

AC9AVA10E01

investigate the ways that artists across , times, places and/or other contexts develop in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

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Elaborations

- analysing a selection of artworks that represent a point of view on the same or similar theme, story, historical event, place, time, use of a technique or , noting the differences and similarities in the range of artworks and how an artist's lived experience and cultural forces can have an impact on perspectives found in their work
- investigating how linear timelines, in contrast to circular timelines, can shift meaning in art with reference to First Nations Australian ways of knowing, being and doing
- researching, analysing and evaluating the ways that artists from different times and places represent subject matter, themes or concepts, such as portraiture, freedom and social change or identity, using a range of and conventions
- creating extended written, oral or multimedia accounts, such as essays, pod/vodcast, debate or reviews, that discuss and explain how artists have represented their ideas in their artworks and artist practices
- selecting different critical viewpoints to develop explanations about artists' approaches and works at different times and in different contexts
- exploring the development of a visual arts form over time, considering the impact of globalisation, cultural practices, and new discoveries in and technologies; for example, wood block printing or photography

Students learn to:

investigate the ways that artists across cultures, times, places and/or other contexts develop in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

(AC9AVA10E01)

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

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

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.

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Analysing

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- Identify, process and evaluate information

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Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Navigating intercultural contexts

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

Resources

Work Samples

WS01 - Assemblage inspirations

Snapshot – Develop multiple perspectives

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

Content description

AC9AVA10E01

Continuum extract

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

- 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 the relationship between cultures and identities

Content description

AC9AVA10E01

Continuum extract

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

- 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, stereotypes, prejudices and discrimination

Content description

AC9AVA10E01

Continuum extract

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

- 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

AC9AVA10E01

Continuum extract

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

- 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

AC9AVA10E01

Learning progression extract

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

- 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

AC9AVA10E01

Continuum extract

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

- 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

AC9AVA10E01

Continuum extract

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

- 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

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Continuum extract

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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- evaluate the information selected to determine bias and reliability

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

AC9AVA10E01

Continuum extract

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

- 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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Snapshot – Identify, process and evaluate information

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

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Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

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Snapshot – Identify, process and evaluate information

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

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- evaluate the information selected to determine bias and reliability

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

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- 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 – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts

Content description

AC9AVA10E01

Continuum extract

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination

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

Content description

AC9AVA10E01

Continuum extract

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

- 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

AC9AVA10E01

Continuum extract

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

- 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

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 - Assemblage inspirations

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning.■They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks.■They document and reflect on their own visual arts practice.■They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

AC9AVA10E01

investigate the ways that artists across■cultures, times, places and/or other contexts develop■personal expression■in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

AC9AVA10D01

experiment with visual conventions, visual arts processes and■materials■to refine skills and develop■personal expression

AC9AVA10D02

reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

AC9AVA10C01

evaluate critical feedback when planning, developing and refining their visual arts practice

AC9AVA10C02

select and manipulate visual conventions, visual arts processes and/or materials to create artworks that reflect personal expression, and represent and/or challenge, ideas, perspectives and/or meaning

AC9AVA10E02

investigate the ways that First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice

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Elaborations

- researching a diverse range of artworks or designs such as artworks in galleries, protest posters or street art in order to analyse how and why First Nations Australian artists have used visual communication as a tool to express activism for change
- analysing the ways that First Nations Australian artists use their practices to challenge and inform community debate and present multiple ways of understanding an issue; for example, understandings about “first contacts” between the First Nations Peoples of Australia and people from Britain or Europe
- comparing, analysing and evaluating ways that contemporary First Nations Australian artists and designers are exploring and challenging concepts and histories of Australia and Australian identity
- exploring the ways that First Nations Australian visual artists use their practices to communicate ideas, messages and lived experiences to the broader community
- understanding ways that the arts provide opportunities for First Nations Australian artists and designers to continue and develop their culture
- investigating how First Nations Australian visual artists are caring for , culture and people through the visual arts; for example, by working with representatives of the First Nations Australian community to explore how local groups are caring for the local environment and highlighting these issues through visual arts projects, such as campaigns that focus on environmental issues

Students learn to:

investigate the ways that First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice

(AC9AVA10E02)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop empathy

Reflecting on culture and cultural diversity

- Examine cultural perspectives and world views

Navigating intercultural contexts

- Respond to biases, stereotypes, prejudices and discrimination

Culture

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

Country/Place

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their

occupation of, and connection to, Country/Place.

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

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.

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

- 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 occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.

People

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

Navigating intercultural contexts

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination
- 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.

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Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities
- Examine cultural perspectives and world views
- Explore the influence of cultures on interactions

Navigating intercultural contexts

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination

- Adapt in intercultural exchanges

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

Country/Place

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

People

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

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

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

People

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

Systems

- All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

Resources

Snapshot – Develop empathy

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

Content description

AC9AVA10E02

Continuum extract

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

- 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 – Examine cultural perspectives and world views

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

Content description

AC9AVA10E02

Continuum extract

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination

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

Content description

AC9AVA10E02

Continuum extract

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

- 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 – Consider responses to intercultural contexts

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

Content description

AC9AVA10E02

Continuum extract

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination

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

Content description

AC9AVA10E02

Continuum extract

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

- 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

AC9AVA10E02

Continuum extract

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

- 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 – 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

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Continuum extract

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

- 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 – Examine cultural perspectives and world views

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

Content description

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- 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

Content description

AC9AVA10E02

Continuum extract

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

- 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

AC9AVA10E02

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination

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

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Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

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

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
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AC9AVA10D01

experiment with visual conventions, visual arts processes and to refine skills and develop

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-

Elaborations

- experimenting with the properties of a medium or form and investigating/exploring, in depth, the technical processes associated with that form in order to develop a comprehensive understanding of the ways that they can use it to represent their ideas in their own visual arts practice
- interrogating multiple ways of approaching an activity; for example, using a diverse range of media to express different interpretations of the one topic, such as producing several sketches of the one object using different media with each one exploring a different emotion
- investigating a diverse selection of artists through their sketchbooks to uncover their practices, and find connections between their processes and the development of their
- developing an “inspiration” journal of collections from everyday life, such as photographs, found objects, experiments with media, thoughts and ideas, and using questions based on Viewpoints to interrogate their “inspiration” journal and begin identifying their own personal ; for example, "What am I drawn to, and why is this important to me?"
- documenting and evaluating their investigations of visual art processes, visual conventions and in a diary, portfolio or digital journal; for example, annotating the processes used and using Viewpoints to develop questions to deepen their understanding of the concepts explored or processes used, such as "Have I pushed and explored this idea, medium or technique as far as I can?", "What is the problem, and how can I find multiple possible solutions?", "What happens when I ...?", "What did I learn from this ...?", "How can it inform my future art-making?"
- drawing lines, shapes and arrows drawn over photocopies of artworks and using a code to demonstrate their understanding of the way the artist has composed the artwork to communicate

meaning; for example, using lines to trace over an artwork to show composition techniques, such as rule of thirds, creating movement using diagonal and or curved lines, repetition and pattern, or the use of visual hierarchy to indicate how the viewer's eye follows the layout of a designed product

Students learn to:

experiment with visual conventions, visual arts processes and materials to refine sk personal expression

(AC9AVA10D01)

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-awareness

- Reflective practice

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 .

Analysing

- Interpret concepts and problems

Self-management

- Perseverance and adaptability

Generating

- Create possibilities
- Consider alternatives
- Put ideas into action

Generating

- Create possibilities
- Consider alternatives
- Put ideas into action

Analysing

- Draw conclusions and provide reasons

Inquiring

- Identify, process and evaluate information

Reflecting

- Think about thinking (metacognition)

Self-awareness

- Reflective practice

Self-management

- Perseverance and adaptability

Generating

- Create possibilities
- Put ideas into action

Self-awareness

- Reflective practice

Self-management

- Goal setting
- Perseverance and adaptability

Number sense and algebra

- Proportional thinking

Resources

Work Samples

WS01 - Assemblage inspirations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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 – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

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 – Perseverance and adaptability

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

Content description

AC9AVA10D01

Continuum extract

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

- 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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA10D01

Continuum extract

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

- 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 – Perseverance and adaptability

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

Content description

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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 – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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 – Draw conclusions and provide reasons

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

Content description

AC9AVA10D01

Continuum extract

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

- 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 – Identify, process and evaluate information

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

Content description

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

Continuum extract

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

- 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 – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA10D01

Continuum extract

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

- 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

AC9AVA10D01

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 – Perseverance and adaptability

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

Content description

AC9AVA10D01

Continuum extract

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

- 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 – Proportional thinking

Numeracy: Number sense and algebra: Proportional thinking

Content description

AC9AVA10D01

Learning progression extract

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

Identifies ratios as a part-to-part comparison

- represents ratios using diagrams, physical or virtual materials (e.g. in a ratio 1 : 4 of red to blue counters, for each red counter there are 4 blue counters; uses physical or virtual materials to represent the ratio of hydrogen atoms to oxygen atoms in water molecules as 2 : 1, 2 hydrogen atoms for every oxygen atom)
- interprets ratios as a comparison between 2 like quantities (e.g. ratio of students to teachers in a school is 20 : 1; ratio of carbohydrates to fat to protein in a food; interprets ratios such as debt equity ratio or savings-income ratio)
- interprets a rate as a comparison between 2 different types of quantities (e.g. water flow can be measured at a rate of 5 litres per second; change of concentration of reactants per time; the relationship between beats per minute and the pulse/rhythm of a dance phrase)
- expresses a ratio as equivalent fractions or percentages (e.g. the ratio of rainy days to fine days in Albany is 1 : 2 and so $\frac{1}{2}$ of the days are rainy; in a ratio of 1 : 1 each part represents one $\frac{1}{2}$ or 50 % of the whole; when interpreting food labels and making healthy eating choices)

Using ratios and rates

- uses a ratio to create, increase or decrease quantities to maintain a given proportion (e.g. creates mixtures such as adhesives, finishes, salad dressings; scales a recipe up or down; makes 100 100 1 0 0 litres of cordial given instructions for making 5 5 5 litres using one part cordial to 6 6 6 parts water)
- uses rates to determine how quantities change (e.g. when travelling at a constant speed of 60 60 6 0 km/h, determines the distance travelled in 30 30 3 0 minutes; uses price rate of change to measure the direction and speed of a financial trend, such as an upward momentum in stock prices; compares the effect of different frame rates, frames per second, when producing a slow-motion sequence)

Proportionality and the whole

- determines the whole given a percentage (e.g. given 20 20 2 0 % is 13 13 1 3 millilitres, determines the whole is 65 65 6 5 millilitres; given 20 20 2 0 % is 1300 1300 1 3 0 0 kilojoules, determines the whole is 6500 6500 6 5 0 0 kilojoules when calculating the amount of energy consumed as part of a daily recommended intake)
- identifies the common unit rate to compare rates expressed in different units (e.g. calculates best buys; compares the relative speed of 2 2 2 vehicles)
- identifies, compares, represents and solves problems involving different rates in real world contexts (e.g. measures heart rate and breathing rate to monitor the body's reaction to a range of physical activities)
- determines the equivalence between 2 2 2 rates or ratios by expressing them in their simplest form
- describes how the proportion is preserved when using a ratio (e.g. uses the ratio 1 : 4 : 15 1:4:15 1 : 4 : 1 5 for the composition of silver, copper and gold to determine the mass of copper in a rose gold ring that weighs 8 8 8 grams; applies an aspect ratio when resizing images of an artwork such as if the aspect ratio is 3 : 2 3:2 3 : 2 then a picture that is 600 600 6 0 0 pixels wide would be 400 400 4 0 0 pixels tall)

Resource – Visual Arts Examples of knowledge and skills

Visual Arts

Support resource – Examples of knowledge and skills

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

Introduction

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

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

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

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

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

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

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

[Download](#)

[Explore more](#)

Resource – WS01 - Assemblage inspirations

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. ■ They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. ■ They document and reflect on their own visual arts practice. ■ They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

AC9AVA10E01

investigate the ways that artists across ■ cultures, times, places and/or other contexts develop ■ personal expression ■ in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

AC9AVA10D01

experiment with visual conventions, visual arts processes and ■ materials ■ to refine skills and develop ■ personal expression

AC9AVA10D02

reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

AC9AVA10C01

evaluate critical feedback when planning, developing and refining their visual arts practice

AC9AVA10C02

select and manipulate visual conventions, visual arts processes and/or ■ materials ■ to create artworks that reflect ■ personal expression, and represent and/or challenge, ideas, perspectives and/or meaning

AC9AVA10D02

reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

-
-

Elaborations

- investigating and reflecting on the role and influence of their own culture, family or personal experiences when developing ideas for artworks
- investigating a diverse range of visual artists; for example, artists who live and work in a different place, such as a country in the , and reflecting on accounts of them discussing influences on their work and practices, in order to develop an understanding of the many factors that can shape their own visual arts practice
- analysing and reflecting on the ways that artists have structured their artworks to represent ideas; for example, using Viewpoints to generate questions to facilitate their understanding of the artists' intentions
- reflecting on, evaluating and resolving their choices for representing their ideas as their work progresses; for example, through informal discussions or reviews, or in written/oral/multimedia

evaluations, such as journals

- exploring current issues that are of importance to them, such as global or local issues, as a starting point for generating and reflecting on ideas for artworks that explore themes/concepts such as sustainable futures, wellbeing and emotional health, or human rights issues
- investigating the ways that artists use their visual arts practice to explore, examine, resolve or represent personal experiences and expressions as a starting point to understand how they can use their own visual arts practice to explore and respectfully/safely represent personal issues, such as self-awareness, emotional awareness and personal wellbeing

Students learn to:

reflect on the way they and other visual artists respond to influences to inspire, dev
resolve choices they make in their own visual arts practice

(AC9AVA10D02)

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

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 .

Reflecting on culture and cultural diversity

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives
- Develop empathy

Reflecting on culture and cultural diversity

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

Growing Asia-Australia engagement

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

Knowing Asia and its diversity

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

Reflecting

- Think about thinking (metacognition)

Social awareness

- Empathy

Reflecting

- Think about thinking (metacognition)

Self-awareness

- Emotional awareness

Self-awareness

- Emotional awareness

Futures

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

Social management

- Collaboration

- Leadership

Resources

Work Samples

WS01 - Assemblage inspirations

Snapshot – Think about thinking (metacognition)

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

Content description

AC9AVA10D02

Continuum extract

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

- 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

AC9AVA10D02

Continuum extract

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

- 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 – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9AVA10D02

Learning progression extract

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

- 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 – 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

AC9AVA10D02

Continuum extract

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

- 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 – Examine cultural perspectives and world views

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

Content description

AC9AVA10D02

Continuum extract

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

- 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 – Develop multiple perspectives

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

Content description

AC9AVA10D02

Continuum extract

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

- 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

AC9AVA10D02

Continuum extract

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

- 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 – 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

AC9AVA10D02

Continuum extract

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

- 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 – 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

AC9AVA10D02

Continuum extract

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

- 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

AC9AVA10D02

Continuum extract

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

- 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 – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9AVA10D02

Continuum extract

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

- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Think about thinking (metacognition)

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

Content description

AC9AVA10D02

Continuum extract

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

- 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 – Emotional awareness

Personal and Social capability: Self-awareness: Emotional awareness

Content description

AC9AVA10D02

Continuum extract

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

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

Snapshot – Emotional awareness

Personal and Social capability: Self-awareness: Emotional awareness

Content description

AC9AVA10D02

Continuum extract

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

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

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AVA10D02

Continuum extract

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

- 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 – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9AVA10D02

Continuum extract

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

- 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

AC9AVA10C01

evaluate critical feedback when planning, developing and refining their visual arts practice

-
-

Elaborations

- uncovering meaning, interpretations or reactions from audiences by seeking impressions without confirming or leading the audience towards intended responses
- tracking success using self-assessment and reflection guided by questions based on Viewpoints in order to solve creative challenges, and considering how the artwork could be improved, and then editing, altering, updating, improving, adding or taking away from the work and re-evaluating
- experimenting with and evaluating ways of structuring ideas in sketches, studies, maquettes, annotated digital images or journal entries
- evaluating and responding to feedback on works in process from teachers and peers, in discussions or reviews, and documenting their decisions and responses in written, oral or multimedia, physical or digital journals/diaries
- collaborating with other students, groups or agencies, such as community groups, to generate ideas for artworks on design or artistic projects for curated or events

Students learn to:

evaluate critical feedback when planning, developing and refining their visual arts practice

(AC9AVA10C01)

General capabilities and cross-curriculum priorities

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

Generating

- Put ideas into action

Reflecting

- Think about thinking (metacognition)

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 .

Reflecting

- Think about thinking (metacognition)

Reflecting

- Think about thinking (metacognition)
- Transfer knowledge

Self-awareness

- Reflective practice

Self-management

- Goal setting

Generating

- Put ideas into action

Managing and operating

- Select and operate tools

Reflecting

- Think about thinking (metacognition)

Managing and operating

- Select and operate tools

Generating

- Create possibilities

Social management

- Collaboration
- Leadership

Resources

Work Samples

WS01 - Assemblage inspirations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA10C01

Continuum extract

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

- 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

AC9AVA10C01

Continuum extract

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

- 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 – Communication

Personal and Social capability: Social management: Communication

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Think about thinking (metacognition)

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

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Think about thinking (metacognition)

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

Content description

AC9AVA10C01

Continuum extract

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

- 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

AC9AVA10C01

Continuum extract

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

- 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

AC9AVA10C01

Continuum extract

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

- 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

AC9AVA10C01

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Think about thinking (metacognition)

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

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9AVA10C01

Continuum extract

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

- 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 – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9AVA10C01

Continuum extract

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

- 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

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 - Assemblage inspirations

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning.■They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks.■They document and reflect on their own visual arts practice.■They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

AC9AVA10E01

investigate the ways that artists across■cultures, times, places and/or other contexts develop■personal expression■in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning

AC9AVA10D01

experiment with visual conventions, visual arts processes and■materials■to refine skills and develop■personal expression

AC9AVA10D02

reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

AC9AVA10C01

evaluate critical feedback when planning, developing and refining their visual arts practice

AC9AVA10C02

select and manipulate visual conventions, visual arts processes and/or■materials■to create artworks that reflect■personal expression, and represent and/or challenge, ideas, perspectives and/or meaning

AC9AVA10C02

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

-
-

Elaborations

- creating artworks that realise the intentions and communicate ideas developed through their

experimentation and planning

- researching approaches to representing their ideas and interests in the world/subjects or concepts from a particular viewpoint or a range of viewpoints in order to plan and refine their approach
- recording and documenting their research into their subject using their own images or images from other sources, written annotations, and comments and evaluations
- initiating their own ways of resolving ideas and concepts visually, using creative problem-solving throughout the process of creating their final artworks
- creating their own artworks in response to a specific subject, theme or idea, using , techniques and conventions in intentional, interpretative and personal ways
- applying their knowledge and understanding of visual arts processes and to create artworks; for example, demonstrating understanding of sculptural techniques, space and form to create a site-specific 3D work, or a range of painting techniques to create the illusion of texture and form in a landscape painting

Students learn to:

select and manipulate visual conventions, visual arts processes and/or materials to that reflect personal expression, and represent and/or challenge, ideas, perspective

(AC9AVA10C02)

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 .

Generating

- Put ideas into action

Generating

- Put ideas into action

Analysing

- Interpret concepts and problems
- Draw conclusions and provide reasons

Generating

- Create possibilities
- Put ideas into action

Generating

- Put ideas into action

Self-awareness

- Reflective practice

Reflecting

- Think about thinking (metacognition)

Resources

Work Samples

WS01 - Assemblage inspirations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10C02

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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10C02

Continuum extract

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

- 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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10C02

Continuum extract

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

- 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 – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10C02

Continuum extract

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

- 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 – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA10C02

Continuum extract

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

- 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 – Think about thinking (metacognition)

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

Content description

AC9AVA10C02

Continuum extract

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

- 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

AC9AVA10P01

evaluate art to inform the curation and of their own and/or others' artworks and/or visual arts practice

-
-

Elaborations

- investigating ways in which artworks are displayed and how artists and curators work together to create a visual narrative that communicates broader ideas about an artist's/group of artists' intentions; for example, by creating a virtual or scale model of an of an artist they have researched in order to communicate their understanding of the artist's intentions
- selecting and presenting their own artworks for in class, in the school or in the wider community
- planning and curating of their own work, community installations, projects or imagined of artworks by other artists, considering, as appropriate, rights
- developing to accompany , such as didactic panels, artists' or curatorial statements, branding, advertising or press statements
- visiting and evaluating of work in physical or virtual galleries, museums or in community sites in order to identify options for presenting their own
- developing responses to of work; for example, in written/oral/multimedia explanations or reviews, digital forms of presentations or in verbal/vocal discussions
- constructing explanations of how artists, designers, architects or craftspeople communicate ideas and meaning in artworks, written discussions, annotated images, debates or digital presentations; evaluating options/preferences and using similar approaches when creating their own work, and creating an artist statement or curatorial statement

Students learn to:

evaluate art exhibits to inform the curation and exhibition of their own and/or others and/or visual arts practice

(AC9AVA10P01)

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

- Develop questions

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 .

Inquiring

- Identify, process and evaluate information

Self-awareness

- Reflective practice

Creating and exchanging

- Respect intellectual property

Understanding ethical concepts and perspectives

- Examine values, rights and responsibilities and ethical norms

Generating

- Put ideas into action

Generating

- Put ideas into action

Managing and operating

- Select and operate tools

Analysing

- Interpret concepts and problems

Generating

- Put ideas into action

Resources

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9AVA10P01

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 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

AC9AVA10P01

Continuum extract

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

- 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 – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9AVA10P01

Continuum extract

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

- 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 – Creating texts

Literacy: Writing: Creating texts

Content description

AC9AVA10P01

Learning progression extract

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

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

Generic indicators

- spells a range of challenging words correctly (see Spelling)

Snapshot – Identify, process and evaluate information

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

Content description

AC9AVA10P01

Continuum extract

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

- 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 – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9AVA10P01

Continuum extract

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

- 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 – Respect intellectual property

Digital Literacy: Creating and exchanging: Respect intellectual property

Content description

AC9AVA10P01

Continuum extract

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

- 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 values, rights and responsibilities and ethical norms

Content description

AC9AVA10P01

Continuum extract

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

- 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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA10P01

Continuum extract

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

- 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

AC9AVA10P01

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9AVA10P01

Continuum extract

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- 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 – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9AVA10P01

Continuum extract

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

- 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 – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9AVA10P01

Continuum extract

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- 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

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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