Visual Arts scope and sequence: Foundation to Level 10

| **Foundation** | **Levels 1 and 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard |
| By the end of Foundation, students describe experiences, observations, ideas and feelings about artworks they encounter at school, home and in the community, identifying what they enjoy and why. They develop an understanding of visual arts conventions, skills and processes. Students use play, imagination and experimentation with materials and processes to create artworks. They make and share artworks that communicate their experiences, observations and ideas. | By the end of Level 2, students identify where they experience artworks. They describe why and how people across cultures, communities, times, places and/or other contexts experience visual arts. Students experiment with visual arts processes, materials and visual conventions to create artworks. They make and share artworks that communicate experiences, ideas and observations in informal settings. | By the end of Level 4, students identify and describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They recall where, when, why and/or how visual artists create and/or display artworks across cultures, times, places and other contexts, including the work of Aboriginal and Torres Strait Islander Peoples. Students explore and experiment with visual conventions, materials and processes to develop their visual arts practice. They use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning. They present and/or display their artworks and/or visual arts practice in formal and/or informal settings. | By the end of Level 6, students explore the ways that visual conventions, visual arts processes and materials are combined in artworks they create and/or experience. They describe how artworks created across cultures, times, places and other contexts communicate ideas, perspectives and meaning. They identify how visual arts are used to continue and revitalise cultures, including the work of Aboriginal and Torres Strait Islander Peoples. Students develop ideas in artworks using visual conventions and visual arts processes. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning. They present and/or display and discuss artworks in informal and formal settings. | By the end of Level 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They describe ways that visual artists across cultures, times, places and other contexts communicate ideas, perspectives and meaning through their visual arts practice including the artworks of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating and responding to artworks. Students select and manipulate visual conventions, visual arts processes and materials to explore and develop ideas for artworks. They document and reflect on their visual arts practice and use visual arts terminology. They use visual conventions, visual arts processes and materials to create artworks that represent ideas, perspectives and meaning. They curate, present and discuss exhibits and/or displays of their own and/or others’ artworks and/or visual arts practice for audiences. | By the end of Level 10, students analyse and evaluate how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They evaluate how and why artists from across cultures, times, places and other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to communicate and/or challenge ideas, perspectives and meaning, including the practices of Aboriginal and Torres Strait Islander artists. They evaluate how visual arts are used to represent, celebrate and challenge perspectives of Australian identity, including artworks by Aboriginal and Torres Strait Islander Peoples. Students explore and respond to artworks and inspiration from multiple sources to develop and resolve artworks that communicate ideas, perspectives and meaning. They document, reflect on and annotate their own visual arts practice. They select and apply skills, demonstrating an understanding of the use of visual conventions, visual arts processes and materials to create artworks. They use visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and meaning. They curate, critique and evaluate exhibitions of their own and/or others’ artworks and visual arts practice in different contexts, times and places for different audiences. |
| Content descriptions |
| Strand: Exploring |
| *Students learn to:* |
| explore how and why the visual arts are important for people and communitiesVC2AVAFE01 | explore where, when, why and how people across cultures, communities, times, places and/or other contexts experience visual arts, including artworks created by Aboriginal and Torres Strait Islander PeoplesVC2AVA2E01 | explore and describe artworks, and why, when and how visual arts are created and/or presented across cultures, times, places and other contextsVC2AVA4E01 | explore ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in visual arts practices across cultures, times, places and other contexts, including from Aboriginal and Torres Strait Islander PeoplesVC2AVA6E01 | investigate ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in artworks created across cultures, times, places and other contextsVC2AVA8E01 | investigate the ways that artists across cultures, times, places and other contexts develop personal expression in their visual arts practice to communicate and/or challenge ideas, perspectives and meaningVC2AVA10E01 |
| explore ideas for artworks through play and visual arts processesVC2AVAFE02 |  | explore how Aboriginal and Torres Strait Islander Peoples use visual arts to communicate their connection to and responsibility for Country and PlaceVC2AVA4E02 | explore ways that Aboriginal and Torres Strait Islander Peoples use visual arts to continue and revitalise culturesVC2AVA6E02 | explore the diversity of artworks created by Aboriginal and Torres Strait Islander Peoples and culturally responsive approaches to creating artworks, including Indigenous Cultural and Intellectual Property rightsVC2AVA8E02 | investigate the ways that Australian artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practiceVC2AVA10E02 |
| Strand: Developing Practices |
| *Students learn to:* |
| use play, imagination, experimentation, materials and processes to discover possibilities and develop ideasVC2AVAFD01 | explore ways of using visual conventions, visual arts processes and materialsVC2AVA2D01 | develop visual arts practices by exploring and experimenting with visual conventions, visual arts processes and materials to create artworksVC2AVA4D01 | develop visual arts skills by experimenting with visual conventions, visual arts processes and materials VC2AVA6D01 | develop and refine skills in visual arts practices using visual conventions, visual arts processes and materials to create artworksVC2AVA8D01 | experiment with visual conventions, visual arts processes and materials to develop and refine skills and personal expression to create artworks that communicate ideas, perspectives and meaningVC2AVA10D01 |
|  |  |  |  | reflect on, analyse and document their own and others’ visual arts practices to inform decisions they make in the exploration, development and resolution of their artworksVC2AVA8D02 | reflect on, analyse, evaluate and document the ways they and other visual artists respond to artworks and influences to inform and refine their own visual arts practiceVC2AVA10D02 |
| Strand: Creating |
| *Students learn to:* |
| create artworks that communicate experiences, ideas and observations and explore meaningVC2AVAFC01 | use visual conventions, visual arts processes and materials to create artworks that communicate ideas, experiences and observationsVC2AVA2C01 | use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaningVC2AVA4C01 | plan and create artworks using visual conventions, visual arts processes and materials to communicate ideas, perspectives and meaningVC2AVA6C01 | select and manipulate visual conventions, visual arts processes and materials to create artworks VC2AVA8C01 | plan, develop and resolve artworks that communicate ideas, perspectives and meaningVC2AVA10C01 |
|  |  |  |  | explore, develop and refine artworks in a range of art forms and styles to communicate ideas, perspectives and meaningVC2AVA8C02 | select and apply visual conventions, visual arts processes and materials to create artworks that reflect personal expression, and communicate and/or challenge ideas, perspectives and meaningVC2AVA10C02 |
| Strand: Presenting |
| *Students learn to:* |
| share their visual arts works with viewers and audiencesVC2AVAFP01 | Present and share artworks in informal settingsVC2AVA2P01 | present and/or display artworks in formal and informal settingsVC2AVA4P01 | select, present and display artworks and visual arts practice in informal and formal settingsVC2AVA6P01 | curate and present examples of their visual arts practice and/or artworks to communicate ideas, perspectives and/or meaning to audiencesVC2AVA8P01 | critique and evaluate art exhibits in a range of contexts to inform the curation and exhibition of their own and/or others’ artworks and/or visual arts practiceVC2AVA10P01 |