

Overview of The Arts curriculum – Visual Arts

Rationale

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own work and that of others. Learning in the Visual Arts helps students to develop understanding of world cultures and their responsibilities as global citizens.

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Foundation Level

In Foundation, students explore visual arts. They make and share their artworks with peers and experience visual arts as audiences.

Students become aware of whom artists, craftspeople and designers are, and that they express their ideas through different art forms and visual expressions.

As they make and respond to visual artworks, students identify art forms in different social and cultural contexts. They make artworks as an artist and view them as an audience.

Level 1 and 2

In Levels 1 and 2, students develop their awareness of how and why artists, craftspeople and designers express their ideas through different art forms. They enhance their perception skills as they examine and express familiar and new objects and events in their lives. They explore how and why artworks are created. They develop and apply safe and sustainable practices when experimenting with different materials, techniques and technologies

As they make and respond to visual artworks, students explore meaning, forms and styles in different social, cultural and historical contexts. They experience the role of artist and audience in their visual arts making.

Level 3 and 4

In Levels 3 and 4, students explore how and why artists, craftspeople and designers realise their ideas through different art forms. They enhance their perceptual skills by observing the world around them and expressing these observations through different practical applications of art making. Through observational, imaginative and sensory investigations, students become more knowledgeable and discerning about their practices as a visual artist.

As they make artworks and respond to them, students explore visual expressions based on their investigations of a range of themes. They make connections between their own artistic intentions and those of other artists.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. Students learn about visual arts in their community and from other international locations.

Level 5 and 6

In Levels 5 and 6, students explore how and why artists, craftspeople and designers realise their ideas through different visual forms, practices and processes. They develop conceptual and expressive skills.

As they make and respond to visual artworks, students explore a diversity of ideas, concepts and viewpoints. They draw ideas from other artists, artworks, symbolic systems, beliefs and visual arts practices in other cultures, societies and times.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.