|  |  |  |
| --- | --- | --- |
| **CURRICULUM AREA – The Arts/Visual Arts** | | |
| **Context:** Students will inquire into positive behaviours and mindsets that support healthy relationships in various groups that they belong to and develop. They will develop an understanding of identity and how it can help build personal resilience. Using artworks and their own visualisation, they will explore how artists use art to capture an experience or express emotion. They identify strengths and behaviours that lead to happier lives and stronger relationships and create artworks that communicate these ideas.  **Content Descriptions:**   * Explore ideas, experiences, observations and imagination to create visual artworks [(VCAVAE017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE017) * Experiment with different materials and techniques to make artworks [(VCAVAV018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV018) * Respond to visual artworks and consider where and why people make visual artworks [(VCAVAR020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR020) | | |
|  | **Example of Indicative Progress toward Foundation Level Achievement Standard** | **Visual Arts Foundation Level Achievement Standard** |
| In **Visual Arts,** indicative progression towards the Foundation level achievement standard may be when students:   * make artworks that convey a representation of themselves when happy, sad, or angry * make artworks of a group the belong to * when making artworks, use watercolours and pencils with some control but not yet able to apply different techniques * identify basic emotions in artworks they view * make simple observations about how the emotional state of a group is represented in an artwork | By the end of the Foundation Level:  Students make artworks using different materials and techniques that express their ideas, observations and imagination.  Students identify and describe the subject matter and ideas in artworks they make and view. |
| **CURRICULUM AREA – The Arts/Visual Arts** | | |
| **Context:** Students inquire into change in the natural world, making observations about the changes throughout the day, across seasons, and throughout lifecycles. They will explore myths and legends that relate to the constellations. They will create artworks that reflect their observations and imagined stories  **Content Descriptions:**   * Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create [(VCAVAE021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE021) * Experiment with different materials, techniques and processes to make artworks in a range of art forms [(VCAVAV022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV022) * Respond to visual artworks by describing subject matter and ideas [(VCAVAR024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR024) | | |
| **Visual Arts Foundation Level Achievement Standard** | **Example of Indicative Progress toward Levels 1 and 2 Achievement Standard** | **Visual Arts Levels 1 and 2 Achievement Standard** |
| By the end of the Foundation Level:  Students make artworks using different materials and techniques that express their ideas, observations and imagination.  Students identify and describe the subject matter and ideas in artworks they make and view. | In **Visual Arts,** indicative progression towards the Levels 1 and 2 achievement standard may be when students:   * apply impasto and energetic brush strokes with some understanding of how to create a landscape * explain some of their choices in their art-making | By the end of Level 2: Students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.  Students describe artworks they make and view, including where and why artworks are made and viewed. |

|  |  |  |
| --- | --- | --- |
| **CURRICULUM AREA – The Arts/Visual Arts** | | |
| **Context:** Students explore the different expressions of the Australian landscape over time from a variety of artists representative of different cultures, including Aboriginal and Torres Strait Islanders peoples. Using poetry they will build their visual vocabulary and ability to see connections between art forms from Aboriginal and Torres Strait Islander artists. Starting with their local community, students explore geographical features and examine the environment. Using a variety of images, they create artworks that express their experiences of and connection to place within Australia.  **Content Descriptions:**   * Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks [(VCAVAV026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV026) * Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures [(VCAVAR028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR028) | | |
| **Visual Arts Levels 1 and 2 Achievement Standard** | **Example of Indicative Progress toward Levels 3 and 4 Achievement Standard** | **Visual Arts Levels 3 and 4 Achievement Standard** |
| By the end of Level 2:  Students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.  Students describe artworks they make and view, including where and why artworks are made and viewed. | In **Visual Arts,** indicative progression towards the Levels 3 and 4 achievement standard may be when students:   * describe with prompting, how natural features are portrayed in artworks, including artworks by Aboriginal and Torres Strait Islander peoples * identify and describe, with scaffolding, how materials and visual conventions were used in artworks. * use basic language to describe the use of materials and techniques in their own artworks * demonstrate several ways paint and paper might be manipulated to make artworks. | By the end of Level 4:  Students plan and make artworks that are inspired by artworks they experience.  They use materials, visual conventions, techniques and processes to express their ideas in artworks.  Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.  They discuss and evaluate the art making processes, materials and techniques they use to express their ideas. |

|  |  |  |
| --- | --- | --- |
| **CURRICULUM AREA – The Arts/Visual Arts** | | |
| **Context:** Students explore the transformations that have occurred through the migration of non-indigenous Australians. They will inquire into key historical events in their local area from 1788 to present, comparing artworks from different centuries or decades, including the artwork of the Aboriginal and Torres Strait Islanders people. They will explore how meaning is created in artworks. They will create artworks that express their thoughts about the past and their vision for the future of Australia.  **Content Descriptions:**   * Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs [(VCAVAE029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAE029) * Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks [(VCAVAV030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV030) * Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts [(VCAVAR032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAR032) | | |
| **Visual Arts Levels 3 and 4 Achievement Standard** | **Example of Indicative Progress towards Levels 5 and 6 Achievement Standard** | **Visual Arts Levels 5 and 6 Achievement Standard** |
| By the end of Level 4:  Students plan and make artworks that are inspired by artworks they experience.  They use materials, visual conventions, techniques and processes to express their ideas in artworks.  Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.  They discuss and evaluate the art making processes, materials and techniques they use to express their ideas. | In **Visual Arts,** indicative progression towards the levels 5 and 6 achievement standard may be when students:   * begin to identify historical events in artworks, and recall basic facts connected to the event. * create simple plans using an art journal or framework that might include how materials will be used and equipment required. * describe techniques and visual conventions they used stylistically in artworks they created. | 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. |

|  |  |  |
| --- | --- | --- |
| **CURRICULUM AREA – The Arts/ Visual Arts** | | |
| **Context**: Students explore different sculpture and craft traditions from Asian countries such as Japan, China and India. They explore the symbolism in these traditions and the relationship of the natural world of plants and animals to the symbolism. They explore different artists and their practice focusing on contemporary sculptors such as Noriko Nakamura. The students complete some sketches of animals and plants and then transform their visualization drawings into the design for a three dimensional sculpture to be made from plaster or clay. The experiment with different carving techniques and then create a work from a plaster or clay block. They evaluate their work discussing the processes used to create the work and the relationship of their artwork to the natural form.  **Content Descriptions:**   * Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks [(VCAVAV030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAV030) * Create and display art work considering how ideas can be expressed to an audience [(VCAVAP031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP031) | | |
| **Visual Arts Levels 5 and 6 Achievement Standard** | **Example of Indicative Progress toward Levels 7 and 8 Achievement Standard** | **Visual Arts Levels 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:   * demonstrate a high level of skill and technique in making a three dimensional sculpture using carving * use visual conventions innovatively in the design and creation of a three dimensional sculpture * demonstrate a high level of skill and conceptualization in the planning and evaluation of the art process * describe the presentation of their own artwork, explaining the expression of ideas to an audience | 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. |