

CURRICULUM REFERENCE POINTS: VISUAL ARTS

These curriculum reference points should be used in association with the education resources developed for the exhibitions 'Sublime: Contemporary Works from the Collection' (30 August 14 – 24 May 15, QAG) and 'We can make another future: Japanese art after 1989' (13 December 14 – 20 September 15, GOMA), featuring artworks from the Queensland Art Gallery Collection.

CONTENT DESCRIPTIONS

Content descriptions are included in the tables below. The codes are hyperlinked to the relevant Elaborations.

For information about how this resource could link to cross curriculum priorities, visit the Australian Curriculum, Assessment and Reporting Authority website.

RESPONDING / APPRAISING

AUSTRALIAN CURRICULUM

KEY

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding
-  Information and communication technology (ICT) capability
-  Numeracy

Foundation to Year 2

Explore ideas, experiences, observations and imagination to create visual artworks and design — ACAVAM106

    

Respond to visual artworks and consider where and why people make visual artworks — ACAVAR109

   

Years 3 and 4

Explore ideas and artworks from different cultures and times to use as inspiration for their own representations — ACAVAM110

   

Years 5 and 6

Explore ideas and practices used by artists to represent different views, beliefs and opinions — ACAVAM114

   

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts — ACAVAR117

   

Years 7 and 8

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 — ACAVAR124

   

Years 9 and 10

Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists — ACAVAM125

    

Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art-making — ACAVAR130

   

Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making — ACAVAR131

   

QUEENSLAND CURRICULUM SENIOR SYLLABUS

- Explore contemporary visual arts practices and emerging technologies used by contemporary artists.
- Undertake a critical analysis of artworks, investigating artistic language and expression in direct relation to selected concepts, focuses and media areas.
- Refine visual literacy abilities to read and process artworks (e.g. recalling and discriminating).
- Critically reflect on and challenge meanings, purposes, practices and approaches of contemporary artists.

MAKING

AUSTRALIAN CURRICULUM

Foundation to Year 2

Use and experiment with different materials, techniques, technologies and processes to make artworks — ACAVAM107



Create and display artworks to communicate ideas to an audience — ACAVAM108



Years 3 and 4

Use materials, techniques and processes to explore visual conventions when making artworks — ACAVAM111



Present artworks and describe how they have used visual conventions to represent their ideas — ACAVAM112



Years 5 and 6

Develop and apply techniques and processes when making their artworks — ACAVAM115



Plan the display of artworks to enhance their meaning for an audience — ACAVAM116



Years 7 and 8

Experiment with visual arts conventions and techniques to represent a theme, concept or idea in their artwork — ACAVAM118



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



Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience — ACAVAM122



Years 9 and 10

Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists — ACAVAM125



Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions — ACAVAM126



Develop and refine techniques and processes to represent ideas and subject matter — ACAVAM127



Plan and design artworks that represent artistic intention — ACAVAM128



Present ideas for displaying artworks and evaluate displays of artworks — ACAVAM129



QUEENSLAND CURRICULUM

SENIOR SYLLABUS

- Observe, collect, compile and record visual, verbal and sensory information and ideas from a variety of sources and contexts.
- Deconstruct artworks and reconstruct their intent for a different context and purpose.
- Use skills, techniques and processes to explore and manipulate a diversity of materials, techniques and technologies.
- Engage in innovative explorations of media, ideas, technologies, processes and techniques.
- Research by observing, collecting, compiling and recording visual, verbal and sensory information and ideas from a variety of sources and contexts.
- Work to the limitations of selected materials, media and technologies, as well as experiment to exploit their intrinsic qualities.
- Develop, resolve and reflect to demonstrate a personal aesthetic (style expression).