
- Evaluations: How does the display enhance the relationship between the artist and audience? Who would you like to judge the success of your artwork? Why?
- Institutions: For example – Who sponsored this work? If you were commissioned to make an artwork for a commercial business, what would you want to know in order to produce what they want? Would you compromise your beliefs to complete a commissioned artwork?
- Meanings and interpretations: For example – Has the artist used visual metaphors to express meaning and persuasion? What metaphor/s could you use to express your ideas about persuasion?
- Critical theories: For example – Do you agree with the artist’s point of view? Give reasons for your view.

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Years 9–10 Content Descriptions: Visual Arts

10.1 Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists

10.2 Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions

10.3 Develop and refine techniques and processes to represent ideas and subject matter

10.4 Plan and design artworks that represent artistic intention

10.5 Present ideas for displaying artworks and evaluate displays of artworks

10.6 Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making

10.7 Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international 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 22/02/2017