P–10 Australian Curriculum: Visual Arts implementation

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Goal

Today you will share implementation experiences and practices for student visual art learning.

About me

- QLD representative on National Advocates for Arts Education (NAAE)
- co-writer the Australian Curriculum: The Arts (Dance)
- currently work as Principal Project Officer, Dance and Drama (QCAA) - Senior syllabus development
- previously worked as Assistant Manager, Performing Arts for Curriculum into the Classroom for DET – development of units of work to support Australian Curriculum: The Arts P-10
- State Panel Chair (Dance)
- Head of Department, The Arts (17 years)
- Dance teacher (25 years), Drama teacher (17 years)

About me…

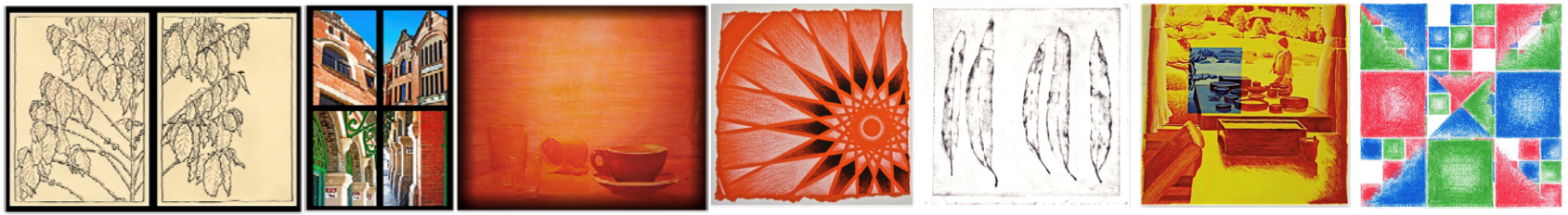
Senior Project Officer: The Arts

Senior Project Writer: Media Arts, Visual Arts

Teacher: including Visual Arts, The Arts, SOSE

Secondary schools, education consultant, artist-in-residence (primary), university, public programs (galleries, museum, community events)

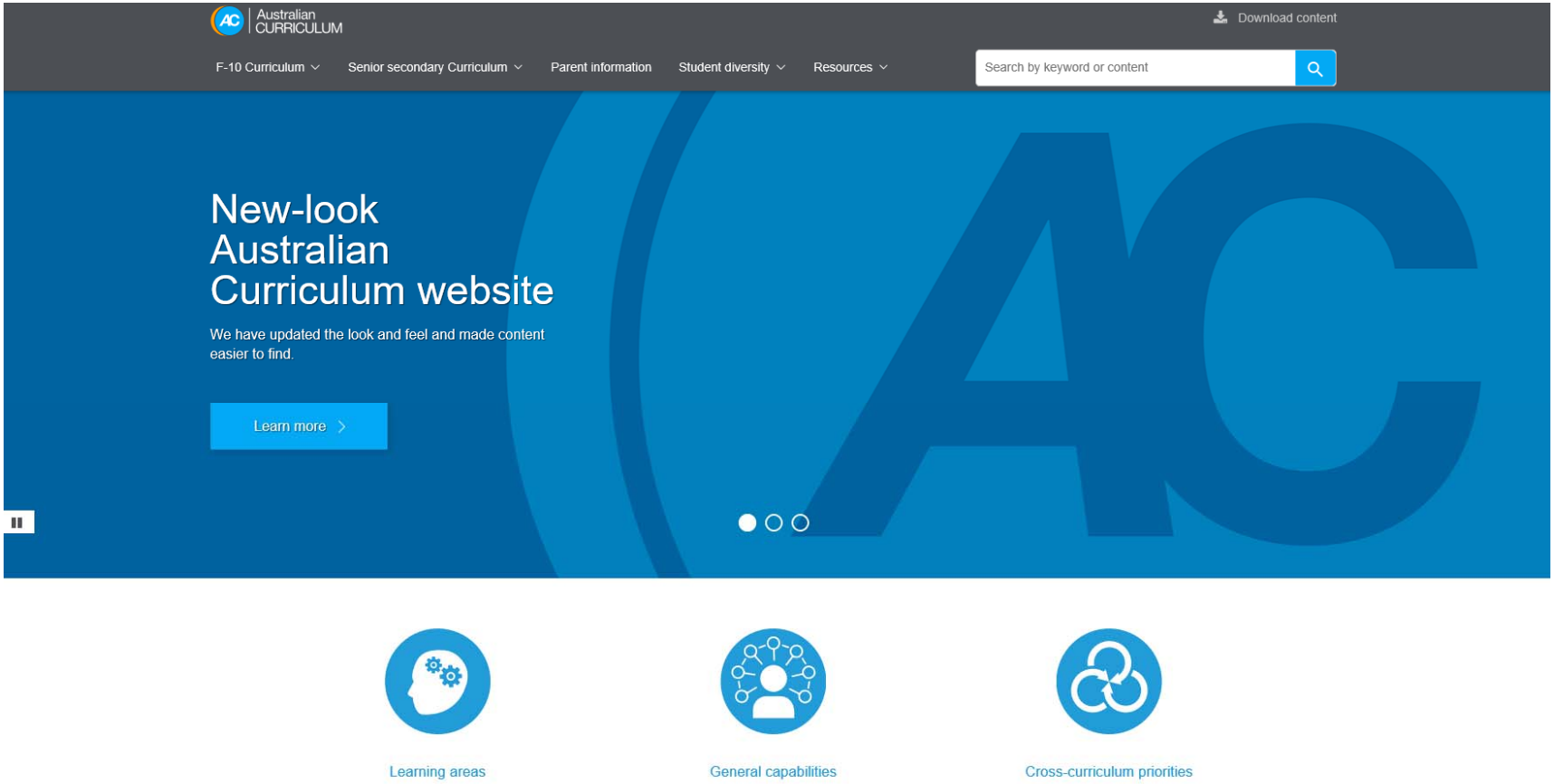
Brisbane, Cairns, Sunshine Coast, Toowoomba and Townsville



Who are you?

- Primary
  - generalist
  - specialist
- Secondary
  - Teacher
  - Head of Department
  - Other?

www.australiancurriculum.edu.au



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The Arts

Understand how The Arts works

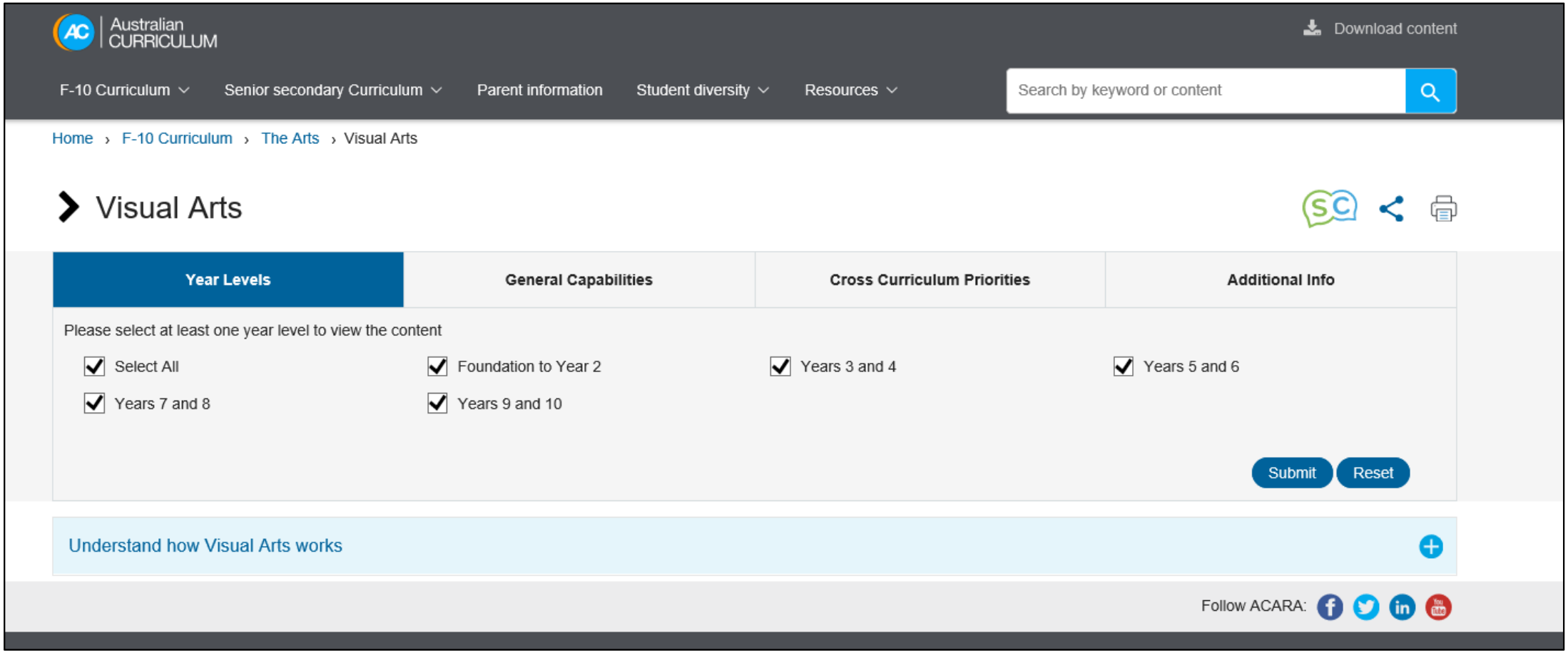
Dance

Drama

Media Arts

Music

Visual Arts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Visual Arts
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Years 3 and 4
Years 5 and 6
Years 7 and 8
Years 9 and 10
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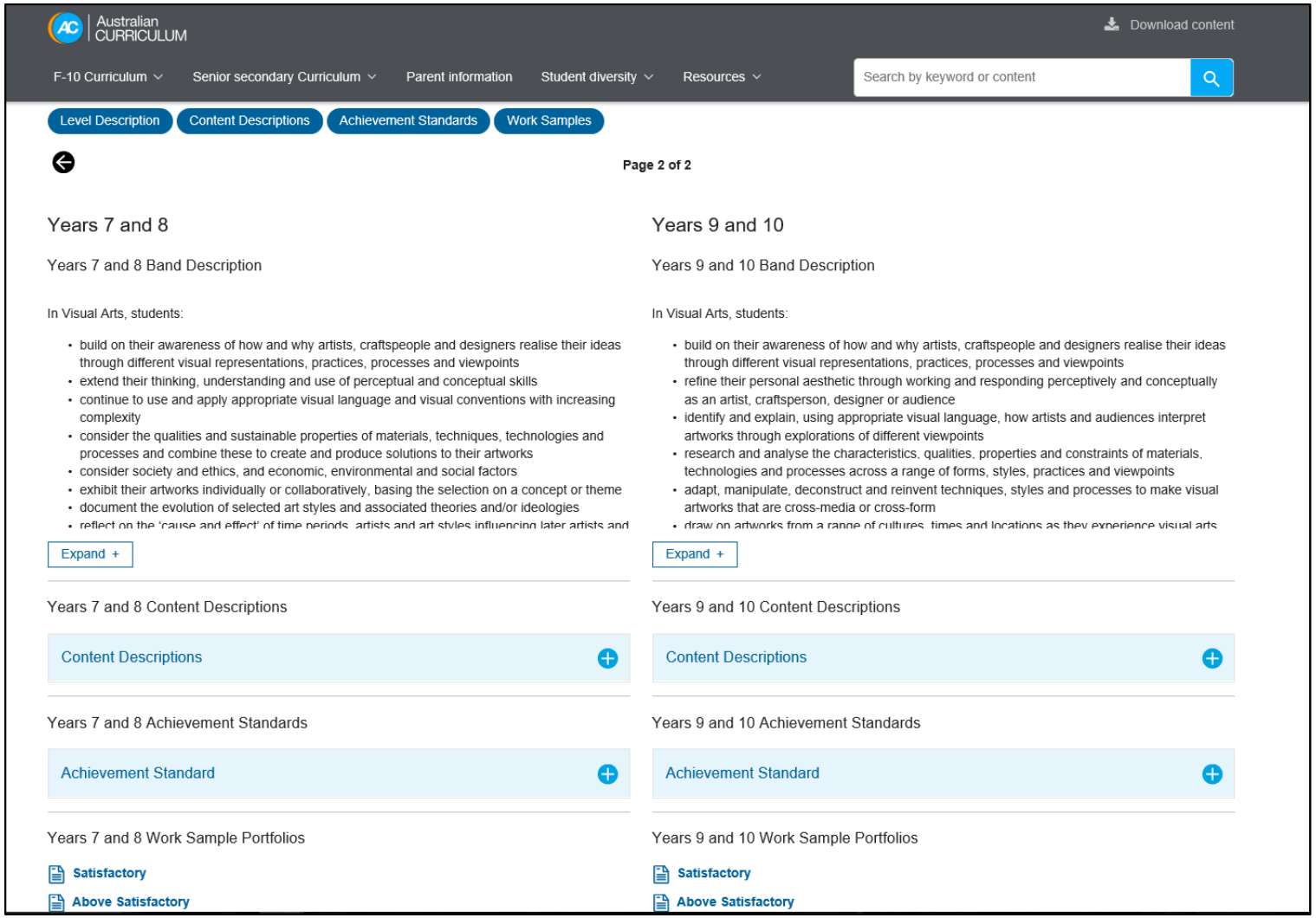
Understand how Visual Arts works
Follow ACARA: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Level Description
Content Descriptions
Achievement Standards
Work Samples
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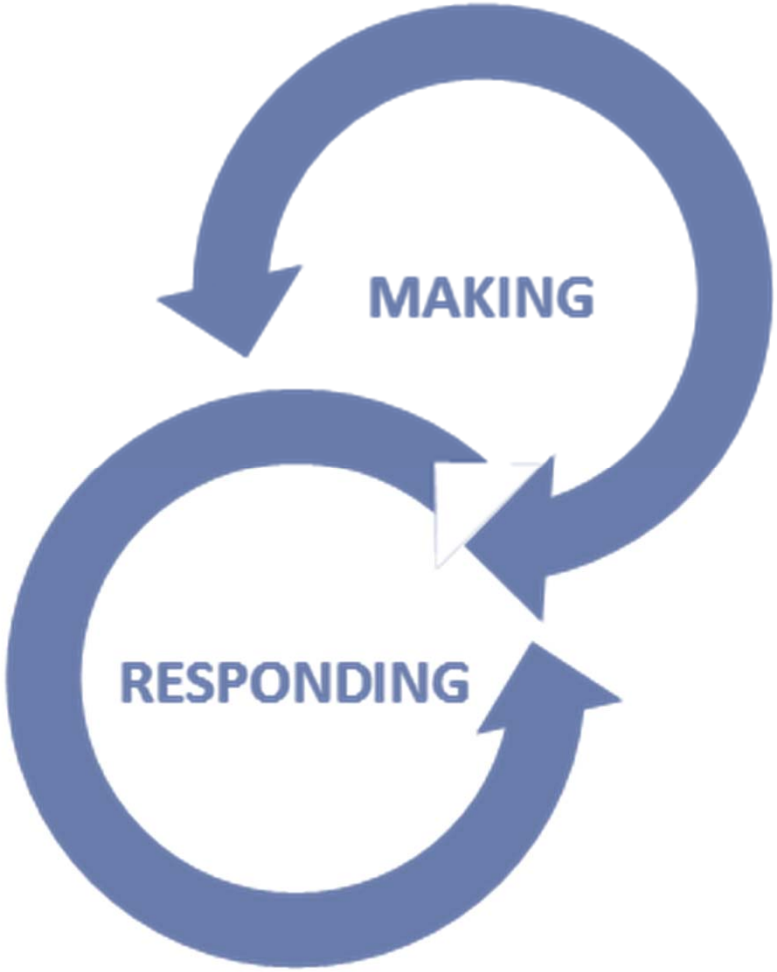
Years 7 and 8
Years 7 and 8 Band Description
In Visual Arts, students:
• build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
• extend their thinking, understanding and use of perceptual and conceptual skills
• continue to use and apply appropriate visual language and visual conventions with increasing complexity
• consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks
• consider society and ethics, and economic, environmental and social factors
• exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
• document the evolution of selected art styles and associated theories and/or ideologies
Expand +
Years 7 and 8 Content Descriptions
Content Descriptions
Years 7 and 8 Achievement Standards
Achievement Standard
Years 7 and 8 Work Sample Portfolios
Satisfactory
Above Satisfactory
Years 9 and 10
Years 9 and 10 Band Description
In Visual Arts, students:
• build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
• refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
• identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
• research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
• adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
Expand +
Years 9 and 10 Content Descriptions
Content Descriptions
Years 9 and 10 Achievement Standards
Achievement Standard
Years 9 and 10 Work Sample Portfolios
Satisfactory
Above Satisfactory

The interrelated strands - Making & Responding:

- are intrinsically connected
- inform and support each other
- provide students with knowledge, understanding and skills as artists, performers and audience
- develop students' skills in critical and creative thinking.



Structure

- **Content descriptions** (4 for Prep-6); (7 for Years 7-10)
  - provide the subject matter
  - describe what is to be taught and what students are expected to learn
  - organised through Making and Responding (codes)
  - **Content elaborations (optional)** – are provided to give teachers ideas about how they might teach the content

- **Example of knowledge and skills**
  - examples only to help provide more information appropriate for the band of schooling
  - terms used in content descriptions are found here (unpack CDs)
  - www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/example-of-knowledge-and-skills/

Achievement Standards

- **describe the learning expected** of students at each band of years
- structured in two paragraphs but should be read as a whole and in the context of what is to be taught (content descriptions)
  - first paragraph – Responding
  - second paragraph – Making
- allows teachers to monitor student learning and to make judgments about student progress and achievement.
- accompanied by portfolios of **annotated work samples** that illustrate the expected learning for each year level or band.

Note:

- Achievement standards should be read with the content descriptions.
- Put the achievement standard first.

What are the inhibitors for implementation?

- Embedding of Aboriginal and Torres Strait Islander perspectives
- Assessment – authentic practices as artist and audience
- Interrelationship of the strands of making and Responding
- Time – what are the priorities or mandates
- Resources – where to find them

What solutions have you found?

What successes can you share?

Resources to support implementation

- Scootle - www.scootle.edu.au
- Curriculum into the Classroom (C2C)
- QCAA - www.qcaa.qld.edu.au
- Professional Associations and networks
- ArtsLive – needs registration

QUESTIONS