

## AC9AVA2E01

**explore where, why and how people across , communities and/or other contexts experience visual arts**

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### **Elaborations**

- investigating a diverse range of artworks made by living Australian artists; for example, artworks from a local, national, state or collection
- exploring when, where, how and why First Nations Australians use visual arts, crafts and designs to share knowledge about ; for example, during celebrations such as Aboriginal Children's Week, NAIDOC week, Reconciliation Week or to acknowledge significant occasions such as Sorry Day
- using Viewpoints to co-develop questions to explore and investigate ideas and understandings about artworks, craft works or designs; for example, "What do I think is the story in this artwork?", "What do I recognise in this artwork?"
- using Viewpoints to co-develop questions to explore an artist and their practice; for example, "Who is the artist?", "When and where was this artwork created?", "What and techniques might this artist have used?"
- identifying similarities and differences in artworks that represent subject matter or ideas they may be exploring in other learning areas; for example, exploring artworks that represent significant events from different times such as celebrations, or subject matter such as living creatures and their relationships with their environment

Students learn to:

**explore where, why and how people across cultures, communities and/or other contexts experience visual arts**

(AC9AVA2E01)

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

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

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

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Speaking and listening**

- Interacting

### **Elaborations**

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

#### **Generating**

- Create possibilities

#### **Inquiring**

- Identify, process and evaluate information

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

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

### **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.

### **People**

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

### **Inquiring**

- Develop questions

### **Inquiring**

- Develop questions

### **Inquiring**

- Identify, process and evaluate information

### **Reflecting**

- Transfer knowledge

### **Resources**

### **Work Samples**

## **WS01 - Repeated patterns to print**

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

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

##### **Content description**

AC9AVA2E01

##### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors

### **Snapshot – Reflect on the relationship between cultures and identities**

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

##### **Content description**

AC9AVA2E01

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

##### **Content description**

AC9AVA2E01

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges

influence thinking and behaviour

## **Snapshot – Interacting**

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

#### **Content description**

AC9AVA2E01

#### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AVA2E01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

#### **Content description**

AC9AVA2E01

#### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

## **Snapshot – Reflect on the relationship between cultures and identities**

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

#### **Content description**

AC9AVA2E01

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

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

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

### **Content description**

AC9AVA2E01

### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

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

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

### **Content description**

AC9AVA2E01

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

### **Snapshot – Develop questions**

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

### **Content description**

AC9AVA2E01

### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

### **Snapshot – Develop questions**

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

### **Content description**

AC9AVA2E01

### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic

- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

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

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

##### **Content description**

AC9AVA2E01

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

### **Snapshot – Transfer knowledge**

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

##### **Content description**

AC9AVA2E01

##### **Continuum extract**

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

### **Resource – Visual Arts Examples of knowledge and skills**

## **Visual Arts**

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

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

##### **Introduction**

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

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

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

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

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

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

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

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## **Resource – WS01 - Repeated patterns to print**

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.

Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.

By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.

Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

### **AC9AVA2E01**

explore where, why and how people across cultures, communities and/or other contexts experience visual arts

### **AC9AVA2E02**

explore examples of visual arts created by First Nations Australians

### **AC9AVA2D01**

experiment and play with visual conventions, visual arts processes and materials

### **AC9AVA2C01**

use visual conventions, visual arts processes and materials to create artworks

### **AC9AVA2P01**

share artworks and/or visual arts practice in informal settings

## **AC9AVA2E02**

### **explore examples of visual arts created by First Nations Australians**

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#### **Elaborations**

- exploring how artworks created by First Nations Australian artists feature places as a way to show us why where we are is a part of who we are
- identifying where they might experience First Nations Australians' in their lives and communities and as part of state and national events, taking notice of ways that artists observe and respect Elders or knowledge holders
- listening to the voices of First Nations Australian artists as they describe the importance of to their art-making; for example, through direct engagement or using resources created or co-created by First Nations Australians
- observing how visual conventions are used in artworks and designs created by First Nations Australians; for example, exploring colours, symbols and patterns used in artworks with

representatives of the First Nations Australian community or through resources that are created or co-created by First Nations Australians

- exploring artworks that represent First Nations Australians' interpretations of the night sky, co-creating symbols and/or designs to represent shapes and patterns that can be seen at different times of the year with First Nations Australians who have

Students learn to:

## **explore examples of visual arts created by First Nations Australians**

(AC9AVA2E02)

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

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

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

- Develop empathy

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

- Explore the influence of cultures on interactions

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

#### **Culture**

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

#### **Country/Place**

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

#### **People**

- 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.

### **Elaborations**

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

#### **Culture**

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

#### **Country/Place**

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

#### **People**

- 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.

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

- Reflect on the relationship between cultures and identities

#### **Culture**

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- 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.

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## **Country/Place**

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

## **People**

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

## **Resources**

## **Work Samples**

## **WS01 - Repeated patterns to print**

### **Snapshot – Develop empathy**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve**

#### **Content description**

AC9AVA2E02

#### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar



intercultural experiences

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

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

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

### **Content description**

AC9AVA2E02

### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

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

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

### **Content description**

AC9AVA2E02

### **Continuum extract**

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others

### **Snapshot – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9AVA2E02

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

## **AC9AVA2D01**

### **experiment and with visual conventions, visual arts processes and**

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### **Elaborations**

- playing with a range of natural and/or constructed to experiment with visual conventions and visual arts processes; for example, creating mud sculptures, or using sticks, leaves and playdough to explore texture
- unpacking a surprise bag of everyday tools and , and working silently in small groups to make something within limitations; for example, using of only one colour or making sculptural forms from paper or cardboard using only folding and tearing processes
- using Viewpoints to develop questions to reflect on their ; for example, “What was challenging about working in a limited timeframe?”, “What was something new that I discovered about the ?”, “What failures led to new discoveries?”

- identifying the difference between open lines and closed shapes; digitally filling a selection or colour block using a collage of closed shapes to form silhouettes of recognisable objects, people or other living things
- examining artworks and trialling “layer + layer + layer” as a way of building surfaces, colour, texture and interest; for example, experimenting to create a layered world with pastels, then watercolour, ink and wax, and once the experiment is completed, identifying how each could be used in a future artwork
- exploring visual conventions using a wide range of ; for example, creating lines using media such as pastels, chalk, paint, ripped paper, textiles and markers; or going on a “line hunt” to identify and photograph the different lines they see around their school environment using a digital camera, or creating rubbings

Students learn to:

## **experiment and play with visual conventions, visual arts processes and materials**

(AC9AVA2D01)

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

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

#### **Generating**

- Create possibilities
- Consider alternatives

#### **Measurement and geometry**

- Understanding geometric properties

#### **Number sense and algebra**

- Number patterns and algebraic thinking

#### **Elaborations**

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

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Social management**

- Collaboration

#### **Inquiring**

- Develop questions

#### **Reflecting**

- Think about thinking (metacognition)

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Managing and operating**

- Select and operate tools

#### **Generating**

- Put ideas into action

#### **Reflecting**

- Think about thinking (metacognition)
- Transfer knowledge

#### **Generating**

- Put ideas into action

## **Managing and operating**

- Select and operate tools

## **Resources**

## **Work Samples**

### **WS01 - Repeated patterns to print**

#### **Snapshot – Create possibilities**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

#### **Snapshot – Consider alternatives**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

#### **Snapshot – Understanding geometric properties**

#### **Numeracy: Measurement and geometry: Understanding geometric properties**

##### **Content description**

AC9AVA2D01

##### **Learning progression extract**

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

##### **Familiar shapes and objects**

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

##### **Angles**

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

##### **Features of shapes and objects**

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 3 sides; a sphere is round like a ball)

##### **Transformations**

- identifies features of shapes and objects of different sizes and in different orientations in the

environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)

- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

### **Angles**

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 4 4 angles in a square)

### **Properties of shapes and objects**

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

### **Transformations**

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

### **Angles**

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

## **Snapshot – Number patterns and algebraic thinking**

## **Numeracy: Number sense and algebra: Number patterns and algebraic thinking**

### **Content description**

AC9AVA2D01

### **Learning progression extract**

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

### **Recognises patterns**

- identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light)
- identifies "same" and "different" in comparisons
- copies simple patterns using shapes and objects
- identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice)

### **Identifying and creating patterns**

- identifies the pattern unit with a simple repeating pattern (e.g. identifies the repeating pattern red, blue, red, blue with red then blue; identifies the repeating patterns in everyday activities, days of the week or seasons of the year)
- continues and creates repeating patterns involving the repetition of a pattern unit with shapes, movements, sounds, physical and virtual materials and numbers (e.g. circle, square, circle, square; stamp, clap, stamp, clap; 1, 2, 3, 1, 2, 3, 1, 2, 3 1,2,3, 1,2,3, 1,2,3 1, 2, 3, 1, 2, 3, 1, 2, 3 )
- identifies, continues and creates simple geometric patterns involving shapes, physical or virtual materials
- determines a missing element within a pattern involving shapes, physical or virtual materials
- conceptually subitises by identifying patterns in standard representations (e.g. patterns within ten-frames, uses finger patterns to represent a quantity)

### **Continuing and generalising patterns**

- represents growing patterns where the difference between each successive term is constant, using physical and virtual materials, then summarising the pattern numerically (e.g. constructs a pattern

using physical materials such as toothpicks, then summarises the number of toothpicks used as 4 , 7 , 10 , 13 4 , 7 , 10 , 13 4 , 7 , 1 0 , 1 3 ...)

- describes rules for replicating or continuing growing patterns where the difference between each successive term is the same (e.g. to determine the next number in the pattern 3 , 6 , 9 , 12 3, 6, 9, 12 3 , 6 , 9 , 1 2 ... you add 3 3 3 ; for 20 , 15 , 10 20, 15, 10 2 0 , 1 5 , 1 0 ... the rule is described as each term is generated by subtracting 5 5 5 from the previous term )

### **Relational thinking**

- uses the equals sign to represent "is equivalent to" or "is the same as" in number sentences (e.g. when asked to write an expression that is equivalent to  $5 + 3$   $5 + 3$   $5 + 3$  , responds  $6 + 2$   $6 + 2$   $6 + 2$  and then writes  $5 + 3 = 6 + 2$   $5 + 3 = 6 + 2$   $5 + 3 = 6 + 2$  )
- solves number sentences involving unknowns using the inverse relationship between addition and subtraction (e.g.  $3 + 3$   $3 + ? = 5$   $5 = 5$  and knowing  $5 - 3 = 2$   $5 - 3 = 2$   $5 - 3 = 2$  then ? must be 2 2 2 )

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AVA2D01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

## **Snapshot – Consider alternatives**

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

#### **Content description**

AC9AVA2D01

#### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

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

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

#### **Content description**

AC9AVA2D01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AVA2D01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them

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

### **Snapshot – Consider alternatives**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

### **Snapshot – Collaboration**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Develop questions**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

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

and drawing conclusions

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

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

### **Snapshot – Consider alternatives**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem

- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

### **Snapshot – Transfer knowledge**

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

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

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

##### **Content description**

AC9AVA2D01

##### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning



- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

## **Resource – Visual Arts Examples of knowledge and skills**

### **Visual Arts**

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

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

##### **Introduction**

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

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

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

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

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

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

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

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## **Resource – WS01 - Repeated patterns to print**

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.

Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.

By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.

Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

## **AC9AVA2E01**

explore where, why and how people across cultures, communities and/or other contexts experience visual arts

## **AC9AVA2E02**

explore examples of visual arts created by First Nations Australians

## **AC9AVA2D01**

experiment and play with visual conventions, visual arts processes and materials

## **AC9AVA2C01**

use visual conventions, visual arts processes and materials to create artworks

## **AC9AVA2P01**

share artworks and/or visual arts practice in informal settings

## **AC9AVA2C01**

**use visual conventions, visual arts processes and to create artworks**

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### **Elaborations**

- using a combination of chaotic/accidental mark-making with more detailed intentional mark-making; for example, using blobs of paint with added outlines and detail, and using imagination and creativity to build on the shapes to see what emerges
- using Viewpoints to develop questions as they experiment with arrangement and rearrangement to shuffle visual conventions, subject matter and around a designated area and to deliberately change the meaning of a visual story; for example, "What happens if I make the subject fill the page?" or "Can I change the meaning of my work by using darker or lighter tones?"
- using visual brainstorming to build ideas for artworks and using Viewpoints to develop questions to push ideas further; for example, "What happens if I combine these ideas?", "How can I adapt this idea?", "What happens if I remove part of this design?"
- creating a relief print through nature-printing, or creating collagraphs by creating a raised textured surface by using glue, thread/string and textured paper to create monoprints; cutting these shapes out and making a collage to create a recognisable form, such as a face or an animal
- using 3D construction (sculpture) methods to represent subject matter or ideas being explored in another learning area; for example, building on their understanding of living things as a starting point to use modelling such as potato clay and found objects to represent the life cycle of an insect
- using a combination of digital art and art-making, such as using photography or drawing apps for painting and drawing, to create a collaged abstract work that represents feelings and emotions; for example, responding with colour, line and shape to music to create work that communicates how the music makes them feel

Students learn to:

**use visual conventions, visual arts processes and materials to create artworks**

(AC9AVA2C01)

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

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

#### **Generating**

- Create possibilities
- Consider alternatives

#### **Social management**

- Communication

#### **Elaborations**

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

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

### **Generating**

- Create possibilities

### **Self-management**

- Perseverance and adaptability

### **Generating**

- Create possibilities
- Put ideas into action

### **Inquiring**

- Develop questions

### **Generating**

- Create possibilities

### **Inquiring**

- Develop questions

### **Self-management**

- Perseverance and adaptability

### **Generating**

- Consider alternatives
- Put ideas into action

### **Generating**

- Put ideas into action

### **Reflecting**

- Transfer knowledge

### **Generating**

- Create possibilities

### **Creating and exchanging**

- Create, communicate and collaborate

### **Managing and operating**

- Select and operate tools

### **Resources**

### **Work Samples**

## **WS01 - Repeated patterns to print**

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9AVA2C01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

### **Snapshot – Consider alternatives**

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

##### **Content description**

AC9AVA2C01

##### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

## **Snapshot – Communication**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

## **Snapshot – Perseverance and adaptability**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

## **Snapshot – Develop questions**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

## **Snapshot – Develop questions**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

## **Snapshot – Perseverance and adaptability**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

## **Snapshot – Consider alternatives**

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

#### **Content description**

AC9AVA2C01

## **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

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

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

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

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

## **Snapshot – Transfer knowledge**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

#### **Content description**

AC9AVA2C01

#### **Continuum extract**

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

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

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

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

### **Content description**

AC9AVA2C01

### **Continuum extract**

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help
- select and use a range of digital tools to complete tasks
- attempt to solve a problem individually and with peers before seeking help

### **Resource – Visual Arts Examples of knowledge and skills**

## **Visual Arts**

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

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

#### **Introduction**

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

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

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

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

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

The Arts and other learning areas.

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

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

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## Resource – WS01 - Repeated patterns to print

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.

Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.

By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.

Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

### **AC9AVA2E01**

explore where, why and how people across cultures, communities and/or other contexts experience visual arts

### **AC9AVA2E02**

explore examples of visual arts created by First Nations Australians

### **AC9AVA2D01**

experiment and play with visual conventions, visual arts processes and materials

### **AC9AVA2C01**

use visual conventions, visual arts processes and materials to create artworks

### **AC9AVA2P01**

share artworks and/or visual arts practice in informal settings

### **AC9AVA2P01**

#### **share artworks and/or visual arts practice in informal settings**

- 
- 

#### **Elaborations**

- presenting an artwork they have made to the class, a small group or their teacher and explaining what they like about it
- creating a spontaneous and experimental artwork and only showing a small portion of it to their audience as they dramatise the making of the work; or using unlikely objects for brushes, testing colours and “brush” strokes using expressive movements, and applying a cardboard “window” frame as a flourish across the finished painting to find the most “successful section”, trimming away the remainder and concluding the performance by cutting a “window frame” from paper to frame their final selection for display
- using an everyday object as the starting point, drawing the object, then personifying it by adding character qualities, attributes and a name; then taking it in turns to match each student’s artwork with the appropriate object, explaining how they arrived at their decision
- deciding on an appropriate audience and ways to share their artworks; for example, sharing with the class a work-in-progress or posting their work on a school learning management system to allow their families to see and appreciate it

Students learn to:

#### **share artworks and/or visual arts practice in informal settings**

(AC9AVA2P01)

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

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

#### **Speaking and listening**



- Speaking

## **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 .

## **Self-awareness**

- Emotional awareness

## **Social management**

- Communication

## **Generating**

- Create possibilities
- Put ideas into action

## **Analysing**

- Draw conclusions and provide reasons

## **Generating**

- Create possibilities

## **Measurement and geometry**

- Understanding geometric properties

## **Generating**

- Put ideas into action

## **Practising digital safety and wellbeing**

- Manage online safety

## **Resources**

## **Work Samples**

## **WS01 - Repeated patterns to print**

### **Snapshot – Speaking**

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

#### **Content description**

AC9AVA2P01

#### **Learning progression extract**

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

#### **Crafting ideas**

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

#### **Vocabulary**

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail ( e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

#### **Crafting ideas**

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence

- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

### **Vocabulary**

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

### **Crafting ideas**

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

### **Vocabulary**

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

## **Snapshot – Communication**

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

#### **Content description**

AC9AVA2P01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **Snapshot – Emotional awareness**

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

#### **Content description**

AC9AVA2P01

#### **Continuum extract**

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

- identify their own emotional responses
- describe the emotional responses of themselves and others
- explain the influence that their own behaviour has on the emotional responses of others

## **Snapshot – Communication**

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

#### **Content description**

AC9AVA2P01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9AVA2P01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

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

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

##### **Content description**

AC9AVA2P01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

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

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

##### **Content description**

AC9AVA2P01

##### **Continuum extract**

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

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

### **Snapshot – Create possibilities**

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

##### **Content description**

AC9AVA2P01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

### **Snapshot – Understanding geometric properties**

#### **Numeracy: Measurement and geometry: Understanding geometric properties**

##### **Content description**

AC9AVA2P01

##### **Learning progression extract**

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

content.

### **Familiar shapes and objects**

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

### **Angles**

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

### **Features of shapes and objects**

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)
- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 sides; a sphere is round like a ball)

### **Transformations**

- identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

### **Angles**

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 angles in a square)

### **Properties of shapes and objects**

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

### **Transformations**

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

### **Angles**

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

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

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

#### **Content description**

AC9AVA2P01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

## Snapshot – Manage online safety

### Digital Literacy: Practising digital safety and wellbeing: Manage online safety

#### Content description

AC9AVA2P01

#### Continuum extract

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

- use online tools that are safe or only under direct supervision, seeking help from trusted adults when feeling unsafe
- use online tools that are age appropriate or only under supervision, seeking help from trusted adults when feeling unsafe
- report negative or harmful online behaviour by seeking help from trusted adults

## Resource – Visual Arts Examples of knowledge and skills

### Visual Arts

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

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

##### Introduction

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

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

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

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

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

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

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

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## Resource – WS01 - Repeated patterns to print

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.

Students demonstrate arts practices and skills across arts subjects. They create arts works in a range of forms. They share their work in informal settings.

By the end of Year 2, students identify where they experience visual arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience visual arts.

Students experiment with visual conventions, visual arts processes and materials. They make and share artworks in informal settings.

## **AC9AVA2E01**

explore where, why and how people across cultures, communities and/or other contexts experience visual arts

## **AC9AVA2E02**

explore examples of visual arts created by First Nations Australians

## **AC9AVA2D01**

experiment and play with visual conventions, visual arts processes and materials

## **AC9AVA2C01**

use visual conventions, visual arts processes and materials to create artworks

## **AC9AVA2P01**

share artworks and/or visual arts practice in informal settings