AC9AVA4E01

explore where, why and how visual arts are created and/or presented across , times, places and/or other contexts

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Elaborations

• exploring a diverse range of artworks created by artists working collaboratively and brainstorming the reasons why artists might choose to work as a team, and then comparing their ideas with information the artists have shared about their collaborative practice

• exploring artists' practice by sourcing information created or co-created by the artist and using Viewpoints to develop questions to develop understanding of the practices, such as "What does the artists' studio or space look like?", "How do they develop their ideas?", "What are they doing when they are developing and trialling their techniques and working with ?", "How do they engage with galleries (physical or virtual) to exhibit their work?"

• observing and exploring details such as use of , patterns, proportions or familiar features in artworks and using Viewpoints to co-create questions such as, "What is the artwork made of?", "How can I look more closely at this work to see something I did not notice the first time?", "What do I see when I look at the work through half-shut eyes?", "How does the work look like it feels, and how does it actually feel?"

• making connections and comparisons between artists working across , times and/or places; for example, finding similarities and differences between the ways that an artist's context impacts their approach to a theme such as sustainability or community celebrations, or finding similarities and differences between the ways that different artists approach the same and techniques, such as different approaches to creating sustainable sculpture using found objects, natural and human-made

• exploring ways to represent the world as they see it; for example, using ideas and experience about a recent event (such as a sports or cultural event or celebration) and making an artwork that communicates their perspective of the event; and then identifying how their work is different from the works created by other students in the class, how the teacher's work differs from the students' work or how their works compare to works by other artists that feature similar subject matter

• identifying ways that artworks by different artists can present multiple perspectives of the same event and discussing how these works can develop social awareness; for example, accessing and comparing artists and artworks that explore sustainability, such as land art, artworks using recycled that represent the effects of climate on the environment

• describing and categorising visual features and cultural works around the school, such as artworks, craft works, design or architectural features, memorials, murals or displays according to their purpose; for example, social, decorative, architectural, functional, cultural

Students learn to:

explore where, why and how visual arts are created and/or presented across culture and/or other contexts

(AC9AVA4E01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Adapt in intercultural exchanges

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Develop questions

• Identify, process and evaluate information

Analysing

• Interpret concepts and problems

Inquiring

• Develop questions

• Identify, process and evaluate information

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

World views

• World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

Analysing

• Draw conclusions and provide reasons

Generating

• Create possibilities

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

World views

• World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

• Explore the influence of cultures on interactions

Navigating intercultural contexts

• Adapt in intercultural exchanges

Resources

Work Samples

WS01 - Connection to coast

Snapshot – Develop multiple perspectives

  Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9AVA4E01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

- uses language to initiate interactions in a small group situation (e.g. "I have an idea")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9AVA4E01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem
- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information
Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati
Content description
AC9AVA4E01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpret concepts and problems
Critical and Creative Thinking: Analysing: Interpret concepts and problems
Content description
AC9AVA4E01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
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Snapshot – Develop questions
Critical and Creative Thinking: Inquiring: Develop questions
Content description
AC9AVA4E01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation

- develop■questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation
- develop■questions to examine unfamiliar ideas and topics
- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA4E01

Continuum extract

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- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
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- questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9AVA4E01

Continuum extract

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- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c relationship between cultures and identities

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of

ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of
creative ways

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve
perspectives

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for
different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how
people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others,
when discussing unfamiliar topics

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that
approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information
and digital sources
• identify and explain similarities and differences in selected information
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information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual
information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

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The following continuum extract shows the alignment of the continuum with this content.
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approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

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• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect c relationship between cultures and identities

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how their cultural identities influence interactions with others
• understand how cultural and linguistic diversity affect interactions within their community
• examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AVA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.

Introduction

Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas for artworks, working with ideas and responding to artworks.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

Download

Explore more

Resource – WS01 - Connection to coast

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.

Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts.

Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

AC9AVA4E01

explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts

AC9AVA4D01

experiment with a range of ways to use visual conventions, visual arts processes and materials

AC9AVA4C01

use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning

AC9AVA4E02

explore how First Nations Australians use visual arts to communicate their connection to and responsibility for

•

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Elaborations

• looking at visual artworks that represent the importance of and for First Nations Australians as a starting point for talking about different ways of seeing the same place and telling stories

• accessing examples of contemporary First Nations Australian artists' ideas about through ; for example, works that express spiritual and intellectual connections to the land, sea, sky and waterways, and using Viewpoints to develop questions about the work, such as, "Who are the artists and on what Country was the work created?", "What can I learn from the artists about this work?", "What does this work make me think about my own connections to significant places?"

• examining a diverse range of symbols and emblems and learning from people with about their importance to First Nations Australians' identity and culture

• exploring topics in other learning areas, such as the diversity of Nations, by examining a diverse range of or artworks of and by First Nations Australian artists in order to learn from the artists what the works teach us about the subject matter; for example, using Viewpoints to develop questions that explore what is important to them, their identity, stories and their communities, such as, "How does this work represent identity?", "Are there place-based narratives in this artwork?", "What do we see?" or 'What have we learnt that makes us think this?"

• considering what their own cultural connections are as individuals; for example, considering place, language, family customs, and and how, as an artist, they can use Viewpoints questions to map ways to use visual arts processes, subject matter and visual conventions to create artworks that communicate their personal connection to place. A typical question is, "Where do I feel most connected to my family, and what symbols, colours, shapes and subject matter could I create to represent this connection?"

• exploring visual conventions, symbols or patterns with representatives of a First Nations Australian community, or resources that are created or co-created by First Nations Australians; for example, exploring artworks that share cultural accounts of

Students learn to:

explore how First Nations Australians use visual arts to communicate their connect responsibility for Country/Place

(AC9AVA4E02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Navigating intercultural contexts

• Adapt in intercultural exchanges

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right

to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

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Engaging with cultural and linguistic diversity

• Develop empathy

Culture

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• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

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Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

People

• Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

• First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Country/Place

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People

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Engaging with cultural and linguistic diversity

• Develop multiple perspectives

• Develop empathy

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

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• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Resources

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AVA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences

• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

• examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine
perspectives and world views

Content description

AC9AVA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe how people express agreement or disagreement about what they value within familiar intercultural contexts

• compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts

• examine the factors that influence cultural perspectives presented within intercultural contexts

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9AVA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o
relationship between cultures and identities

Content description

AC9AVA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AVA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe their own feelings and responses, and those of others, when discussing familiar
intercultural experiences
• describe how listening to, and understanding others, supports respectful intercultural experiences
and interactions
• examine how showing empathy during intercultural experiences supports relationship-building and
sustains respectful interactions

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

perspectives

Content description

AC9AVA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify opinions on familiar topics and intercultural experiences, recognising reasons for
different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how
people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others,
when discussing unfamiliar topics

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9AVA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe their own feelings and responses, and those of others, when discussing familiar
intercultural experiences
• describe how listening to, and understanding others, supports respectful intercultural experiences
and interactions
• examine how showing empathy during intercultural experiences supports relationship-building and
sustains respectful interactions

AC9AVA4D01

experiment with a range of ways to use visual conventions, visual arts processes and

•

•

Elaborations

• exploring the ways that artists use composition by observing space and balance within an
artwork; for example, using transparent or layered over a diverse selection of artworks to outline
the dominant forms and divisions of space, such as foreground and background, positive and negative
space or areas of emphasis, and using this outline as the basis for the composition of a new artwork
• exploring based on visual conventions; for example, creating a tactile (texture) board from a
collection of and objects, brainstorming adjectives to describe the textures and/or
collecting samples of colours they connect with and inventing new names for those colours that are
meaningful to them; then using Viewpoints to develop questions that explore the diversity of
responses
• working within limits to explore and experiment with the properties of ; for example, playing a
game to find different ways of creating lines with a wide range of in a timed period, and then
comparing their results; or finding different ways of using a limited set of , such as cardboard and
chenille sticks, to create a sculpture
• learning to use visual arts language when describing and documenting their thinking and learning;
for example, developing questions based on Viewpoints, and using arrows and short statements to

annotate their visual experiments ("What media did I use?", "What worked well?", "What went wrong, and how could I explore other options next time?") or creating a sound file of their learning and thinking to accompany their experimentations when they present "work-in-progress"
• manipulating and experimenting with combinations of various and technologies to create visual effects; for example, using crosshatching to create tone, or using design elements to focus the viewer's attention on a composition and using Viewpoints to reflect on the effectiveness of their experimentation ("What was I trying to achieve?", "What did I learn from pushing the boundaries of the and processes?")

Students learn to:

experiment with a range of ways to use visual conventions, visual arts processes a

(AC9AVA4D01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities
• Put ideas into action

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Measurement and geometry

• Positioning and locating

Generating

• Create possibilities
• Put ideas into action

Inquiring

• Develop questions

Generating

• Consider alternatives
• Put ideas into action

Inquiring

• Develop questions

Generating

• Consider alternatives
• Put ideas into action

Inquiring

• Develop questions

Resources

Work Samples

WS01 - Connection to coast

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe what they have discovered about themselves by engaging with feedback
• build on personal abilities and achievements using feedback and self-assessment
• analyse personal abilities and achievements by seeking feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9AVA4D01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Position to other

• uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
• interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
• gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Using informal maps and plans

• draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
• describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to

describe where they sit relative to the teacher's desk)

• orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)

• locates self on an informal map to select an appropriate path to a given location

Using formal maps and plans

• locates position on maps using grid references (e.g. locates the school in cell E5; uses grid references to identify specific locations on a stage and when creating a stage plan, lighting design or prompt script)

• describes routes using landmarks and directional language including reference to quarter, half, three-quarter turns; turns to the left and right; clockwise and anticlockwise turns (e.g. communicates strategic plays in relation to coaching a team game or sport)

• interprets keys, simple scales and compass directions contained within a map to locate features (e.g. uses a map and compass directions when bush walking or orienteering)

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• develop questions to explore a familiar idea or topic

• questions developed are fit for the purpose of the investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a

range of options
Snapshot – Develop questions
Critical and Creative Thinking: Inquiring: Develop questions
Content description
AC9AVA4D01
Continuum extract
The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.
Introduction
Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas for artworks, working with ideas and responding to artworks.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across The Arts and other learning areas.
Throughout their Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
Download
Explore more
Resource – WS01 - Connection to coast

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.

Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts.

Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

AC9AVA4E01

explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts

AC9AVA4D01

experiment with a range of ways to use visual conventions, visual arts processes and materials

AC9AVA4C01

use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning

AC9AVA4C01

use visual conventions, visual arts processes and to create artworks that communicate ideas, perspectives and/or meaning

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Elaborations
• drawing on a selection of topics they may be exploring in other subjects, mind-mapping some ideas that link to these topics, using Viewpoints to explore multiple possibilities such as, "What are my questions about this topic?", "What visual conventions could communicate ideas about this topic?", "What do I already know about this?", extending the ideas to arrive at 3 compositional ideas, selecting one idea, documenting their reasons for the selection and making the artwork
• exploring tools and awareness of measured and freeform perspectives; for example, using digital and/or tools to reference a special place near their school, and dividing the scene, surface or paper into foreground, middle ground and background sections to consider how to create depth in their artwork
• creating a visual artwork inspired by a performance that can become a part of the performance or the setting for a situation; for example, creating an abstract painting that documents the lines, movement and gestures in a dance, or illustrating a scene from a devised drama
• considering how as artists they can communicate perspectives to viewers through the use of visual conventions and visual arts processes in the way that an illustrator represents ideas in a text to communicate aspects of the story, and applying this to their own work; for example, by re-reading a section of a familiar text as a class, discussing multiple ideas for illustrating the scene and perspectives in the text, creating their own work and comparing their approach to others' approaches
• using Viewpoints to develop questions as they experiment with composition to arrange visual conventions, subject matter and based on a designated area and deliberately changing the meaning of a visual story; for example, "What happens if I make the subject fill the frame?", "Can I change the meaning of my work by using darker or lighter tones?"
• combining their understanding of visual conventions and visual arts processes to create different meaning in an artwork; for example, using a range of 2D media such as charcoal and coloured pastels to create gradation of tone in their artwork and using Viewpoints to develop questions as they work,

such as "In what ways can I use colour to change the feeling of this artwork?", "How does using darker tones contrasting with lighter ones create an illusion of depth?"

Students learn to:

use visual conventions, visual arts processes and materials to create artworks that ideas, perspectives and/or meaning

(AC9AVA4C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities

• Consider alternatives

• Put ideas into action

Self-management

• Goal setting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Develop questions

Reflecting

• Transfer knowledge

Measurement and geometry

• Positioning and locating

Generating

• Create possibilities

Reflecting

• Transfer knowledge

Social awareness

• Empathy

Inquiring

• Develop questions

Inquiring

• Develop questions

Self-management

• Perseverance and adaptability

Resources

Work Samples

WS01 - Connection to coast

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• collaboratively develop goals to improve learning
• plan for learning, by setting improvement goals
• select and use strategies to monitor own learning and refine goals to plan for further improvement

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information

about processes or procedures

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use ideas and information from a previous experience to inform similar learning experiences

• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Positioning and locating

Numeracy: Measurement and geometry: Positioning and locating

Content description

AC9AVA4C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Position to other

• uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")

• interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")

• gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

Using informal maps and plans

• draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)

• describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)

• orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)

• locates self on an informal map to select an appropriate path to a given location

Using formal maps and plans

• locates position on maps using grid references (e.g. locates the school in cell E5; uses grid references to identify specific locations on a stage and when creating a stage plan, lighting design or prompt script)

• describes routes using landmarks and directional language including reference to quarter, half, three-quarter turns; turns to the left and right; clockwise and anticlockwise turns (e.g. communicates strategic plays in relation to coaching a team game or sport)

• interprets keys, simple scales and compass directions contained within a map to locate features (e.g. uses a map and compass directions when bush walking or orienteering)

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of

ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use ideas and information from a previous experience to inform similar learning experiences
• use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others
• discuss the value of different needs, emotions, cultures and backgrounds
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9AVA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate perseverance and adaptability with unfamiliar tasks

• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.

Introduction

Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas for artworks, working with ideas and responding to artworks.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:

• make decisions about the order and pace with which they introduce and develop knowledge and skills

• support differentiation and meeting the needs of students with diverse learning needs

• plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

Download

Explore more

Resource – WS01 - Connection to coast

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.

Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

By the end of Year 4, students describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They describe where, why and/or how visual artists create and/or display artworks across cultures, times, places and/or other contexts.

Students use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They share or display their artworks and/or visual arts practice in informal settings.

AC9AVA4E01

explore where, why and how visual arts are created and/or presented across cultures, times, places and/or other contexts

AC9AVA4D01

experiment with a range of ways to use visual conventions, visual arts processes and materials

AC9AVA4C01

use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning

AC9AVA4P01

share and/or display artworks and/or visual arts practice in informal settings

•

•

Elaborations

• selecting examples from their visual arts practice (for example, experimentation with and processes or different compositional approaches for a final artwork) and arranging these in a visual display to share the development of their ideas

• deciding on appropriate ways to share their artworks and their learning; for example, including experiments and self-reflections in folios or visual diaries for assessment, demonstrating progress being made via peer circle shares in class; and deciding on appropriate audiences, such as decorative or communicative /displays for the school community, social media posts for the broader community

• trialling different ways of presenting artworks in different locations; for example, presenting a school wall display of artworks, considering what might need to change so that it can be shared on a digital platform such as the school learning management system

• discussing and documenting the ideas, themes and meaning/s of their artwork; for example, taking the form of a written or spoken artist statement, and exploring different ways of presenting their artwork and artist statement (possibly via multimedia)

• identifying and explaining their own and other artists' choices in art-making, including visual arts processes, visual conventions and

Students learn to:

share and/or display artworks and/or visual arts practice in informal settings

(AC9AVA4P01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Interpret concepts and problems

Inquiring

• Identify, process and evaluate information

Reflecting

• Think about thinking (metacognition)

Speaking and listening

• Speaking

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting

• Think about thinking (metacognition)

Practising digital safety and wellbeing

• Manage digital privacy and identity

Generating

• Put ideas into action

Creating and exchanging

• Create, communicate and collaborate

Generating

• Put ideas into action

Analysing

• Draw conclusions and provide reasons

Resources

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the main parts of a concept or problem and describe how these relate to each other
• identify and prioritise significant elements and relationships within a concept or problem
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• condense and combine selected information related to the topic of study
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
• compare information and opinion that can be verified against claims based on personal preference

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
• select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions
• identify and reflect on thinking and assumptions when completing activities or drawing conclusions

• invite alternative perspectives or feedback in order to improve future outcomes

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9AVA4P01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
• speaks audibly and clearly to a familiar audience (e.g. own class)
• uses some extended sentences
• organises key ideas in logical sequence
• provides some supporting details
• expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
• provides simple justifications (e.g. "I chose cherries because they are red.")
• uses some varying intonation or volume for emphasis
• regulates pace with pausing

Vocabulary

• uses some precise vocabulary from learning areas
• uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
• uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
• uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

• creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
• uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
• adjusts register according to purpose and audience
• elaborates on ideas using a short sequence of sentences
• incorporates learnt content into spoken text
• sequences ideas and events appropriately
• uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
• varies volume and intonation to suit purpose and audience
• plans and delivers spoken presentations using appropriate structure and language
• includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

• experiments with vocabulary drawn from a variety of sources
• uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
• uses a range of vocabulary to indicate connections (e.g. consequences)
• uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Crafting ideas

• creates detailed spoken texts on a broad range of learning area topics
• includes details and elaborations to expand ideas
• uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
• uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
• rehearses spoken text to accommodate time and technology
• controls tone, volume, pitch and pace to suit content and audience
• uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken

presentation with music, sound effect enhancements)

Vocabulary

• uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")

• selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")

• uses some rhetorical devices (e.g. "don't you agree?")

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions

• select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

• identify and reflect on thinking and assumptions when completing activities or drawing conclusions

• invite alternative perspectives or feedback in order to improve future outcomes

Snapshot – Manage digital privacy and identity

Digital Literacy: Practising digital safety and wellbeing: Manage digital privacy an

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• recognise that online tools (website and apps) store their personal data, which may give an impression of them

• identify their digital footprint (personal data stored by online tools)

• recognise their digital identity represents them online and can give a negative impression

• give and seek consent before sharing online with peers and trusted adults

• recognise the permanence of their digital footprint and digital identity, and the associated risks, including to their reputation

• give and seek consent before sharing online in trusted groups

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• experiment with the features of familiar digital tools to create content

• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9AVA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks and explain the reasons for choices made
• draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made

Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Visual Arts in relation to visual conventions, visual arts processes and visual arts practices, and provide a suggested sequence for their introduction and development.
Introduction
Visual conventions are traditional, cultural and/or stylistic ways of working in visual arts, craft and design. They reflect agreed expectations for various art forms such as painting or sculpture. Visual conventions are impacted by factors such as the time and culture they were created in and the choice of materials. They include the elements and principles of art/design.

Visual arts processes are the processes used to create artworks. They include methods, tools, techniques and technologies relevant to the selected visual arts form. Visual arts processes involve working with 2D, 3D or 4D visual arts forms.

Visual arts practices are the ways that artists go about their work. They include exploring ideas for artworks, working with ideas and responding to artworks.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across The Arts and other learning areas.
Throughout their Visual Arts learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their visual arts practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are included alongside the examples of knowledge and skills. These may

be asked by teachers and students when they are learning about or with the visual arts knowledge or skill.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
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