

Years 7 and 8 band plan — Australian Curriculum: Visual Arts

Overview for planning with the Australian Curriculum: The Arts

This band plan has been developed in consultation with the Curriculum into the Classroom (C2C) project team.

School name: Ignatius Park College	
Australian Curriculum: The Arts	Band: Years 7–8 Arts subject: Visual Arts
Identify curriculum ¹	<p>Course organisation</p> <p>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. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships, and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.</p> <p>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:</p> <ul style="list-style-type: none"> • Foundation to Year 2² • Years 3 and 4 • Years 5 and 6 • Years 7 and 8 • Years 9 and 10. <p>Each subject focuses on its own practices, terminology and unique ways of looking at the world. 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.</p> <p>In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.</p> <p>In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> • conceptual and perceptual ideas and representations through design and inquiry processes • visual arts techniques, materials, processes and technologies • critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment • respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences • confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating. <p>Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.</p> <ul style="list-style-type: none"> • <i>Making</i> includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. • <i>Responding</i> includes exploring, responding to, analysing and interpreting artworks. <p>In the Arts, 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. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.</p> <p>The Arts band plans are organised to:</p> <ul style="list-style-type: none"> • align with the Australian Curriculum: The Arts

¹ Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* — www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1.

² Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June.

	<ul style="list-style-type: none"> • identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Visual Arts content descriptions and achievement standards. <p>The Arts band plans provide flexibility to:</p> <ul style="list-style-type: none"> • make decisions about how the subject will be implemented, based on the local context and needs of students in schools • implement each of the Australian Curriculum: The Arts subjects at least once per band.
Phase curriculum focus	<p>Curriculum focus: Years 7 to 10</p> <p>As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they can work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.</p> <p>In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.</p> <p>Students' understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and learn about sustainability of practices in the Arts.</p> <p>Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.</p> <p>Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates.</p>
Band description	<p>In Years 7 and 8, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and with their classmates, teachers and communities.</p> <p>Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. They continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks. They consider society and ethics, and economic, environmental and social factors. They exhibit their artworks individually or collaboratively, basing the selection on a concept or theme. Students document the evolution of selected art styles and associated theories and/or ideologies. They reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks.</p> <p>As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students learn that over time there has been further development of techniques used in traditional and contemporary styles. They identify social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments in visual arts.</p> <p>As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes. They develop an informed opinion about artworks based on their research of current and past artists. Students examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues. They acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies.</p>

		Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. Their understanding of the roles of artists and audiences builds upon their experience from the previous band.
	Achievement standard	By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art-making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.
	Content descriptions	For this unit: <ul style="list-style-type: none"> • Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119) • Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120) • Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121) • Analyse how artists use visual conventions in artworks (ACAVAR123) • Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)
Teaching and learning	Viewpoints³ 👁️	<p>The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.</p> <p>Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.</p> <p>In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists' meanings and the audiences' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgments about their own art and design works and other artworks they see, hear and interact with as audiences.</p> <p>Key questions: Years 7 and 8</p> <ul style="list-style-type: none"> • <i>Context as artist and audience:</i> <ul style="list-style-type: none"> – How do social, cultural and historical forces influence an artist's approach to a theme or idea? – How does this artwork relate to my culture? – What thematic or conceptual ideas are expressed in the artwork? – How are thematic or conceptual ideas expressed in the artwork? • <i>Knowledge as artist and audience:</i> <ul style="list-style-type: none"> – What are the elements of design? – What are the principles of composition? – How do elements create principles? – How does the specific use of a principle enhance the appearance of an artwork? – How does the use of select elements and principles assist in communicating the artists intended meaning? – What similar applications of visual conventions are consistent with the theme or concept in other artworks? – Representation vs Metaphors & Symbols – What explicit and implied meanings are communicated from the symbols and codes within the artwork? • <i>Evaluations and judgments as artist and audience:</i> <ul style="list-style-type: none"> – How are these elements and principles used in the creation of works of art? – How can the intended meaning of an artist be interpreted from their work? – How effective is the artwork in meeting the artist's intentions? – How does the artist express their viewpoint through the artwork? – How does the artist affect the audience's interpretation of the artwork?

Commented [AT1]: Given that you have decided to submit two Year Plans, one for Year 7 and one for Year 8, it is necessary to highlight exactly what parts of the achievement standard are being covered in Year 7.

Commented [AT2]: Which of these questions are most relevant to the work being addressed in Year 7?

³ Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts — Visual Arts: Rationale and Learning in Visual Arts*, www.australiancurriculum.edu.au/the-arts/visual-arts/rationale.

<p>Unit overview The Australian Curriculum assumes that students in Years 7 and 8 will have the opportunity to experience one or more Arts subjects in depth. Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit.</p>	<p>Unit: <i>Make your mark!</i> – Foundation drawing</p> <p>This unit is designed to cater for students with varying degrees of skill and knowledge in visual art. The main aim is to provide students with core drawing skills enabling them to produce basic representational and conceptual work, as well as an understanding of basic composition theory, and an introduction to Visual Art history & analysis. Each week a different principle of composition will be examined through a series of exploratory practical tasks. Students will also be given the opportunity to interpret the social, ethical, and environmental themes and concepts communicated in each of the example artworks displayed. Students will not work toward one single major artwork, instead they will develop a folio of work demonstrating their independent experimental approaches.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the Elements of Design • identify and incorporate the Principles of Composition • experiment with representation of ideas and concepts by exploring a variety of technical approaches • develop an ability to communicate as an artist by selecting, applying and evaluating materials, techniques and processes to enhance artistic intentions • explore contemporary approaches with techniques and processes to enhance representation of ideas • exhibit artwork in the form of a folio of work with consideration of artistic intention to audience • make connections about how artists use shared visual conventions to communicate thematic meaning • analyse and compare the representation of theme and viewpoint in contemporary and past art forms starting with Australian artworks, including those of Aboriginal artists and Torres Strait Islander artists. 	<p>Unit: <i>What a relief!</i> – Mixed Media</p> <p>This unit is designed to cater for students with varying degrees of skill and knowledge in visual art. While it is advantageous for students to have completed the year 7 unit, it is not a mandatory requirement. Students will once again explore the Elements of Design but they will also learn how to identify and incorporate the Principles of Composition through a process of design, mixed media, relief printing, and painting. Art history covered in this unit will explore social, ethical, and environmental themes and concepts in Visual Arts. By the end of the unit students will have developed a folio of work which displays the development of an independent approach which experiments with representation of subject, and expression of viewpoint.</p> <p>Students will:</p> <ul style="list-style-type: none"> • revise the Elements of Design • identify and incorporate the Principles of Composition • explore symbolism and be able to interpret the symbolic messages contained in works of art • experiment with symbolism as a means of communicating the theme of <i>relief</i> in a non-literal manner • select, apply and evaluate materials, techniques and processes to enhance artistic intentions • experiment with a variety of contemporary and traditional representational techniques and styles to enhance design work • exhibit artwork in the form of a classroom exhibition with consideration of artistic intention to audience (Artist statement) • make connections about how artists use shared visual conventions to communicate thematic meaning • analyse and compare the representation of theme and viewpoint in contemporary and past art forms starting with Australian artworks, including those of Aboriginal artists and Torres Strait Islander artists.
<p>General capabilities</p>	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 👥 Personal and social capability 🌐 Intercultural understanding 	<ul style="list-style-type: none"> 📖 Literacy 🧠 Critical and creative thinking 👥 Personal and social capability 🌐 Intercultural understanding ⚖️ Ethical Understanding
<p>Cross-curriculum priorities</p>	<p>🇦🇺 🇹🇷 Aboriginal and Torres Strait Islander histories and cultures</p>	<p>🇦🇺 🇹🇷 Aboriginal and Torres Strait Islander histories and cultures</p> <p>🌏 Asia and Australian Engagement with Asia</p> <p>♻️ Sustainability</p>

Commented [AT3]: See Unit Plan for comments regarding the inclusion of a brief rationale for this unit.

Commented [AT5]: If adjustments are made to the unit objectives in the Unit Plan, ensure those same changes are reflected here.

Commented [AT4]: If adjustments are made to the unit objectives in the Unit Plan, ensure those same changes are reflected here.

Commented [AT6]: If adjustments are made to the unit objectives in the Unit Plan, ensure those same changes are reflected here.

Develop assessment	Assessment The <i>Year 7 to Year 10 The Arts Australian Curriculum in Queensland — assessment and reporting advice and guidelines</i> brings together advice about assessment, making judgments and reporting in a single document: www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.pdf .	<p>Making – Folio: Students will produce a folio of work that displays a series of drawings developed throughout this unit. There is no one single major practical task for this unit, instead each drawing will be a response to weekly tasks exploring the principles and their relationship to the elements e.g. <i>Repetitive contoured hatching lines to describe form</i>.</p> <p>Responding – Exam: 40-minute closed book exam that tests student’s knowledge of the Elements and Principles. Specifically, how to identify them in other artists work, and apply them in their own compositions.</p>	<p>Making – Mixed Media: Students will produce a range of two-dimensional works relating to the theme of <i>relief</i>, a play on words relating to relief sculpture and printing. The unit will be divided into several sections</p> <ul style="list-style-type: none"> • Creating a design that communicates the theme. • Construction of an A4 size relief using recycled materials such as corrugated cardboard and string. • Conversion of relief into a printing block and production of a short run of prints. • Painting the relief with an emphasis on using either contrasting or harmonious colours, as well as the incorporation of dry brushing techniques. <p>Responding – Exam: 40-minute open book exam that requires students to answer a series of guided questions that form an artist statement explaining their making processes, their interpretation of the theme <i>relief</i>, and a justification of how their design has successfully communicated the theme through visual language.</p>
	<p>The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Visual Arts Years 7 and 8 achievement standards. Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the Achievement standard. It will gather evidence of their ability to:</p> <ul style="list-style-type: none"> • identify and analyse how other artists use visual conventions and viewpoints to communicate ideas • apply knowledge of other artists use of visual conventions and viewpoints in their art-making • plan their art-making in response to exploration of techniques and processes used in their own artwork • plan their art-making in response to exploration of techniques and processes used in others’ artworks • explain how an artwork is displayed to enhance its meaning • evaluate how they are influenced by artworks from different cultures, times and places • evaluate how others are influenced by artworks from different cultures, times and places • demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks. 		
Make judgments and use feedback	Consistency of teacher judgments	<ul style="list-style-type: none"> • Make judgments of student achievements using the relevant achievement standards and task-specific standards. • Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. • Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards. 	

Commented [AT7]: The outline of assessment should reflect the assessment tasks identified for this unit. The Year Plan should provide a clear overview of exactly what is being taught, how that aligns with AC expectations and standards and how students will be assessed against those standards.

Commented [AT8]: Some good ideas here that could also be included in your Unit Plan. Consider unpacking these further to ensure they reflect exactly the process of moderation undertaken in Visual Arts at IPC.