

## AC9AVA8E01

**investigate ways that visual conventions, visual arts processes and are manipulated to represent ideas, perspectives and/or meaning in artworks created across , times, places and/or other contexts**

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### **Elaborations**

- investigating by First Nations Australian artist/s that cross over multiple artforms, either through direct engagement with First Nations Australian artists or using online resources created or co-created by First Nations Australians, analysing how the arts forms come together; for example, a drama presentation with visual elements such as backdrops, costumes and props, or music such as songs with lyrics that reference environmental concerns or historical events (protest songs) and are presented with projections of visual images
- researching the ways that artists from different times and places have represented a particular subject or theme, such as portraiture, the natural world or social events, using a range of and conventions
- analysing the ways that artists represent subject matter and ideas in their artworks when developing ideas for their own representations
- creating written accounts, such as catalogue entries, interview transcripts or reviews, that discuss or explain how artists have shown their ideas in their art-making
- investigating and trialling techniques and visual arts processes used by artists, thinking about whether these processes and technologies have changed over time, and how they can have an impact on art-making
- exploring the ways that artists are inspired and influenced by the practice of artists from other countries or they have relationships with; for example, the reciprocal influence and impact between Australian and Asian artists and their practices

Students learn to:

**investigate ways that visual conventions, visual arts processes and materials are manipulated to represent ideas, perspectives and/or meaning in artworks created across cultures, times, places and/or other contexts**

(AC9AVA8E01)

### **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**

- Respond to biases, stereotypes, prejudices and discrimination
- Adapt in intercultural exchanges

#### **Speaking and listening**

- Interacting

### **Elaborations**

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

#### **Analysing**

- Interpret concepts and problems

#### **Inquiring**

- Identify, process and evaluate information

#### **Culture**

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

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

### **Country/Place**

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

### **People**

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

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Develop questions

### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Analysing**

- Draw conclusions and provide reasons

### **Analysing**

- Interpret concepts and problems

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

### **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views

### **Growing Asia-Australia engagement**

- Australia and Asia are interdependent through a range of historical and contemporary connections.

### **Knowing Asia and its diversity**

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

### **Resources**

#### **Snapshot – Develop multiple perspectives**

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

#### **Content description**

AC9AVA8E01

#### **Continuum extract**

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

- 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
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

#### **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**

AC9AVA8E01

### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

## **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, prejudices and discrimination**

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

### **Snapshot – Adapt in intercultural exchanges**

## **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- 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
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### **Snapshot – Interacting**

## **Literacy: Speaking and listening: Interacting**

### **Content description**

AC9AVA8E01

### **Learning progression extract**

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

- 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")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9AVA8E01

### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Develop questions**

## **Critical and Creative Thinking: Inquiring: Develop questions**

### **Content description**

AC9AVA8E01

### **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 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
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **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**

AC9AVA8E01

### **Continuum extract**

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

- 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
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

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- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

AC9AVA8E01

### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Draw conclusions and provide reasons**

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

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Identify, process and evaluate information**

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

### **Content description**

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

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

### **Snapshot – Explore the influence of cultures on interactions**

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

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- 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
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Examine cultural perspectives and world views**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Examine**

## **perspectives and world views**

### **Content description**

AC9AVA8E01

### **Continuum extract**

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

- 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
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **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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Explore more

### **AC9AVA8E02**

**investigate the diversity of First Nations Australians' artworks and arts practices, considering culturally responsive approaches to rights**

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#### **Elaborations**

- locating and discussing information about rights and , and engaging in activities that help them understand how to make ethical choices and empathise with content creators and story owners; for example, asking questions such as “Who created this artwork?”, “Whose story is it?”, “May I use ideas from this artwork and do I need permission to do so?”
- investigating examples of how visual artists and designers ensure their legal and moral obligations are met when selecting and using First Nations Australians’ cultural to develop and create contemporary work; for example, by accessing information about how professional artists and design companies go about obtaining permission to use cultural that belongs to a collective or a cultural group rather than an individual when creating new work
- investigating an example of where it has been found that First Nations Australian rights have been denied and identifying how this situation could have been approached respectfully; for example, a situation where an artist used symbols, techniques or that carry without gaining permission from the knowledge holders
- exploring how visual artists can respect rights when using historical or other background that accurately communicate First Nations Australians’ perspectives, such as their resilience in response to the impacts of ; for example, by using or guidelines from education authorities or those that are endorsed by First Nations Australian organisations

Students learn to:

**investigate the diversity of First Nations Australians’ artworks and arts practices, co**  
**culturally responsive approaches to Indigenous Cultural and Intellectual Property ri**

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### **General capabilities and cross-curriculum priorities**

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

#### **Responding to ethical issues**

- Explore ethical perspectives and frameworks

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

#### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- First Nations Australians’ ways of life reflect unique ways of being, knowing, thinking and doing.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world’s oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

#### **Country/Place**

- 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.

#### **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 .

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms



## **Culture**

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

## **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

## **Navigating intercultural contexts**

- Consider responses to intercultural contexts

## **Culture**

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

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## **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.

## **Responding to ethical issues**

- Explore ethical perspectives and frameworks
- Making and reflecting on ethical decisions

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Culture**

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

- Making and reflecting on ethical decisions

### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

### **Culture**

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
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- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

### **Resources**

#### **Snapshot – Explore ethical perspectives and frameworks**

#### **Ethical Understanding: Responding to ethical issues: Explore ethical perspective**

##### **Content description**

AC9AVA8E02

##### **Continuum extract**

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

- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making
- analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

#### **Snapshot – Explore ethical concepts**

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

##### **Content description**

AC9AVA8E02

##### **Continuum extract**

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

- 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
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Examine values, rights and responsibilities and ethical norms**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

#### **Content description**

AC9AVA8E02

#### **Continuum extract**

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

## **Snapshot – Explore ethical concepts**

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

#### **Content description**

AC9AVA8E02

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

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- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## **Snapshot – Examine values, rights and responsibilities and ethical norms**

### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

#### **Content description**

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#### **Continuum extract**

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

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- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

## **Snapshot – Examine cultural perspectives and world views**

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

#### **Content description**

AC9AVA8E02

#### **Continuum extract**

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

- 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
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

## **Snapshot – Explore the influence of cultures on interactions**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions**

## **cultures on interactions**

### **Content description**

AC9AVA8E02

### **Continuum extract**

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

- 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
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Consider responses to intercultural contexts**

## **Intercultural Understanding: Navigating intercultural contexts: Consider responses to intercultural contexts**

### **Content description**

AC9AVA8E02

### **Continuum extract**

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

- explain how intercultural experiences affect what they learn about relationship-building and interactions
- analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
- apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering and developing alternative responses

### **Snapshot – Explore ethical perspectives and frameworks**

## **Ethical Understanding: Responding to ethical issues: Explore ethical perspectives and frameworks**

### **Content description**

AC9AVA8E02

### **Continuum extract**

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

- describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
- explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making
- analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

### **Snapshot – Making and reflecting on ethical decisions**

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

### **Content description**

AC9AVA8E02

### **Continuum extract**

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

- 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
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

## **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**

### **Content description**

AC9AVA8E02

## Continuum extract

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

## Snapshot – Making and reflecting on ethical decisions

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

#### Content description

AC9AVA8E02

#### Continuum extract

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

- 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
- analyse biases when applying ethical concepts, values and ethical frameworks, in order to explore and evaluate ethical decisions

## Snapshot – Explore ethical concepts

### Ethical Understanding: Understanding ethical concepts and perspectives: Exploring ethical concepts

#### Content description

AC9AVA8E02

#### Continuum extract

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

- 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
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

## Snapshot – Examine values, rights and responsibilities and ethical norms

### Ethical Understanding: Understanding ethical concepts and perspectives: Examining values, rights and responsibilities and ethical norms

#### Content description

AC9AVA8E02

#### Continuum extract

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

## AC9AVA8D01

### Experiment with visual conventions, visual arts processes and to develop skills

- 
- 

#### Elaborations

- selecting and appropriately acknowledging the use of found images when making and responding to artworks; for example, when choosing source for collage or deliberate appropriation, such as images that represent identity and personality in a self-portrait
- investigating the choices that other artists have made when structuring their representation of

ideas to assist in structuring their own ideas; for example, using sketches, studies, maquettes, annotated digital images or journal entries of other artists

- developing an understanding of how and why artists choose to use encryption in their artworks; for example, in artworks using lemon juice, symbolism or ciphers, layering of content, symbols and visual elements, and/or in digital images through the use of hex encryption software for the purposes of copyrighting works, and including information in works
- evaluating feedback from teachers and peers; for example, feedback offered in discussions and reviews of their artworks and planning in progress; then documenting their subsequent decisions and responses in written, oral or multimedia, physical or digital journals or diaries using visual arts terminology
- developing an awareness of cultural and artistic conventions for representing subjects through a contextual study of artists and their artworks, taking care to observe for using First Nations Australian cultural property in the arts
- reflecting on learning and evaluating/resolving choices to represent their ideas as the ideas for the artwork progresses, using informal discussions, process annotations, reviews or written/oral/multimedia evaluations in physical or digital journals or visual diaries
- exploring the ways that a range of artists use , visual conventions and visual art processes to communicate their concepts; for example, investigating how artists use choices of and visual arts processes when working on a similar concept and how this impacts the viewer response, or experimenting with these approaches to consider how they might approach the same concept
- observing the different ways that artists respond to sensory stimuli, such as emotions, feelings or properties, to generate ideas and directions for their own works; for example, being guided by the tactile qualities of a as inspiration for practical exploration

Students learn to:

## **experiment with visual conventions, visual arts processes and materials to develop**

(AC9AVA8D01)

### **General capabilities and cross-curriculum priorities**

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

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Self-management**

- Goal setting
- 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 .

#### **Understanding ethical concepts and perspectives**

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

#### **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.

#### **Self-management**

- Goal setting

#### **Creating and exchanging**

- Respect intellectual property

#### **Reflecting**

- Think about thinking (metacognition)

#### **Self-awareness**

- Reflective practice

## **Self-management**

- Perseverance and adaptability

## **Reflecting on culture and cultural diversity**

- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

## **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**

- Think about thinking (metacognition)

## **Self-awareness**

- Reflective practice

## **Self-management**

- Perseverance and adaptability

## **Generating**

- Create possibilities
- Put ideas into action

## **Reflecting**

- Think about thinking (metacognition)

## **Self-awareness**

- Reflective practice

## **Self-management**

- Perseverance and adaptability

## **Reflecting**

- Think about thinking (metacognition)

## **Resources**

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

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

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Explore ethical concepts**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- evaluate the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine values, rights and responsibilities and ethical norms**



## **Content description**

AC9AVA8D01

### **Continuum extract**

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

## **Snapshot – Goal setting**

### **Personal and Social capability: Self-management: Goal setting**

#### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

## **Snapshot – Respect intellectual property**

### **Digital Literacy: Creating and exchanging: Respect intellectual property**

#### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

- 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
- respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

## **Snapshot – Think about thinking (metacognition)**

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

#### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

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

- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Examine cultural perspectives and world views**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

### **Snapshot – Explore the influence of cultures on interactions**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

### **Snapshot – Think about thinking (metacognition)**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Reflective practice**

## **Personal and Social capability: Self-awareness: Reflective practice**

### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Perseverance and adaptability**

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

### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Create possibilities**

## **Critical and Creative Thinking: Generating: Create possibilities**

### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Put ideas into action**

## **Critical and Creative Thinking: Generating: Put ideas into action**

### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

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

### **Snapshot – Think about thinking (metacognition)**

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

### **Content description**

AC9AVA8D01

#### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions

- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Think about thinking (metacognition)**

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

##### **Content description**

AC9AVA8D01

##### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **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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Explore more

**AC9AVA8D02**

**reflect on the ways that they and other artists respond to influences to inform choices they make in their own visual arts practice**

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### **Elaborations**

- developing understanding of the ways that visual conventions can be used to communicate feelings and emotions in artworks; for example, exploring multiple small compositional sketches to identify and reflect on how they can change the emotions communicated in a simple still life by making changes in composition, colour and tone
- using teacher and student set goals to reflect on and practise specific skills over time; for example, practising observational drawing skills by completing one drawing a week of increasingly complex compositions and using Viewpoints to develop questions reflecting on aims, strengths and areas for improvement in order to set future goals
- exploring and reflecting on the way a particular artist/group of artists use , techniques and processes in their work to inform their own investigations; for example, manipulating, reflecting and trialling to explore potential for artworks, such as exploring different techniques in using and mixing paint, reflecting on and trialling the effects and outcomes of using different conventional and non-conventional brushes
- considering sustainable practices when exploring properties of in order to understand and reflect on how they can be used to create artworks; for example, considering when it is appropriate to fire ceramics, taking into consideration the longevity of the finished product, or exploring the creation of dyes and paints made from natural , such as plants or fruits
- reflecting on the work of others and their own explorations when developing an understanding of visual conventions and how they might be manipulated to communicate meaning in artworks; for example, learning about colour theory and applying this to develop compositions that explore harmonious or contrasting colour palettes
- building on their understanding of composition to explore multiple ways to represent space and depth in an artwork; for example, experimenting with proportion and scale, positive and negative space in 3D work, or exploring the use of linear, aerial and atmospheric perspective, and reflecting on how they may apply this understanding to create the illusion of space

Students learn to:

# **reflect on the ways that they and other artists respond to influences to inform choice in their own visual arts practice**

(AC9AVA8D02)

## **General capabilities and cross-curriculum priorities**

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

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Self-awareness**

- Reflective practice

### **Self-management**

- Goal setting

### **Elaborations**

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

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **Self-awareness**

- Reflective practice

### **Self-management**

- Goal setting

### **Self-management**

- Goal setting
- Perseverance and adaptability

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Think about thinking (metacognition)

### **Understanding Asia's global significance**

- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

### **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.

### **Reflecting**

- Think about thinking (metacognition)

### **Self-management**

- Perseverance and adaptability

### **Reflecting**

- Transfer knowledge

### **Self-awareness**

- Reflective practice

### **Self-management**

- Goal setting

### **Resources**

### **Snapshot – Think about thinking (metacognition)**

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

## **Content description**

AC9AVA8D02

### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

## **Snapshot – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9AVA8D02

#### **Continuum extract**

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

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9AVA8D02

#### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Goal setting**

### **Personal and Social capability: Self-management: Goal setting**

#### **Content description**

AC9AVA8D02

#### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

## **Snapshot – Think about thinking (metacognition)**

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

#### **Content description**

AC9AVA8D02

#### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches

- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations



## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9AVA8D02

#### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Think about thinking (metacognition)**

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

#### **Content description**

AC9AVA8D02

#### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

## **Snapshot – Identify, process and evaluate information**

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

#### **Content description**

AC9AVA8D02

#### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Think about thinking (metacognition)**

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

#### **Content description**

AC9AVA8D02

#### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions

- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Think about thinking (metacognition)**

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

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Transfer knowledge**

#### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

##### **Content description**

AC9AVA8D02

##### **Continuum extract**

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

- apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
- transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
- identify, plan and justify opportunities to transfer knowledge into new contexts

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

## **Content description**

AC9AVA8D02

### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Goal setting**

### **Personal and Social capability: Self-management: Goal setting**

#### **Content description**

AC9AVA8D02

#### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

## **AC9AVA8C01**

### **generate, document and develop ideas for artworks**

- 
- 

#### **Elaborations**

- engaging in visual brainstorming by selecting, organising and combining appropriate images, forms, visual art processes and to represent ideas about a particular subject; for example, annotating the process with short statements using correct terminology and using Viewpoints to develop questions to explore issues and concepts that arise from the combination of elements; for example, "What combinations are surprising, and where can this lead me?", "What would happen if I ...?", "How can I push these ideas further?"
- documenting their visual arts practice when developing ideas and processes, including studio practice, such as correct use of and tools, creative thinking and reflection as they experiment and develop skills in using and techniques, finding ways to communicate their thinking visually and develop their use of visual arts language
- developing a series of compositional sketches as planning for a final artwork that communicates how the visual conventions and planned processes will communicate meaning; making decisions about the final artwork and justifying their choices
- exploring and researching ideas about their interests in the world/subject matter or concepts from a particular perspective or a range of perspectives in order to plan and refine their approaches to representing their ideas
- recording and documenting their research into a subject or theme using their own images or images from other sources, written annotations and comments, or evaluations
- exploring ways that artists, designers, architects or craftspeople communicate ideas and meaning in their work, using written discussions, annotated images, debates or digital presentations

Students learn to:

### **generate, document and develop ideas for artworks**

(AC9AVA8C01)

### **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 .

### **Inquiring**

- Develop questions

### **Self-management**

- Goal setting

### **Self-awareness**

- Reflective practice

### **Social management**

- Communication

### **Analysing**

- Draw conclusions and provide reasons

### **Self-awareness**

- Reflective practice

### **Self-management**

- Goal setting

### **Inquiring**

- Develop questions
- Identify, process and evaluate information

### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

### **Generating**

- Consider alternatives
- Put ideas into action

### **Inquiring**

- Identify, process and evaluate information

### **Inquiring**

- Develop questions
- Identify, process and evaluate information

### **Creating and exchanging**

- Create, communicate and collaborate

## **Resources**

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

- 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
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

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

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9AVA8C01

##### **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 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
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9AVA8C01

## **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9AVA8C01

#### **Continuum extract**

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

- 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
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Draw conclusions and provide reasons**

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

#### **Content description**

AC9AVA8C01

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

## **Snapshot – Reflective practice**

### **Personal and Social capability: Self-awareness: Reflective practice**

#### **Content description**

AC9AVA8C01

#### **Continuum extract**

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

- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

## **Snapshot – Goal setting**

### **Personal and Social capability: Self-management: Goal setting**

#### **Content description**

AC9AVA8C01

#### **Continuum extract**

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

- 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
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

## **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9AVA8C01

#### **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 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
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9AVA8C01

##### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

- 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
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

- 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
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AVA8C01

##### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9AVA8C01

##### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9AVA8C01

##### **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 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
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9AVA8C01

##### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**



## Continuum extract

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## Resource – Visual Arts Examples of knowledge and skills

### Visual Arts

#### Support resource – Examples of knowledge and skills

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

##### Introduction

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

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

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

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

- make decisions about the order and pace with which they introduce and develop knowledge and skills
- support differentiation and meeting the needs of students with diverse learning needs
- plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across The Arts and other learning areas.

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

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

Download

Explore more

## AC9AVA8C02

**select and manipulate visual conventions, visual arts processes and/or to create artworks that represent ideas, perspectives and/or meaning**

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#### Elaborations

- creating a series of Augmented Reality digital assets that represent distinct textures; for example, placing assets within a space to communicate concepts that explore blocking some areas and

revealing others

- creating artworks and using their visual arts practice as a way of exploring their feelings and emotions, such as self-awareness, emotional awareness and personal wellbeing
- working independently and/or in groups to create artworks that tell stories or create awareness about issues that are significant and important to them/the group
- transforming an visual artwork into a series of digital versions using such as software, visual art processes and ; evaluating and selecting the most successful transformation, and documenting the steps to create a procedural text using appropriate visual arts terminology
- considering sustainable design practices when generating ideas for designs in response to a brief; for example, exploring sustainable fabrics and recycled when creating wearable art
- applying their knowledge and understanding of visual arts processes, and techniques to create artworks; for example, demonstrating understanding of relief printing and the technical skills needed to create an edition of prints, or creating artworks using skills developed in exploring , such as photographic manipulation applications or digital drawing programs
- representing ideas in their artworks through considered use of visual conventions, such as using modulated and directional lines in a composition to create a sense of movement, or breaking a rhythmic pattern to create discord

Students learn to:

**select and manipulate visual conventions, visual arts processes and/or materials to that represent ideas, perspectives and/or meaning**

(AC9AVA8C02)

### **General capabilities and cross-curriculum priorities**

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

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Self-management**

- Goal setting

#### **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 .

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Self-awareness**

- Personal awareness
- Emotional awareness

#### **Self-management**

- Perseverance and adaptability

#### **Social management**

- Collaboration

#### **Creating and exchanging**

- Plan
- Create, communicate and collaborate

#### **Managing and operating**

- Select and operate tools

#### **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.

- Creative and innovative design is integral to the identification of new ways of sustainable living.

#### **Generating**

- Put ideas into action

#### **Generating**

- Put ideas into action

## **Resources**

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- 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
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- 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
- consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

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

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Personal awareness**

#### **Personal and Social capability: Self-awareness: Personal awareness**

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- analyse the influence that choices have on developing personal qualities and identify areas for growth
- evaluate strategies for developing personal qualities and describe how they assist achieving growth
- devise personally appropriate strategies to achieve growth

### **Snapshot – Emotional awareness**

#### **Personal and Social capability: Self-awareness: Emotional awareness**

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- analyse the influence of different factors and situations on their emotional responses
- evaluate how emotional responses influence behaviour and consider the consequences of these responses
- reflect on their emotional responses to different situations

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- 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
- devise, evaluate and adapt strategies to engage with unexpected or challenging situations

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9AVA8C02

##### **Continuum extract**

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

- 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
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Plan**

#### **Digital Literacy: Creating and exchanging: Plan**

##### **Content description**

AC9AVA8C02

### **Continuum extract**

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

- 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
- use project management tools to develop and track a plan to complete individual and collaborative projects

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**

AC9AVA8C02

### **Continuum extract**

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Select and operate tools**

#### **Digital Literacy: Managing and operating: Select and operate tools**

##### **Content description**

AC9AVA8C02

### **Continuum extract**

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

- 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
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AVA8C02

### **Continuum extract**

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

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

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AVA8C02

### **Continuum extract**

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

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

## **AC9AVA8P01**

**and present examples of their visual arts practice to accompany of their artworks to communicate ideas, perspectives and/or meaning to audiences**

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- 

### **Elaborations**

- creating a webpage, walkthrough, presentation or other document to connect geographically distanced audiences with a visual arts showcase
- working together to identify/select a space within the school for showing their works, considering who in the community might see their works, or why it could be valuable for others to see their work
- visiting and evaluating of work in galleries, museums or community sites and developing responses to of work in written, oral or multimedia explanations or reviews, digital forms of presentations or in verbal/vocal discussions
- making a themed series of artworks to be displayed in the class or via the school intranet; considering the relationships between each of the artworks and the space in which they are to be displayed using Viewpoints to develop questions such as, "How can I create a visual narrative through the groupings of these artworks?", "Does the audience need space to view this artwork or do I want to draw them in close?", "How does this artwork relate to the space that it will be displayed in?"
- creating visual art labels for an /showcase; for example, researching a variety of art gallery labels and using findings to plan and write a label with the artist's name, , year, and information about how the task was approached and what the artwork is about
- describing the artistic vision of artists from different contexts, , times and places, particularly referencing the meaning that their artworks convey
- using hex editors to explore information included in encrypted artworks and create their own encrypted information in their own artworks to communicate ideas, perspectives and/or meaning to audience

Students learn to:

**curate and present examples of their visual arts practice to accompany exhibits of t  
communicate ideas, perspectives and/or meaning to audiences**

(AC9AVA8P01)

### **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 .

#### **Creating and exchanging**

- Plan
- Create, communicate and collaborate

#### **Managing and operating**

- Select and operate tools

## **Social management**

- Leadership

## **Analysing**

- Interpret concepts and problems
- Draw conclusions and provide reasons

## **Inquiring**

- Develop questions

## **Creating and exchanging**

- Create, communicate and collaborate

## **Creating and exchanging**

- Respect intellectual property

## **Understanding ethical concepts and perspectives**

- Examine values, rights and responsibilities and ethical norms

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives
- Develop empathy

## **Creating and exchanging**

- Plan
- Create, communicate and collaborate

## **Managing and operating**

- Select and operate tools

## **Resources**

### **Snapshot – Evaluate actions and outcomes**

#### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

##### **Content description**

AC9AVA8P01

##### **Continuum extract**

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

- 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
- evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9AVA8P01

##### **Continuum extract**

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

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

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9AVA8P01

##### **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
- 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
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9AVA8P01

#### **Learning progression extract**

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

##### **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

##### **Generic indicators**

- organises related information and ideas into paragraphs/sections
- uses a range of complex punctuation flexibly and correctly to pace and control the reading of a text (see Punctuation)
- spells complex and most challenging words correctly (see Spelling)
- uses a range of sentence types for effect

## **Snapshot – Plan**

### **Digital Literacy: Creating and exchanging: Plan**

#### **Content description**

AC9AVA8P01

#### **Continuum extract**

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

- 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
- use project management tools to develop and track a plan to complete individual and collaborative projects

## **Snapshot – Create, communicate and collaborate**



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

### **Content description**

AC9AVA8P01

#### **Continuum extract**

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Select and operate tools**

## **Digital Literacy: Managing and operating: Select and operate tools**

### **Content description**

AC9AVA8P01

#### **Continuum extract**

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

- 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
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

### **Snapshot – Leadership**

## **Personal and Social capability: Social management: Leadership**

### **Content description**

AC9AVA8P01

#### **Continuum extract**

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

- select and use different leadership approaches when acting as a sole leader or leading with others
- devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

### **Snapshot – Interpret concepts and problems**

## **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

### **Content description**

AC9AVA8P01

#### **Continuum extract**

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

- 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
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Draw conclusions and provide reasons**

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

### **Content description**

AC9AVA8P01

#### **Continuum extract**

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

- draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
- draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9AVA8P01

##### **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 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
- develop questions to investigate complex issues and topics
- questions developed facilitate increasing understanding of abstract ideas and concepts

### **Snapshot – Create, communicate and collaborate**

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

##### **Content description**

AC9AVA8P01

##### **Continuum extract**

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Respect intellectual property**

#### **Digital Literacy: Creating and exchanging: Respect intellectual property**

##### **Content description**

AC9AVA8P01

##### **Continuum extract**

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

- 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
- respect intellectual property by identifying and applying practices that meet legal and ethical obligations, referencing conventions, copyright and trademark protocols

### **Snapshot – Examine values, rights and responsibilities and ethical norms**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Examine responsibilities and ethical norms**

##### **Content description**

AC9AVA8P01

##### **Continuum extract**

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

- describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

- describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues
- describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9AVA8P01

### **Continuum extract**

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

- 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
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Develop empathy**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

### **Content description**

AC9AVA8P01

### **Continuum extract**

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

- 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
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

### **Snapshot – Plan**

## **Digital Literacy: Creating and exchanging: Plan**

### **Content description**

AC9AVA8P01

### **Continuum extract**

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

- 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
- use project management tools to develop and track a plan to complete individual and collaborative projects

### **Snapshot – Create, communicate and collaborate**

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

### **Content description**

AC9AVA8P01

### **Continuum extract**

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

- 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
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

## Snapshot – Select and operate tools

### Digital Literacy: Managing and operating: Select and operate tools

#### Content description

AC9AVA8P01

#### Continuum extract

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

- 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
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

## 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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