**Katerina Poropat:** Good afternoon and welcome to today’s webinar, Introducing the Victorian Curriculum: Visual Arts and Visual Communication Design 7-10. My name is Katerina Poropat and I’m the project manager in the Victorian Curriculum F-10 Unit here at the VCAA. It’s my great pleasure to introduce you to our curriculum manager for Visual Arts, Design and Media, Kathy Hendy-Ekers, who’ll be leading our presentation today. I would also like to thank Alicia Farrell, also from the F-10 Unit, who has done a lot of the work behind the scenes to make this webinar possible today.

So before we begin, we will start with an Acknowledgment of Country. I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples’ spiritual and cultural connection to Country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region. I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.

So before we get into the presentation, I’ll briefly go over some housekeeping. Please note that the chat function is only being used to share relevant information and links from the VCAA. You will notice that a Q&A box has been set up, so please use this to put your questions and comments in, as this will help us ensure all your queries are attended to and we don’t miss anything. When you use the Q&A box, please make sure you select all presenters so that all panellists can see your questions as they come in. We will answer these in a couple of ways. Firstly, we may type a response directly into the Q&A box, which all participants will be able to view, or we will have a dedicated Q&A session at the end of the presentation where Kathy will address these queries. The second part of our housekeeping is to let everyone know that this session is being recorded. A copy of both the recording and the PowerPoint plus a transcript will be loaded onto the VCAA’s F-10 resources webpages under the Professional Learning Section. A copy of the recording and PowerPoint will also be emailed to participants in the coming days.

So without further ado, Kathy, I’ll hand over to you for our presentation.

**Kathryn Hendy-Ekers:** Thank you very much, Kat. And welcome, everybody. And I also, too, would like to acknowledge the traditional custodians of the land of which we meet on, the people of the Kulin Nations, and pay my respects to Elders, both past, present and emerging.

OK, I’ll just run through what we are going to do with this session this afternoon. There are some aims there on the screen. I’ll run through the aims of the Visual Arts and Visual Communication Design curriculums for 7-10, where you can find the curriculum documentation, how you can link it to your school planning, and planning of your own classes at secondary level, where you can find support resources and how you can assess against the Achievement Standards. And then we’ll hold it over for questions.

OK, so just initially, and I presume some of you in the room who are in the session at the moment may be new to the Victorian curriculum. I’m just going to go through where you can locate the documents.

So when you go to the F-10 Curriculum section of the VCAA website, you will come to the F-10 Curriculum page, but the actual curriculum is housed on another website, and I’ve indicated there with an arrow what you need to click on to access that there. On the VCAA pages, you’ll find things like - and I’ll go through these - the curriculum area resources, cross-curriculum resources, information about professional learning and assessment. So that’s the page you will start with.

So when you go to the Victorian Curriculum website, you come to a page like this and you can see that, on the left-hand side there, the arts are all listed down the page there. So Visual Arts and Visual Communication Design is one of six Arts areas, learning areas. We have Dance, Drama, Media Arts, which is the other area I look after, Music, Visual Arts and Visual Communication Design.

So it’s a really good idea to have a look, like with any curriculum document, have a look about the overall aims of the study or the learning area that you’re going to look at. So you’ll see they’re listed all down the side there. And particularly there is an overview statement, because you may be working in a school that might be a smaller school and you’re thinking about how you’re going to implement a program that may address other areas of the arts, not only Visual Arts or Visual Communication Design and how you’re going to structure that. So this page will give you a bit of an understanding of how that could work.

So with the aims for both studies, just to really keep in mind the Victorian Curriculum, which is very closely associated with the Australian Curriculum, we have right through the content and achievement this relationship between making and responding. So students may be responding to artworks through making or making a response to an artwork, or they may be making an artwork for others to respond to. So it really interlinks what I call the theoretical and the practical processes. And as you’re fully aware that our VCE Visual Arts studies are currently under review and this concept of making and responding is being carried right through to Year 12.

We also look at the idea of these four key concepts - of the artist, the artwork, the audience and the world. So looking at the artists - what they’re creating, where they’re working. So these concepts are really closely interrelated. So you can think about the artists and their artwork, or the artists and the artwork in the response to the world, and also the artist as an audience and how audiences respond to artworks. And where artworks are located. So the context of the artwork and what ideas that artwork is expressing.

So when we’re looking at the aims of learning in Visual Arts, we’re looking at the practices of visual artists. So that’s not only the making of an artwork, it’s the artist’s thinking, how they respond to ideas and how they influence ideas. From artists in different cultures, different contexts. So they may be working in a studio. It might be public artwork, or it might be artworks in galleries. Different environments. Viewpoints is also an area that’s very strong, a conceptual framework throughout the curriculum. So instead of having, like, an issue, it’s a point of view or a perspective, again, of the artist, and how the audience is engaged. The Visual Arts is very focused on contemporary art practice and looking at the beliefs and values of the society in which it was created. We look at visual conventions, which is the underlying structure of artworks. So the art elements and art principles and the style of the artwork and the materials, techniques and processes that are used in artistic practice.

In Visual Communication Design, we look at making and responding from the practice of the designer. So the students develop understanding and skills when they make and view Visual Communication Designs in response to audience needs. They look at the three design fields of communication, industrial and environmental design. And they look at the audiences for Visual Communication Design and the context. So visual communication is the key word in that title. So we’re looking at the designing of visual imagery or visual communications. Then we’ve got making and responding in practical and critical understanding. So students look at the intentions of designers to communicate meaning and how viewers interpret it and evaluate Visual Communication Designs. And also in the design process, we look at the visualisation and presentation of ideas through materials, methods and presentation formats. And if you’re familiar with that curriculum and you will see in the learning in statements, there are some really clear definitions between Visual Communication Design and visual art.

With Visual Communication Design, you also have, as we all know, the design process for visual communication. So it’s a framework. So students respond to and write a brief, they research and generate ideas and they develop and refine visual communication presentations. They communicate ideas and information using drawing conventions. So visual communication is very much about drawing, using a range of media, materials and methods. So methods in Visual Communication Design are virtually the tools that the student uses to create their visual communication presentation. So we often talk about digital methods. So the use of digital technologies like software programs and applications to create Visual Communication Designs. And we also talk about manual methods, which is the physicality of drawing. They have design elements and principles, so slightly different from Visual Arts, so you can see them listed there. And then the skills, techniques, processes of those methods to plan, develop and refine visual communications.

So the structure of the curriculum, which is just to familiarise yourself with, you can see here, if you click on this section, which we had the rationales and the aims of Visual Arts there on the screen, you had the structure and then you have a scope and sequence document. So if you click on the scope and sequence document, you’ll come up with a whole learning continuum.

Now we have learning arts strands. So these four strands underpin the whole of the content of the curriculum. So in Visual Communication Design, we have explore and represent ideas, and in Visual Arts, we have explore and express ideas. So you can see that there are those in F-6 and 7-10. So these are examples of content descriptions that fall under the strands. So at F-6 in Visual Arts, we have four, but in 7-10 there are seven. So there is only one for present and perform currently in the Victorian Curriculum, but all the others - so explore and express, practices, respond and interpret all have two. So you can see that moving from F-7 to 10, you get more and more complex as you move through.

The strands that you can see here, this is actually for Media Arts, but they’re very similar for Visual Arts. You’ve got the explore ideas, experiences and observations. So these are key words from the content descriptions. With visual arts practices, or any practices, they experiment, select and apply using materials, techniques, processes, technologies and visual conventions. Present and perform - they create and display artworks for audiences looking at their own intentions. And then responding and interpreting is that idea of reflecting, analysing, questioning and evaluating, both as a viewer and an artist. So looking at that range of artworks from different periods of times and cultures.

Visual Communication Design, you can see they’re fairly similar. So we had that idea of explore and apply the methods, materials and media, design elements and design principles. The students use manual and digital drawing, which I explained before, to create Visual Communication Designs in the three design fields - industrial, environmental and communication. Present and perform - they develop and present visual communications in response to a brief, audience and communication needs. And then we have responding and interpreting. So again, the same as Visual Arts, reflecting, questioning, analysing and evaluating, interpreting artworks of... Sorry, Visual Communication Designs from different periods of time, historical and social and cultural contexts.

So that’s an example of the Scope & Sequence document, going from Foundation right through to Level 10 for the Visual Arts. So you can see, if you look very closely and click on that, the level of complexity as you move through the content descriptions and the achievement standards. For Visual Communication Design, there is only a Scope & Sequence document for 7-10.

Just to flesh out the curriculum, when you are doing planning, just so you know the terminology and how it’s structured, we have level description bands. So that’s an overall sort of explanation of what can occur at that level. Then we have our four strands you can see highlighted there. The content descriptions falling under those strands with an elaboration. So the elaboration is an example of how you could teach an approach to that content description. And then, finally, we have the achievement standard, which is what the students...how you develop your learning intentions, your outcomes for the students. And I’ll explain that later in the presentation. So we have examples here for Visual Arts. So, again, the bands, the strands, the content descriptions, the elaborations and the achievement standards.

So how do you link this curriculum to your school planning and planning your classes?

Now, there are some pages on the Victorian Curriculum website… Sorry, the VCAA website. There are some links there. So when you go back through the presentation, you can click on those links. So you can see that we have resources and we also have documents that say "help me plan". So when you go to the resource page, you click on the "help me plan", you come to this. So you’ll have some what we call curriculum mapping templates. You had the Scope & Sequence document, which I showed you before, and some advice about whole-school curriculum planning. We also have some curriculum planning and reporting guidelines that were updated in 2020, so the screenshot you see, December 2015, but the 2020 ones have up-to-date advice about implementing and using the Victorian Curriculum in your school. It has some advice there for you. Just remember, we’re in Victoria, so we work with a curriculum, not a syllabus. So we are not mandating. We provide advice.

So this is just a screenshot of the whole curriculum planning webpage, so you can work with other colleagues. So it has aspects for by curriculum area or by year level or by whole school. And it takes you through some steps there.

These are examples of the curriculum mapping templates. So when you click on those… So, for example, we’ve got one here for Level 7 and 8 for Visual Arts. So it has the strands with the content listed across the top. So all you have to do is put your learning activities down the side there. Down below, the achievement standards are broken up for you. And you can start to put some of the achievement standards -I know this is too small to see on your screen at the moment - below the content description. So it actually starts to help you do a bit of planning. You can see here this side of the screen actually has the actual instructions of how you can use that template. So that would be a great idea if you wanted to really unpack that and do some work with your team in that.

I’ve put this screenshot in too. It’s a great overall visual representation of some ideas that you can use when you are planning, particularly in Visual Arts, that representation of the artist and the viewer through making and responding, the four strands, and then some fleshing out of what you can actually do in terms of elaborations with those four strands.

So if you are doing some planning, you might want to start to think about the actual concept of what you want to teach with your particular year level you’ve identified. So what you want your students to achieve at the end of the unit. The main ideas and the main skills and what activities would be taught. So you could even just look at these four strands and think about that - your overall concept that you want to teach.

You can also think about the content descriptions in each of the strands. And thinking about the same activity, of how you would teach it using which content descriptions. So, for example, we’ve got some questions here thinking about the same activity or aspect of the unit in all of those strands. So, for example, when the students are exploring or expressing, what art practices they’d be using. And are they responding and interpreting? So this is a bit of a big-picture planning idea for you to have.

So thinking about the students’ prior learning. So going back to those earlier levels of the curriculum and doing a bit of an audit and seeing if the students have achieved some of those aspects and what you are planning for them to learn. And it might be in a particular art form, or it might be conceptually based around a particular theme or idea. So thinking about the learning activity and thinking about differentiation and how you will differentiate that for your students, and how it connects to the rest of the unit and planning sequence.

Onto assessment - thinking about the achievement standards, and I’ll show you in a moment a breakdown of an achievement standard with a content description both in Visual Arts and Visual Communication Design. And thinking about the previous level and what the students have achieved, and then moving forward. So also thinking if your assessment’s going to be formative or summative. Or if there’s going to be self, peer and teacher feedback.

Then you might want to build in some reflection. So how will you evaluate what the students have learned and what sort of evaluation will they carry out on their own learning?

Alright, just moving on now to some ideas where you could get some ideas through resources.

So if you again click onto the Visual Arts page, for example. We went through that "help me plan" area. Help me find a teaching resource. So if you click on that for Visual Arts, you will see there are a range of samples of units’ work for Foundation to Level 6, and also some critical and creative thinking of Visual Arts sample learning activities. So they may be useful. All of them have images in them. Particularly I know this webinar is directed at Year 7-10, but you might want to have a look at how the Foundation to Level 6 resources is structured to help you with your planning as well.

We also have some great cross-curriculum resources, so in the careers education resources, we have some specific resources targeted for Level 7 and Level 10 for the Visual Arts and Visual Communication Design that link to careers. And we also have some resources that link mathematics and numeracy to the Visual Arts. So there’s aspects of the numeracy standards and the Visual Arts and Visual Communication Design standards in those resources as well.

Last year, we also produced some resources for remote learning. It would be a good idea, and I’ve put the screenshot there and below is the web link for that particular aspect of the curriculum, the webpage where we have some designated learning activities we wrote for remote learning last year. But wrote them keeping in mind that the student might want to do some of these at home and then bring in and extend the work at school. So they’re all targeted and linked to content descriptions and achievement standards. I think you can see, it’s quite small on the page there. They’re called think, innovate and design activities. So for Visual Communication Design, there are the same for Visual Arts. So you can see that the achievement standard is at the top of the document there, the content description is there and then the learning activities are down the right-hand side. So that may be useful for you as well.

We also have some resources for Aboriginal perspectives in the arts. We gave a series of webinars last year. There’s a link there. If you click on that link, it will take you to the videos where the performing arts manager, Marg Arnold, and myself did some targeted videos in association with our Australian First Nations project officer and the Victorian Aboriginal Education Association Inc, and numerous Elders, talking about how you could implement Aboriginal and Torres Strait Islander perspectives into the curriculum. So we give you some great learning ideas linked to content and achievement in those.

The Department of Education & Training. So I work for the VCAA, the Victorian Curriculum and Assessment Authority, but the Department of Education & Training has also released a literacy toolkit for Years 7-10 in Visual Communication Design and Visual Arts. So there’s some terminology in there and some learning activities that are linked to the Victorian Curriculum. And there are some work samples and assessment samples.

There is also FUSE. So when you click on the elaborations in the Victorian Curriculum, you will go to this FUSE website and there are tiles on there with some great resources. So when you go to the elaboration and click, there is a FUSE... Sorry, an icon to FUSE. And those resources have been curated to directly address that particular content description in the respective learning area. So, for example, these ones on the screen are for Media Arts for Levels 7-10.

Alright, just briefly at the end about assessing against the achievement standards

I have some ideas and some guidance for you here. So, as you can see on the screen now, we have the achievement standard for Level 8 and Level 10 . And what we’ve actually done is broken it up into four bullet points. So the reason for doing that... So I think when I click on the next slide here you can see that what I’ve done with this with Visual Arts is link the content descriptions to those achievement standards. So that’s, for example, for Level 10 there. So there are four of them. So some of these are repeated. So you can see that, in the explore and express content descriptions, the two achievement standard extracts relate to identifying, analysing and evaluating how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. And also the planning the students might do. So some of them... I’ll just flick back again. So you can see there are four of them there. When you go here to the content descriptions, you can see some of them are repeated because they address that particular content description. So this would be the first point of you, therefore, developing some assessment criteria or learning outcomes and then a rubric moving through for feedback for your students.

Just using an example here, so you might want to click on this resource at a later point in time. I’ve actually spoken about this resource since 2016, when this show was produced at the National Portrait Gallery. It’s still up online. So you might want to... I was suggesting you use the resource in this link as a point of exploration of the artists in the theme My Pet And I. So there’s a beautiful series of images from the portrait gallery of people with their pets and that would be a popular, I think, a popular starting point for students, particularly in middle secondary school.

So I’ve got an achievement extract here. So students plan and make their artworks in response to exploration of techniques, technologies and processes used in the work of other artists. So the sample is a portrait series of me and my pet. So using the achievement standard, what I’ve done here is used the achievement standard and I’ve written an assessment criteria that says exploration of techniques, technologies and processes by other artists. And a little descriptor there as a starting point, saying the student can describe the use of techniques and processes used by a range of artists in the National Portrait Gallery. So that’s just taking the achievement standard, developing some assessment criteria using a particular resource. There is therefore, building through, so there’s the criterion on the left-hand side of the screen, still with the same learning activity. So I’ve got researching the work of other artists, exploring painting techniques, planning of compositions and evaluation of artworks. And I would start to build up some descriptors based on those criteria. And I’m sure you’re all very experienced making assessment descriptors and rubrics.

OK, Visual Communication Design, same sort of thing. Here are the achievement standards. For Level 10, there’s three main points there. For Level 8, there’s four. So again, that paragraph has been broken up. So, again, this is an example of mapping. So I have the content descriptions there on the left-hand side listed, and then the achievement standards matching up. So this is for Level 9 and 10. Just keep in mind that I have Level 7 and 8. If you need these documents, if you want to contact me, I’m more than happy to send you through the Word documents I have with these.

So this is another example using a resource. As you know, the NGV has just had the fantastic Triennial, so there’s a little digital learning activity on the website at the moment to create some digital wallpaper based on this artist’s work. So I have developed some ideas for using the resource as a point of exploration for Visual Communication Design practices. So the achievement standard for Level 8 is students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications. So the topic or the theme or the idea is a digital collage using design elements and principles. So the assessment criteria is use of design elements and principles to create a wallpaper design for an interior. And then I’ve got a series of criterion based on this achievement standard. So you could have use of observation and visualisation drawings as inspiration for the wallpaper. So you really do have to read through the resource to have a look at it. Then selection of art elements from visualisation drawings to develop symbols for a design, and the use of digital tools to create that design. So you’ve got in both of those activities the overarching sort of outcome and then more specific outcomes linked to it.

Now, with the assessment resources, here we have, just to help you as well, we do have some assessment resources on our website. We have some assessment resources for indicative progress, and also some formative assessment resources. There’s a whole resource package there. As you can see, I’ve put screenshots there so you know when you get to the page by clicking on this link at the bottom here, what you’re seeing. But if you go to the arts, you have some specific rubric examples, some student tasks and some teacher feedback on those tasks using a rubric. There’s also some videos of teachers talking about their use of formative assessment rubrics. So that was a program done with the University of Melbourne and the VCAA in 2019. So it is quite recent. So you may want to have a look at that to help you when you are developing rubrics. I’m sure the teachers who worked on that project would be delighted.

So just to finish up, this is my contact details here on the screen, with my email and phone number.

So I think, Alicia and Kat, we’ll just hand it over for any questions.

**Katerina Poropat:** Yeah, great. Thanks for that, Kathy. So we haven’t had any questions that have come through during the session, but since that’s now the end of the formal part of our presentation, you are welcome to pop any questions you have into that Q&A box now and we can address those. So if anyone’s got any, please put them in now and I’ll just give our little wrap-up speech.

So, as I mentioned, brings us to the end of the formal part of our presentation. And I would like to thank Kathy for presenting that fantastic session. I’d also like to thank all of you for attending today and hope that you took a lot away from that session.

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