

AC9AVA6E01

explore ways that visual conventions, visual arts processes and are combined to communicate ideas, perspectives and/or meaning in visual arts across , times, places and/or other contexts

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Elaborations

- investigating how a diverse range of Australian artists have expressed historical, social and environmental concerns over time; for example, artists who have migrated to Australia at different times who represent their experiences through their artworks and visual arts practice, using Viewpoints to develop questions such as, “What does this artwork tell us about the impact of this person/culture on society?”, “What can I learn about this person's experiences, or about what it means to be Australian?”
- identifying ways that artworks by different artists can present multiple perspectives of the same event, discussing how these works can assist the development of social awareness; for example, accessing and comparing responses to artworks that depict the of Australia by the British from the perspective of a First Nations Australian person, a person with links to the British colonists, or a person with no cultural links to either of these groups
- exploring a range of Australian and international artworks, such as artworks from countries or in , that communicate a topic or issue the class is learning about in another subject, and individually expressing their own views of the issue in a series of sequential visual panels without any text
- using Viewpoints to develop questions to examine, compare and contrast what they notice in an artwork; for example, as a class, critically navigating multiple perspectives of the same artwork and questioning why they see these works so differently
- examining audio descriptions as an accessible way for people with impaired vision to enjoy visual arts; for example, listening to a series of descriptions of artworks by Australian artists in Australian institutions, selecting an artwork that they are interested in and creating an audio description of their own

Students learn to:

explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times and/or other contexts

(AC9AVA6E01)

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

- Develop questions
- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Understanding ethical concepts and perspectives

- Explore ethical concepts

Country/Place

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius, were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.
- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Growing Asia-Australia engagement

- Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Analysing

- Interpret concepts and problems

Inquiring

- Develop questions
- Identify, process and evaluate information

Responding to ethical issues

- Making and reflecting on ethical decisions

Understanding ethical concepts and perspectives

- Explore ethical concepts

Social management

- Communication

Resources

Work Samples

WS01 - Nature in pastels

Snapshot – Develop multiple perspectives

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

Content description

AC9AVA6E01

Continuum extract

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

- 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
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9AVA6E01

Continuum extract

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

- 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
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9AVA6E01

Learning progression extract

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

- 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
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA6E01

Continuum extract

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

- 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
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Identify, process and evaluate information

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

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts

Content description

AC9AVA6E01

Continuum extract

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Identify, process and evaluate information

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

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA6E01

Continuum extract

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

- 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
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Identify, process and evaluate information

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

Content description

AC9AVA6E01

Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on ethical decisions

Content description

AC9AVA6E01

Continuum extract

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

- describe decision-making processes with reference to ethical perspective and values
- consider alternative ethical responses to an issue when making and reflecting on ethical decisions
- consider how values and beliefs influence approaches to ethical issues, and analyse how these affect outcomes

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts

Content description

AC9AVA6E01

Continuum extract

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

- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour
- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context
- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AVA6E01

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

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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Resource – WS01 - Nature in pastels

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. ■ They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. ■ They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. ■ They demonstrate safe practices. ■ They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how visual arts are used to continue and revitalise cultures. Students develop and document ideas for their own artworks.

They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

AC9AVA6E01

explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts

AC9AVA6E02

explore ways that First Nations Australians use visual arts to continue and revitalise cultures

AC9AVA6D01

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

AC9AVA6C01

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

AC9AVA6P01

select and present documentation of visual arts practice, and display artworks in informal and/or formal settings

AC9AVA6E02

explore ways that First Nations Australians use visual arts to continue and revitalise

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Elaborations

- exploring the ways that a diverse range of First Nations Australian artists embed themselves and their communities in artworks in a range of representative forms as a visual declaration of identity, storytelling and resilience; for example, exploring representations of First Nations Australians as superheroes in comics and popular culture
- exploring the ways that visual arts created by First Nations Australians may have multiple purposes; for example, art as cultural practice, art to communicate , or as narrative
- investigating a range of site-specific artworks created by First Nations Australian artists, exploring how they communicate and celebrate and understandings; for example, street artworks, murals and installations
- using Viewpoints to question understandings about artists and artworks, and explore what needs to be investigated further, such as “What do I already know about this artist?”, “What do I need to learn to have a better understanding about this artist, their and culture?”, “What knowledge can I share with others?”, “What questions would I ask the artist about this artwork?”
- investigating how meaning and purpose are communicated in artworks and design created or co-created by First Nations Australians; for example, learning about how visual conventions are used in artworks and designs, such as textiles and fashion, to share with the broader community

Students learn to:

explore ways that First Nations Australians use visual arts to continue and revitalise

(AC9AVA6E02)

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
- Explore the influence of cultures on interactions

Culture

- 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

- 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 .

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.

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.

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

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

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

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

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.

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views

Culture

- 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

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development and management of Country/Place.

People

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

Resources

Work Samples

WS01 - Nature in pastels

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop

Content description

AC9AVA6E02

Continuum extract

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

- 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
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine

perspectives and world views

Content description

AC9AVA6E02

Continuum extract

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

- 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
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9AVA6E02

Continuum extract

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

- 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
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9AVA6E02

Continuum extract

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9AVA6E02

Continuum extract

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

- 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
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

Snapshot – Reflect on the relationship between cultures and identities

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

Content description

AC9AVA6E02

Continuum extract

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

- 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
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9AVA6E02

Continuum extract

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

- 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
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts

AC9AVA6D01

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

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Elaborations

- drawing on themes they are learning about in other subjects and visually brainstorming a range of diverse ideas that link to this theme; for example, using Viewpoints to develop questions to reflect on and extend the concept such as, "What are examples of this concept?", "How can I make this more specific, or broaden my approach?", "What are my experiences of this?" and exploring how they can use visual conventions and visual arts processes to create a composition to communicate these ideas visually
- using visual conventions and visual arts processes to map the movements of a dance sequence, indicating, for example, the shapes dancers make with their bodies, use of levels (low–high), the directions of travelling steps or ways of moving (smooth, jerky, confined, stretchy), and using these to create an abstract visual representation of the dance; for example, using Viewpoints to develop questions to reflect on how colour, tone and composition can be manipulated to express the mood and emotions communicated and experienced in the dance performance ("How can I communicate to the viewer the energy and passion experienced in the dance?")
- presenting a selection of Augmented Reality face filters that map and track the face in real time; for example, identifying three main types of assets such as face tracker, face mesh, canvas frame, and using face mesh resources to create a digital or concept for a face filter that communicates an intended concept; and exploring options for use, such as in a drama they are creating
- exploring a range of approaches to printmaking, such as transferring previously created drawings onto printing foam and creating multiple prints that explore visual conventions; for example, using different coloured inks or paints, gradually adding pattern and texture to increase the complexity of detail, cutting out and combining aspects of prints and other 2D media to explore a collaborative approach
- making informed choices about using various combinations of representational elements appropriate for a concept or subject matter; for example, exploring and reflecting on observational and gestural drawing processes as different ways to describe an object or figure, or combining such as imaginative drawing over realistic photographs to elaborate on and create new meaning
- exploring different approaches to working in 3D forms, such as developing a range of techniques in modelling using such as earthenware clay or modelling clay; developing skills in hand-building and surface decoration to reflect on ways to communicate ideas, subject matter and meaning

Students learn to:

experiment with, document and reflect on ways to use a range of visual conventions

processes, and materials

(AC9AVA6D01)

General capabilities and cross-curriculum priorities

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

Generating

- Create possibilities
- Consider alternatives

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 .

Generating

- Create possibilities
- Put ideas into action

Inquiring

- Develop questions

Measurement and geometry

- Understanding geometric properties

Creating and exchanging

- Plan
- Create, communicate and collaborate

Managing and operating

- Select and operate tools

Measurement and geometry

- Understanding geometric properties

Measurement and geometry

- Understanding geometric properties

Self-management

- Perseverance and adaptability

Generating

- Create possibilities
- Put ideas into action

Self-awareness

- Reflective practice

Generating

- Create possibilities
- Put ideas into action

Self-management

- Perseverance and adaptability

Resources

Work Samples

WS01 - Nature in pastels

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6D01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AVA6D01

Continuum extract

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

- 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
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA6D01

Continuum extract

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

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

Snapshot – Perseverance and adaptability

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

Content description

AC9AVA6D01

Continuum extract

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6D01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6D01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA6D01

Continuum extract

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

- 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
- develop questions to investigate complex issues and topics
- questions developed assist in forming an understanding of why phenomena or issues arise

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9AVA6D01

Learning progression extract

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

Properties of shapes and objects

- identifies the relationship between the number of sides of a two-dimensional shape and the number of vertices (e.g. if the shape has 4 4 4 sides, it has 4 4 4 vertices)
- describes and identifies the two-dimensional shapes that form the faces of three-dimensional objects (e.g. recognises the faces of a triangular prism as triangles and rectangles)
- represents shapes and objects (e.g. drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages; manipulates body to create shapes and objects when choreographing dance)

Transformations

- determines whether a shape has line symmetry (e.g. folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)
- identifies symmetry in the environment
- identifies and creates geometrical patterns involving the repetition of familiar shapes (e.g. uses pattern blocks to create a pattern and describes how the pattern was created)

Angles

- compares angles to a right angle, classifying them as greater than, less than or equal to a right angle

Properties of shapes and object

- identifies, names and classifies two-dimensional shapes according to their side and angle properties (e.g. describes a square as a regular rectangle)
- identifies key features of shapes (e.g. explains that quadrilaterals have 2 2 2 diagonals however they are not always equal in length)
- aligns three-dimensional objects to their two-dimensional nets
- identifies the relationship between the number of faces, edges and the number of vertices of a

three-dimensional object (e.g. uses a table to list the number of faces, edges and vertices of common three-dimensional objects and identifies the relationships in the data)

Transformations

- identifies that shapes can have rotational symmetry (e.g. "this drawing of a flower is symmetrical as I can spin it around both ways and it always looks exactly the same")
- creates symmetrical designs using a range of shapes and identifies the type of symmetry as appropriate (e.g. uses symmetry as a stimulus for choreographing a dance; analyses the symmetrical qualities, shapes and lines in examples of Islamic art)
- creates tessellating patterns with common shapes, deciding which will tessellate and which will not by referring to their sides and angles

Angles

- estimates, compares and constructs angles (e.g. uses a ruler and protractor to construct a 45° angle; compares the size of angles in the environment and estimates their size)
- describes angles in the environment according to their size as acute, obtuse, right, straight, reflex or a revolution and identifies them in shapes and objects (e.g. identifies slope as angles in the environment such as the ramp outside of the school block)

Properties of shapes and objects

- classifies three-dimensional objects according to their properties (e.g. describes the difference between a triangular prism and a triangular pyramid)
- creates two-dimensional nets for pyramids and prisms

Transformations

- uses combinations of reflecting, translating and rotating shapes to describe and create patterns and solve problems
- identifies tessellations used in the environment and explains why some combinations of shapes will tessellate while others will not (e.g. tiling a wall using a combination of different shaped tiles; exploring regular and semi-regular tessellations in architectural design)
- explains the result of changing critical and non-critical properties of shapes (e.g. "if I enlarge a square, it's still a square, or if I rotate a square, it remains a square, but if I change the length of one of its sides, it's no longer a square")

Angles

- identifies supplementary and complementary angles and uses them to solve problems
- identifies that angles at a point add to 360° and that vertically opposite angles are equal and reasons to solve problems

Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9AVA6D01

Continuum extract

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

- use familiar digital tools to develop and follow a basic plan to complete a task
- select and use digital tools to develop and follow a plan to complete individual tasks and group projects
- use simple planning tools to develop and follow a plan to complete individual and collaborative projects

Snapshot – Create, communicate and collaborate

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

Content description

AC9AVA6D01

Continuum extract

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

- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AVA6D01

Continuum extract

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9AVA6D01

Learning progression extract

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

Properties of shapes and objects

- identifies the relationship between the number of sides of a two-dimensional shape and the number of vertices (e.g. if the shape has 4 4 4 sides, it has 4 4 4 vertices)
- describes and identifies the two-dimensional shapes that form the faces of three-dimensional objects (e.g. recognises the faces of a triangular prism as triangles and rectangles)
- represents shapes and objects (e.g. drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages; manipulates body to create shapes and objects when choreographing dance)

Transformations

- determines whether a shape has line symmetry (e.g. folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)
- identifies symmetry in the environment
- identifies and creates geometrical patterns involving the repetition of familiar shapes (e.g. uses pattern blocks to create a pattern and describes how the pattern was created)

Angles

- compares angles to a right angle, classifying them as greater than, less than or equal to a right angle

Properties of shapes and object

- identifies, names and classifies two-dimensional shapes according to their side and angle properties (e.g. describes a square as a regular rectangle)
- identifies key features of shapes (e.g. explains that quadrilaterals have 2 2 2 diagonals however they are not always equal in length)
- aligns three-dimensional objects to their two-dimensional nets
- identifies the relationship between the number of faces, edges and the number of vertices of a three-dimensional object (e.g. uses a table to list the number of faces, edges and vertices of common three-dimensional objects and identifies the relationships in the data)

Transformations

- identifies that shapes can have rotational symmetry (e.g. "this drawing of a flower is symmetrical as I can spin it around both ways and it always looks exactly the same")
- creates symmetrical designs using a range of shapes and identifies the type of symmetry as appropriate (e.g. uses symmetry as a stimulus for choreographing a dance; analyses the symmetrical qualities, shapes and lines in examples of Islamic art)
- creates tessellating patterns with common shapes, deciding which will tessellate and which will

not by referring to their sides and angles

Angles

- estimates, compares and constructs angles (e.g. uses a ruler and protractor to construct a 45° angle; compares the size of angles in the environment and estimates their size)
- describes angles in the environment according to their size as acute, obtuse, right, straight, reflex or a revolution and identifies them in shapes and objects (e.g. identifies slope as angles in the environment such as the ramp outside of the school block)

Properties of shapes and objects

- classifies three-dimensional objects according to their properties (e.g. describes the difference between a triangular prism and a triangular pyramid)
- creates two-dimensional nets for pyramids and prisms

Transformations

- uses combinations of reflecting, translating and rotating shapes to describe and create patterns and solve problems
- identifies tessellations used in the environment and explains why some combinations of shapes will tessellate while others will not (e.g. tiling a wall using a combination of different shaped tiles; exploring regular and semi-regular tessellations in architectural design)
- explains the result of changing critical and non-critical properties of shapes (e.g. "if I enlarge a square, it's still a square, or if I rotate a square, it remains a square, but if I change the length of one of its sides, it's no longer a square")

Angles

- identifies supplementary and complementary angles and uses them to solve problems
- identifies that angles at a point add to 360° and that vertically opposite angles are equal and reasons to solve problems

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9AVA6D01

Learning progression extract

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

Properties of shapes and objects

- identifies the relationship between the number of sides of a two-dimensional shape and the number of vertices (e.g. if the shape has 4 sides, it has 4 vertices)
- describes and identifies the two-dimensional shapes that form the faces of three-dimensional objects (e.g. recognises the faces of a triangular prism as triangles and rectangles)
- represents shapes and objects (e.g. drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages; manipulates body to create shapes and objects when choreographing dance)

Transformations

- determines whether a shape has line symmetry (e.g. folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)
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three-dimensional object (e.g. uses a table to list the number of faces, edges and vertices of common three-dimensional objects and identifies the relationships in the data)

Transformations

- identifies that shapes can have rotational symmetry (e.g. "this drawing of a flower is symmetrical as I can spin it around both ways and it always looks exactly the same")
- creates symmetrical designs using a range of shapes and identifies the type of symmetry as appropriate (e.g. uses symmetry as a stimulus for choreographing a dance; analyses the symmetrical qualities, shapes and lines in examples of Islamic art)
- creates tessellating patterns with common shapes, deciding which will tessellate and which will not by referring to their sides and angles

Angles

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Properties of shapes and objects

- classifies three-dimensional objects according to their properties (e.g. describes the difference between a triangular prism and a triangular pyramid)
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Transformations

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- identifies tessellations used in the environment and explains why some combinations of shapes will tessellate while others will not (e.g. tiling a wall using a combination of different shaped tiles; exploring regular and semi-regular tessellations in architectural design)
- explains the result of changing critical and non-critical properties of shapes (e.g. "if I enlarge a square, it's still a square, or if I rotate a square, it remains a square, but if I change the length of one of its sides, it's no longer a square")

Angles

- identifies supplementary and complementary angles and uses them to solve problems
- identifies that angles at a point add to 360° and that vertically opposite angles are equal and reasons to solve problems

Snapshot – Perseverance and adaptability

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

Content description

AC9AVA6D01

Continuum extract

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6D01

Continuum extract

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

- 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

- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6D01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA6D01

Continuum extract

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

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6D01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6D01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Perseverance and adaptability

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

Content description

AC9AVA6D01

Continuum extract

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

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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Resource – WS01 - Nature in pastels

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience.■They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts.■They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning.■They demonstrate safe practices.■They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how visual arts are used to continue and revitalise cultures. Students develop and document ideas for their own artworks.

They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

AC9AVA6E01

explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts

AC9AVA6E02

explore ways that First Nations Australians use visual arts to continue and revitalise cultures

AC9AVA6D01

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

AC9AVA6C01

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

AC9AVA6P01

select and present documentation of visual arts practice, and display artworks in informal and/or formal settings

AC9AVA6C01

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

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-

Elaborations

- applying their understanding of visual arts processes and to create artworks that are both robust and communicate intended aesthetic qualities; for example, using a range of joining techniques to create a sculptural construction using cardboard and textiles, or carefully considering the use of joining techniques in creating an environmental sculpture using natural designed to break down and disintegrate over time
- using visual conventions and visual arts processes to communicate ideas and meaning in their artwork; for example, exploring the ways that different brushstrokes can communicate meaning in a painting, such as long, smooth horizontal blended lines in a watercolour wash contrasted with textural brushstrokes with thick paint in contrasting colour
- examining a series of diverse artworks that employ frames, windows, mirrors or sections as containers or portals into space, and using this tool as inspiration to create three versions or ideas for an artwork; for example, creating different sized frames to view the world around them and creating compositions for artworks, considering how they can include frames within frames
- trying and testing a range of visual arts , such as paints, drawing or clay, and comparing virtual simulations of these ; entering their findings in a logbook and using findings to create an artwork that combines at least one virtual and one
- creating artworks that are the product of ideas they have developed through experimentation and planning; making choices about how to use visual art conventions, and techniques that best communicate their intentions
- forming modular patterns, images or letters with grid paper or an online digital system to combine glyphs, pixels and shapes; for example, removing the grid and transforming it to another form such as a poster or template for printmaking

Students learn to:

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

(AC9AVA6C01)

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

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 .

Generating

- Put ideas into action

Design

• Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

Generating

- Create possibilities

Generating

- Create possibilities

Generating

- Put ideas into action

Self-management

- Perseverance and adaptability

Generating

- Put ideas into action

Self-management

- Goal setting

Generating

- Create possibilities
- Put ideas into action

Measurement and geometry

- Understanding geometric properties

Resources

Work Samples

WS01 - Nature in pastels

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6C01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9AVA6C01

Continuum extract

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

- 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
- consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6C01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AVA6C01

Continuum extract

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

- apply verbal and non-verbal communication skills when responding to others
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6C01

Continuum extract

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

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- put ideas into action by predicting potential or future outcomes and systematically testing a range of options
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6C01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6C01

Continuum extract

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- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6C01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Perseverance and adaptability

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

Content description

AC9AVA6C01

Continuum extract

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

- 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
- select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6C01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9AVA6C01

Continuum extract

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

- plan for learning, by setting improvement goals
- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA6C01

Continuum extract

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

- 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
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6C01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Understanding geometric properties

Numeracy: Measurement and geometry: Understanding geometric properties

Content description

AC9AVA6C01

Learning progression extract

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

Properties of shapes and objects

- identifies the relationship between the number of sides of a two-dimensional shape and the number of vertices (e.g. if the shape has 4 4 4 sides, it has 4 4 4 vertices)
- describes and identifies the two-dimensional shapes that form the faces of three-dimensional objects (e.g. recognises the faces of a triangular prism as triangles and rectangles)
- represents shapes and objects (e.g. drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages; manipulates body to create shapes and objects when choreographing dance)

Transformations

- determines whether a shape has line symmetry (e.g. folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)
- identifies symmetry in the environment
- identifies and creates geometrical patterns involving the repetition of familiar shapes (e.g. uses

pattern blocks to create a pattern and describes how the pattern was created)

Angles

- compares angles to a right angle, classifying them as greater than, less than or equal to a right angle

Properties of shapes and object

- identifies, names and classifies two-dimensional shapes according to their side and angle properties (e.g. describes a square as a regular rectangle)
- identifies key features of shapes (e.g. explains that quadrilaterals have 2 diagonals however they are not always equal in length)
- aligns three-dimensional objects to their two-dimensional nets
- identifies the relationship between the number of faces, edges and the number of vertices of a three-dimensional object (e.g. uses a table to list the number of faces, edges and vertices of common three-dimensional objects and identifies the relationships in the data)

Transformations

- identifies that shapes can have rotational symmetry (e.g. "this drawing of a flower is symmetrical as I can spin it around both ways and it always looks exactly the same")
- creates symmetrical designs using a range of shapes and identifies the type of symmetry as appropriate (e.g. uses symmetry as a stimulus for choreographing a dance; analyses the symmetrical qualities, shapes and lines in examples of Islamic art)
- creates tessellating patterns with common shapes, deciding which will tessellate and which will not by referring to their sides and angles

Angles

- estimates, compares and constructs angles (e.g. uses a ruler and protractor to construct a 45° angle; compares the size of angles in the environment and estimates their size)
- describes angles in the environment according to their size as acute, obtuse, right, straight, reflex or a revolution and identifies them in shapes and objects (e.g. identifies slope as angles in the environment such as the ramp outside of the school block)

Properties of shapes and objects

- classifies three-dimensional objects according to their properties (e.g. describes the difference between a triangular prism and a triangular pyramid)
- creates two-dimensional nets for pyramids and prisms

Transformations

- uses combinations of reflecting, translating and rotating shapes to describe and create patterns and solve problems
- identifies tessellations used in the environment and explains why some combinations of shapes will tessellate while others will not (e.g. tiling a wall using a combination of different shaped tiles; exploring regular and semi-regular tessellations in architectural design)
- explains the result of changing critical and non-critical properties of shapes (e.g. "if I enlarge a square, it's still a square, or if I rotate a square, it remains a square, but if I change the length of one of its sides, it's no longer a square")

Angles

- identifies supplementary and complementary angles and uses them to solve problems
- identifies that angles at a point add to 360° and that vertically opposite angles are equal and reasons to solve problems

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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Resource – WS01 - Nature in pastels

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience.■They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts.■They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning.■They demonstrate safe practices.■They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how visual arts are used to continue and revitalise cultures. Students develop and document ideas for their own artworks.

They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

AC9AVA6E01

explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts

AC9AVA6E02

explore ways that First Nations Australians use visual arts to continue and revitalise cultures

AC9AVA6D01

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

AC9AVA6C01

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

AC9AVA6P01

select and present documentation of visual arts practice, and display artworks in informal and/or formal settings

AC9AVA6P01

select and present documentation of visual arts practice, and display artworks in informal and/or formal settings

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Elaborations

- preparing artworks for display within the school environment; for example, measuring and making frames or stands for artworks, using repurposed/recycled , measuring artworks and spaces between so that, for example, they have an identical height from the floor and are spaced at equal distances; writing and positioning written labels for each artwork with information about the work and the artist; and considering the best way to arrange the space to engage the audience
- exploring digital methods of encoding information in artworks to share with audiences; for example, by using image coding software or QR
- working collaboratively to create an online of student work; for example, on a school learning management system.
- exploring options for sharing work in public spaces; for example, in café galleries, public spaces or through community arts events
- selecting and arranging evidence of their learning from their investigations, experiments and reflections in a way that communicates the development of their ideas and understandings, and sharing this with their teacher
- considering artworks that represent a spatial awareness in digital or physical forms; for example, experimenting with Augmented Reality to place collage, objects or forms in space as a layer over what we see as “reality” digitally, or by arranging objects in physical space with transparent attachments, and producing a short moving image work to map how the visual assets change depending on point of view of the audience
- creating a set of art labels to accompany artworks in a class of student work; for example, labels that inform audiences about the artist and their intentions, an introduction, advertising and reviews

Students learn to:

select and present documentation of visual arts practice, and display artworks in informal and/or formal settings

(AC9AVA6P01)

General capabilities and cross-curriculum priorities

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

Analysing

- Evaluate actions and outcomes

Generating

- Put ideas into action

Inquiring

- Identify, process and evaluate information

Writing

- Creating texts

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

- Understanding units of measurement

Systems

- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Creating and exchanging

- Create, communicate and collaborate

Managing and operating

- Select and operate tools

Social management

- Collaboration

Self-awareness

- Reflective practice

Self-awareness

- Reflective practice

Creating and exchanging

- Create, communicate and collaborate

Managing and operating

- Select and operate tools

Creating and exchanging

- Respect intellectual property

Resources

Work Samples

WS01 - Nature in pastels

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9AVA6P01

Continuum extract

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

- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
- evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA6P01

Continuum extract

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

- 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
- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

Snapshot – Identify, process and evaluate information

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

Content description

Continuum extract

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

- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

Learning progression extract

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

Crafting ideas

- creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions
- includes learnt ideas on a range of topics from learning areas
- stages text using typical or familiar features such as an introduction and body paragraphs
- supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences)
- uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader)

Text forms and features

- writes a range of compound and complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- groups sentences on related ideas into simple paragraphs
- uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as "next", "since")
- correctly spells some words with irregular spelling patterns (e.g. "cough") (see Spelling)
- applies learnt spelling generalisations
- accurately spells high-frequency words (see Spelling)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see Punctuation)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. "tiptoed" instead of "walked")
- uses vocabulary creatively to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. "thrilled" for "excited")
- uses a range of learning area topic words (e.g. "environment", "equipment")

Generic indicators

- uses tense with variable accuracy throughout the text (see Grammar)
- consistently writes sentences correctly and uses a greater range of complex sentences (see Grammar)
- uses a variety of sentence structures and sentence beginnings
- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see Spelling)

- uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see Punctuation)
- uses articles accurately (e.g. "a", "an", "the") (see Grammar)
- uses adverbial phrases to support the staging of the text (e.g. "before lunch", "after midnight")

Generic indicators

- maintains appropriate tense throughout the text (see Grammar)
- uses a range of sentences including correctly structured complex sentences (see Grammar)
- spells simple, most complex and some challenging words correctly (see Spelling)
- uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see Punctuation)
- writes cohesive paragraphs that develop one main idea

Snapshot – Understanding units of measurement

Numeracy: Measurement and geometry: Understanding units of measurement

Content description

AC9AVA6P01

Learning progression extract

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

Introducing metric units

- recognises standard metric units are used to measure attributes of shapes, objects and events (e.g. identifies units used to measure everyday items; recognises that distances in athletic events are measured in metres such as 100 and 200 metre races)
- uses the array structure to calculate area measured in square units (e.g. draws and describes the column and row structure to represent area as an array of square units, moving beyond counting of squares by ones)
- estimates the measurement of an attribute by visualising between known informal units (e.g. uses a cup to measure a half cup of rice; determines that about 3 3 3 sheets of paper would fit across a desk, and close to 6 6 6 might fit along it, so the area of the desk is about 18 18 1 8 sheets of paper)
- explains the difference between different attributes of the same shape or object and their associated metric units (e.g. length, mass and capacity)

Angles as measures of turn

- describes the size of an angle as a measure of turn and compares familiar measures of turn to known angles (e.g. the angle between the blades gets bigger as you open the scissors; a quarter turn creates a right angle)

Using metric units

- measures, compares and estimates length, perimeter and area of a surface using metric units (e.g. traces around their hand on centimetre grid paper and counts the number of squares to estimate the area of their hand print to be about 68 68 6 8 square centimetres)
- uses scaled instruments to measure length, mass, capacity and temperature, correctly interpreting any unlabelled calibrations (e.g. 3 3 3 marks between the numbered marks for kilograms means each gap represents 250 250 2 5 0 grams, so it's divided into quarter kilogram intervals)
- estimates measurements of an attribute using metric units (e.g. estimates the width of their thumb is close to a centimetre; compares the mass of 2 2 2 bags of fruit by hefting and says "this one feels like it weighs more than a kilogram"; approximates capacities based on the known capacity of a 600 600 6 0 0 -millilitre bottle of water)

Angles as measures of turn

- compares angles to a right angle and classifies them as equal to, less than or greater than a right angle (e.g. directly compares the size of angles to a right angle, by using the corner of a book; uses reference to a right angle to describe body positions during a choreographed dance or when practising a skill for a particular sport)

Using metric units

- calculates perimeter using properties of two-dimensional shapes to determine unknown lengths
- measures and calculates the area of different shapes using metric units and a range of strategies

Angles as measures of turn

- estimates and measures angles in degrees up to one revolution (e.g. uses a protractor to measure the size of an angle; estimates angles, such as those formed at the elbows when releasing an object; determines the effect of angles on the trajectory, height and distance of flight during jumps and throws in athletics)

Snapshot – Create, communicate and collaborate

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

Content description

AC9AVA6P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this 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
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AVA6P01

Continuum extract

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AVA6P01

Continuum extract

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

- perform designated roles within groups, appreciating everyone's contributions to a shared outcome
- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA6P01

Continuum extract

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

- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA6P01

Continuum extract

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

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- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences

Snapshot – Create, communicate and collaborate

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

Content description

AC9AVA6P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this 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
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AVA6P01

Continuum extract

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

- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help
- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks

Snapshot – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9AVA6P01

Continuum extract

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

- respect products created by someone else by acknowledging when they use them and use strategies such as indicating the source
- respect intellectual property by identifying the legal obligations regarding the ownership and appropriate use of products, exploring copyright protocols and applying some referencing conventions
- respect intellectual property by applying practices that comply with ethical and legal obligations, referencing conventions and copyright protocols

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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Resource – WS01 - Nature in pastels

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience.■They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts.■They describe how the arts are used to continue and revitalise cultures.

Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning.■They demonstrate safe practices.■They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain the ways that visual conventions, visual arts processes and materials are used in artworks they create and/or experience. They describe how artworks created across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe how visual arts are used to continue and revitalise cultures. Students develop and document ideas for their own artworks.

They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning. They present documentation and artworks that communicate ideas, perspectives or meaning in informal and/or formal settings.

AC9AVA6E01

explore ways that visual conventions, visual arts processes and materials are combined to communicate ideas, perspectives and/or meaning in visual arts across cultures, times, places and/or other contexts

AC9AVA6E02

explore ways that First Nations Australians use visual arts to continue and revitalise cultures

AC9AVA6D01

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

AC9AVA6C01

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

AC9AVA6P01

select and present documentation of visual arts practice, and display artworks in informal and/or formal settings