

## **VISUAL ARTS CURRICULUM**

Recommendation – The Visual Arts Curriculum document should not only be a written text but should be visually rich, graphically organised and well designed.

### **How**

Continuous, sequential, incremental & developmental progression in Visual Arts education essential from K – 10, elective in 11 - 12

### **What**

Knowledge, Skills and Understandings about themselves, art works, audiences and the world, would be explored, investigated and applied by students. They would be taught 2, 3 and 4 dimensional image and object making which draws on their imagination, perceptions and experience and uses a range of visual mediums. Risk taking & experimentation would be encouraged.

#### 1. Visual Arts Knowledge

- aesthetics and meanings
- cultural & historical understandings and perspectives – Australian (incl Indigenous), regional (Asia Pacific) & world
- art theories
- visual art and design forms, processes and functions including presentation, exhibition, commissions, community and commercial applications
- basic ingredients/ elements and concepts eg colour, form, proportion, scale, space.

#### 2. Visual Arts Skills

Taught across a breadth of 2D/3D/4D artforms and other modes of multi modal and hybrid visual representation.

#### 3. Visual Arts Understandings - through, in and about art & design

- role of artists & designers and the language of visual expression
  - role of art & design in society
  - future predictions or visions
  - self and the world (global perspectives)
  - cultural context (eg Indigenous) and cultural continuity
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Progression in the Visual Arts involves planning and providing opportunities for students to:

- increase the breadth of content
- increase the depth of their knowledge and understandings
- improve the quality of their responses and capacity to communicate meaning (an increasing match between the student's artistic intent and the effective communication of that intended meaning) through purposeful and considered selection and manipulation of materials, technologies and techniques.

The group recommends the following for progressive student learning

### **K – 3**

Participating in guided imaginative exploration of visual arts materials, through sensory learning & play

Accessing social and cultural visual arts experiences

Identifying and developing ideas to represent in their visual arts work

Exploring and trying out tools and techniques through:

- sharing and discussing their beginning knowledge and understandings of visual arts, ie telling visual stories, or telling stories about artefacts
- learning to look at and talk about a broad range of the visual arts and design
- manipulating and exploring materials. Students experiment with what works and what doesn't work and gain enjoyment through exploration.
- gaining satisfaction, self-esteem & pride in themselves as visual arts makers

### **4 – 6**

Increasing their cognitive & social learning:

- beginning to compare and comment on ideas and understandings
- sharing and discussing their developing knowledge and understandings in and of visual arts, including visual codes & symbols ie learning to see, interpret, reflect, respond

Becoming more intentional in manipulating knowledge to communicate ideas, feelings and meanings in their visual arts making. Students recognise that art works are made for different purposes and speculate about how particular effects have been achieved

Gaining increased awareness of scope of possibilities of visual art & design forms and processes

- Investigating and becoming more skilled in applying a broad range of materials, techniques and processes for particular purposes. Students persist to find satisfactory solutions to tasks.

Preparing and presenting their works for others to appreciate

Exploring and extending enjoyment through visual arts making (functions and forms)

### **7 – 8**

Students develop the capacity to suspend judgement before making assessments about art. They use a variety of starting points to generate ideas for their art work. They set goals and work towards them. Students develop confidence in their ability to solve problems and plan. Students demonstrate an increased capacity to work independently, with motivation and resilience.

Examining the roles of art & design in society

Developing ways of seeing - reflective, analytical & evaluative skills - and the ability to apply new understandings for increased visual communication of the intended outcome

Further developing and increasing refinement of skills and techniques, including representational skills:

- increasing awareness of particular codes and conventions of visual expression
- increasing dextrous manipulation of materials and processes to realise intentions

## **9 – 10**

Students' work demonstrates increasing complexity, growing originality and refinement. Students gain increased qualities of independence, motivation, perseverance, resilience and flexibility. They increase their specialisation in forms & mediums. Technical skills are at a high level and encompass a range of mediums with perhaps an expressed preference for one or more.

Students demonstrate increasing awareness of self & the world through visual means.

Assessing visual information, images and artefacts from a breadth of visual cultural, historical and social contexts

Further developing ideas through visual practices

Increasing intentionality - reflecting, assessing and refining own visual arts and design works to develop and apply ideas with increasing complexity and for particular purposes (capitalising on "mistakes" to refine and extend artwork)

Developing mastery of the codes and conventions in visual cultures for communication of ideas, beliefs and values.

Analysing and commenting upon ideas and meanings. Challenging and interrogating visual arts and design orthodoxies (including values)

Becoming aware of vocational applications

## **11 – 12**

This was not discussed but it was agreed to include the following from the Qld 11 & 12 curriculum

The student work has the following characteristics:

- astute defining and creative resolution of visual problems that expressively and innovatively address the concepts, chosen focuses, contexts and media
- effective and deliberate communication of intended and explicit meanings, demonstrating aesthetic choices through manipulation and control of visual language and expression
- research, development, resolution and reflection which consistently shows a creative, informed personal aesthetic.

### Application

The student work has the following characteristics:

- effective construction and clear communication of intended and explicit meaning applying deep knowledge and critical understanding of materials, technologies, techniques and processes
- purposeful and considered selection, manipulation and exploitation of materials, technologies, techniques and processes informed by discerning research, development, resolution and reflection.

### Appraising

The student work has the following characteristics:

- critical analysis, interpretation, evaluation and effective synthesis of information about visual language, expression and meanings in artworks, emphasising the interrelationship between the chosen focuses, contexts and media relevant to concepts
- an independent and informed viewpoint substantiated by comprehensive and insightful research, development, resolution and reflection
- consistently accurate and skilful use of relevant visual art terminology, referencing and language conventions.

It is presumed that all state and territory curricula will be examined. In our thinking we referred to the Tasmanian visual arts curriculum chart & NSW, Qld and UK visual arts and design curricula.