Australian Curriculum: The Arts
Diversity through art – change, continuity, context

Tuesday 8 July 2014
The 34th World Congress of the International Society for Education through Art (InSEA2014)

Dr Phil Lambert PSM
General Manager, Curriculum

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AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY
Welcome

ACARA (Australian Curriculum, Assessment and Reporting Authority) improves learning for Australians through world-class school curriculum, assessment and reporting.

Curriculum: ACARA operates as an independent entity; we take a national approach to developing and implementing a world-class national curriculum for all year levels.

Assessment: We are responsible for the NAPLAN National Assessment Program – Literacy and Numeracy. We are also responsible for the My School website, which provides performance and resources to more than 5000 schools.

Reporting: You produce a number of reports, notably the National Literacy and Numeracy survey (NAPLAN) report of statistical and research data about education, school performance and student participation.

Want to find out more? Watch our overview video.

NAPLAN 2014

Welcome to the Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community.

F-10 Curriculum

The three dimensions of the Australian Curriculum from Foundation to Year 10 are learning areas, general capabilities and cross-curriculum.

Senior Secondary Curriculum

ACARA has developed curriculum for 15 senior secondary subjects across English, Mathematics, Science, History and Geography, following.

Student Diversity

ACARA is committed to the development of a high-quality curriculum for all Australian students, one that promotes success and equity in education.
Australian Curriculum design

www.acara.edu.au/curriculum/curriculum_design_and_development.html
## The arts: Organisation

### Curriculum design
- Strands
- Band descriptions
- Content descriptions
- Content elaborations
- Achievement standards
- Glossary

### Particular to the arts
- Making and responding
- Examples of knowledge & skills
- Examples of Viewpoint questions

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The Arts

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum are Dance, Drama, Media Arts, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use
Rationale

Students learn as *artists* and *audience* through the intellectual, emotional and sensory experiences of the arts.

... 

They acquire knowledge, skills and understanding specific to the arts subjects and develop critical understanding that informs decision making and aesthetic choices.

...
Aims

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

These aims are extended and complemented by specific aims for each Arts subject.
Aims

**body awareness** and technical and expressive skills to communicate through movement confidently, creatively and intelligently

confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through **drama**

enjoyment and confidence to participate in, experiment with and interpret the **media-rich** culture and communications practices that surround them

the confidence to be creative, innovative, thoughtful, skilful and informed **musicians**

conceptual and perceptual ideas and **representations** through **design** and inquiry processes
Content structure

www.australiancurriculum.edu.au/thearts/content-structure

Content structure

The Australian Curriculum: The Arts covers each of the five Arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts – across bands of year levels:

- Foundation to Year 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8
- Years 9 and 10.

The curriculum is based on the assumption that all students will study the five Arts subjects from Foundation to the end of primary school. Schools will be best placed to determine how this will occur. From the first year of secondary school (Year 7 or 8) students will have the opportunity to experience one or more Arts subjects in depth. In Years 9 and 10, students will be able to specialise in one or more Arts subjects. Subjects offered will be determined by state and territory school authorities or individual schools.

The curriculum for each Arts subject includes:

- a rationale and aims
- an introduction to learning in the subject
### Viewpoints

In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students’ knowledge, understanding and inquiry skills.

<table>
<thead>
<tr>
<th>Content description</th>
<th>Elaborations</th>
</tr>
</thead>
</table>
| Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks | • making discerning judgments about how they work as an artist, and what and why they design and create, using appropriate visual conventions, for example, a sculpture that expresses movement  
• Considering viewpoints – critical theories: For example – Compare these paintings (one from India, one Australian). What do you recognise? What do you understand? What is new?  
• explaining the artistic vision of artists from different contexts, particularly referencing the meaning their artworks convey, for example, Aboriginal rock art, graffiti art, Egyptian art  
• Considering viewpoints – meanings and interpretations: For example – What is this artwork about? What visual conventions have been used to convey meaning? How did the artist represent their subject matter? How does the artwork reflect the artist’s perspective about the environment? How did the audience react to the artwork when it was first displayed?  
• analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others  
• Considering viewpoints – psychology: For example – What elements are used to show excitement in the sculpture? Make a scary monster.  
• expressing an opinion about the way numerous artists communicate multiple viewpoints through their artwork  
• Considering viewpoints – evaluations: For example – Did it make you think more seriously about the issue? Did the rest of the class understand your message? |
Exploring practice in the arts

Practice in the arts comprises and is informed by:
- meanings
- forms
- societies
- cultures
- histories
- philosophies & ideologies
- critical theories
- institutions
- psychology
- evaluations
## Content descriptions

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<th>Foundation to Year 6</th>
<th>Content description</th>
<th>Years 7 to 10</th>
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</thead>
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<tr>
<td>1st</td>
<td>Exploring ideas and improvising with ways to represent ideas</td>
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<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>Manipulating and applying the elements/concepts with intent</td>
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<tr>
<td>2nd</td>
<td>Developing understanding of practices</td>
<td>3rd</td>
<td>Developing and refining understanding of skills and techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4th</td>
<td>Structuring and organising ideas into form</td>
</tr>
<tr>
<td>3rd</td>
<td>Sharing artworks through performance, presentation or display</td>
<td>5th</td>
<td>Sharing artworks through performance, presentation or display</td>
</tr>
<tr>
<td>4th</td>
<td>Responding to and interpreting artworks</td>
<td>6th</td>
<td>Analysing and reflecting upon intentions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7th</td>
<td>Examining and connecting artworks in context</td>
</tr>
</tbody>
</table>
# Scope and sequence

## The Arts: Foundation to Year 2

<table>
<thead>
<tr>
<th>DANCE</th>
<th>DRAMA</th>
<th>MEDIA ARTS</th>
<th>MUSIC</th>
<th>VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Explore, improvise and organise ideas to make dance sequences using the elements of dance. General capabilities: Lit, Num, ICT, PSC. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.1 Explore role and dramatic action in dramatic play, improvisation and process drama. General capabilities: Lit, ICT, CCT, PSC. Cross-curriculum priorities: SUST.</td>
<td>2.1 Explore ideas, characters and settings in the community through stories in images, sounds and text. General capabilities: Lit, Num, ICT, CCT. Cross-curriculum priorities: ATSIHC, AAEA.</td>
<td>2.1 Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion. General capabilities: Lit, Num, ICT. Cross-curriculum priorities: NA.</td>
<td>2.1 Explore ideas, experiences, observations and imagination to create visual artworks and design, including Carroll ideas in artworks by Aboriginal and Torres Strait Islander artists. General capabilities: Lit, Num, ICT, PSC. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
</tr>
<tr>
<td>2.2 Use fundamental movement skills to develop technical skills when practising dance sequences. General capabilities: Lit, Num, CCT, PSC. Cross-curriculum priorities: NA.</td>
<td>2.2 Use voice, facial expression, movement and space to imagine and establish role and situation. General capabilities: Lit, Num, CCT, PSC. Cross-curriculum priorities: SUST.</td>
<td>2.2 Use media technology to capture and edit images, sounds and text for a purpose. General capabilities: Lit, ICT, CCT. Cross-curriculum priorities: SUST.</td>
<td>2.2 Sing and play instruments to improve, practice and develop performance skills. General capabilities: Lit, ICT, CCT, PSC. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.2 Use and experiment with different materials, techniques, technologies and processes to make artworks. General capabilities: Lit, Num, ICT, PSC. Cross-curriculum priorities: AAEA, SUST.</td>
</tr>
<tr>
<td>2.3 Present dance that communicates ideas to an audience, including dance used by cultural groups in the community. General capabilities: Lit, Num, ICT, PSC, CCT, ICY. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.3 Present drama that communicates ideas, including stories from their community, to an audience. General capabilities: Lit, ICT, CCT, PSC, ICY. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.3 Create and present media artworks that communicate ideas and stories to an audience. General capabilities: Lit, Num, ICT, CCT, PSC, ICY. Cross-curriculum priorities: AAEA, SUST.</td>
<td>2.3 Create compositions and perform music to communicate ideas to an audience. General capabilities: Lit, Num, ICT, CCT, PSC. Cross-curriculum priorities: NA.</td>
<td>2.3 Create and display artworks to communicate ideas to an audience. General capabilities: Lit, CCT, PSC. Cross-curriculum priorities: ATSIHC, AAEA.</td>
</tr>
<tr>
<td>2.4 Respond to dance and consider where and why people dance, starting with dance from Australia, including dance of Aboriginal and Torres Strait Islander Peoples. General capabilities: Lit, Num, CCT, PSC, ICY. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.4 Respond to drama and consider where and why people make drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples. General capabilities: Lit, ICT, CCT, PSC. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.4 Respond to media artworks and consider where and why people make media artworks, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. General capabilities: Lit, Num, ICT, CCT, PSC, ICY. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.4 Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples. General capabilities: Lit, Num, CCT, PSC, ICY, ICY. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
<td>2.4 Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples. General capabilities: Lit, CCT, PSC, ICY. Cross-curriculum priorities: ATSIHC, AAEA, SUST.</td>
</tr>
</tbody>
</table>
Filtering

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Science</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Year 3</td>
<td>Year 3</td>
</tr>
<tr>
<td>Mathematics Content Descriptions</td>
<td>Science Content Descriptions</td>
<td>Visual Arts Content Descriptions</td>
</tr>
<tr>
<td>Number and Algebra</td>
<td>Science Understanding</td>
<td>Biological sciences</td>
</tr>
<tr>
<td>Number and place value</td>
<td>Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</td>
<td></td>
</tr>
<tr>
<td>Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)</td>
<td>Chemical sciences</td>
<td></td>
</tr>
<tr>
<td>Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)</td>
<td>A change of state between solid and liquid can be caused by adding or removing heat (ACSSU048)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earth and space sciences</td>
<td>Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)</td>
</tr>
</tbody>
</table>

ACARA
Australian Curriculum, Assessment and Reporting Authority
Content descriptions

Visual Arts

Foundation to Year 2

Foundation to Year 2 Level Description
In Foundation to Year 2, students explore visual arts. They learn about how to make visual representations of their ideas, experiences, observations and imagination. They share their artworks...

Read full description

Foundation to Year 2 Content Descriptions
Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACA/VAM106).

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACA/VAM107).

Create and display artworks to communicate ideas to an audience (ACA/VAM108).

Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACA/VAR109).

Examples of knowledge and skills
**The Arts / Visual Arts / Foundation to Year 2**

<table>
<thead>
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<tr>
<td>Create and display artworks to communicate ideas to an audience</td>
<td>• sharing ideas with their classmates about the representational choices they made in their artwork</td>
</tr>
<tr>
<td></td>
<td>• talking about ideas such as themes when displaying artworks, for example, at the local gallery or in their classroom</td>
</tr>
<tr>
<td></td>
<td>• Considering viewpoints – meanings and interpretations: For example – What did this artwork or design make you think about and why? What figures/shapes can you see in the artwork? How has the artist treated the figures/shapes to convey their idea or meaning?</td>
</tr>
<tr>
<td></td>
<td>• making a decision about how to display their artwork to share their ideas</td>
</tr>
</tbody>
</table>

**Code**
ACAVAM108

**ScOT catalogue terms**
- Art genres: Composition (Visual arts) ; Symbols

**Cross-curriculum priorities**
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia

**General capabilities**
- Literacy
- Critical and creative thinking
- Personal and social capability

**Resources**

**Discover resources in Scootle**
Achievement standards: Foundation to Year 2

<table>
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<tr>
<td>By the end of Year 2, students describe the effect of the elements in dances they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</td>
<td>By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</td>
<td>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.</td>
<td>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</td>
<td>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</td>
</tr>
</tbody>
</table>
Filtering

Media Arts

Years 3 and 4

Years 3 and 4 Achievement Standard

By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.

Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.

Music

Years 3 and 4

Years 3 and 4 Achievement Standard

By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.

Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing, playing instruments with accurate pitch, rhythm and expression.

Visual Arts

Years 3 and 4

Years 3 and 4 Achievement Standard

By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.

Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.
Scootle

Your search for 'Visual Arts' returned 81 results

Arts-POP: visual arts

This is a unit containing resources to help teachers plan and implement a visual arts program. It focuses on the ideas and methods that look at creating and responding to abstract art in primary years. It describes a visual arts program implemented in a year 5 class that involved students investigating the life and work of Pablo Picasso and creating their own abstract artwork in 2D and 3D. The resource contains a unit of work templates including lesson plans, a video demonstrating and explaining the unit and a glossary. This visual arts unit is part of the larger Arts package of practice websites.

Visual art starters: portray yourself

A resource on portrait painting. It begins with a mini-lesson featuring artist Keith Helman, who explains the role of the artist and how to create a portrait. The resource includes a discussion on the National Gallery of Victoria in particular. The resource contains four teacher-guided learning activities, exploring scales, proportions of the face, face-making, and self-portrait drawing. Supporting the activities are a Face Talk activity sheet, an image gallery of key portraits, a template of the proportions of the face, a glossary, and detailed teacher notes including extension activities and safety considerations.

Visual art starters: hand drawings - item 2 of 2

This is an online resource that guides students through the process of drawing. It includes handouts that explain the process of drawing hands and arms, creating illustrations of hands and arms, and then creating a full figure. The resource includes a video featuring teacher of visual arts and performing arts Cat Sewell outlining the steps involved. The activity sheets and teacher notes include extension activities and activities for other learning areas. The video and activity sheets provide guidelines and templates for both individual and group activities.
http://live.scootle.edu.au/

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Where in the world are you?

1,413 Visitors
20 May 2014 - 29 May 2014

Register for Scootle Community

This is the recording of episode 13 of the Scootle LIVE webinar series, which took place on the 21 of May, 2014.
This session focused on tools and resources to implement the Australian Curriculum. We were joined by special guest, the Australian Curriculum and Reporting Authority’s, Senior Project Officer – The Arts, Linda Lorenza who discussed the development to the Australian Curriculum website and how to find engaging student learning and teacher support resources, aligned to each content description using Scootle about her experiences as a sustainability education leader and take us through Cool Australia’s wonderful curriculum resources.
Linda shared some of her favourite resources to support the 5 streams making up the Arts curriculum area.

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