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| **CURRICULUM AREA: The Arts: Visual Arts towards Levels 7 and 8** | | |
| **Context:** Students view totem poles created by artists from Asia or Oceania. They investigate various themes within the cultural context to gain an understanding of how or what the carvings may symbolise or commemorate. They explore their own cultures and families. Students plan and make their own work in response.  **Content Descriptions:**   * Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works [(VCAVAE034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE034) * Develop skills in planning and designing art works and documenting artistic practice [(VCAVAV036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV036) | | |
| **Visual Arts Level 5 and 6 Achievement Standard** | **Example of Indicative Progress towards Levels 7 and 8 Achievement Standard** | **Visual Arts Level 7 and 8 Achievement Standard** |
| By the end of Level 6:  Students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks.  They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.  Students describe the influences of artworks and practices places on their art making.  They describe how artworks that they make and view can be displayed to express and enhance meaning.  Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts. | In Visual Arts, indicative progression towards the Levels 7 and 8 achievement standard may be when students:   * respond to the work of Oceanic or Asian artists and explain how ideas and symbols are expressed in both theirs and others artworks by following scaffolded analysis and evaluation. * develop and plan individual symbology and ideas with guidance, in responding to the work of Oceanic or Asian artists. * demonstrate the use of some modelling and carving techniques in making a 3 dimensional totem pole. | By the end of Level 8: Students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.  Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists.  They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.  Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences. |

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| **CURRICULUM AREA: The Arts: Visual Arts towards Levels 9 and 10** | | |
| **Context:** Students will explore the use of Language in Art. They will investigate and respond to the work of the Surrealists, Rosalie Gascoigne and Barbara Kruger. Students will create their own work in response.  **Content Descriptions:**   * Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works [(VCAVAE040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE040) * Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences [(VCAVAR045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR045) | | |
| **Visual Arts Levels 7 and 8 Achievement Standard** | **Example of Indicative Progress towards Levels 9 and 10 Achievement Standard** | **Visual Arts Levels 9 and 10 Achievement Standard** |
| By the end of Level 8:  Students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.  Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists.  They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.  Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences. | In Visual Arts, indicative progression towards the Levels 9 and 10 achievement standard may be when students:   * Explore aims and intentions of Surrealists artists and document their findings. They require prompting to use these as inspiration for art-making. * Respond to the work of artists who use language including Rosalie Gascoigne and Barbara Kruger, and evaluate how artists communicate ideas. * Select materials, techniques, processes to make artworks. They cannot make connections between these and the expression of meanings and messages in an artwork. * Compare and contrast artworks from different cultures and/or time. | By the end of Level 10:  Students analyse and evaluate how artists communicate ideas and convey meaning in artworks.  Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.  They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.  Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences. |