

Teaching Visual Arts in Primary and Early Childhood

Visual Arts, as the name suggests, focuses on art forms that are primarily visual in their communication of meaning.

List the different types of Visual Arts that you can identify.

Compare different types of Visual Arts in different cultures, places and times. List the Visual Arts teaching you have seen in schools.

Compare your experiences of Visual Arts in schools with what is in the *Australian Curriculum: The Arts* and the *Western Australian P-10 Syllabus*.

The Western Australian Arts syllabus (SCSA, 2015) describes Drama and identifies the following aims:

Visual Arts incorporates all three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Visual Arts supports students' ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Aims

Visual Arts knowledge and skills ensure that, individually and collaboratively, students:

- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

As with all the Arts subjects, in visual arts student learning is focused on students **making** and **responding**. Making and Responding in visual arts are intrinsically connected. Together they provide students with knowledge and skills as practitioners, performers and audience members and develop students' skills in critical and creative thinking. As students make in visual arts, they actively respond to their developing work and the works of others; as students respond to visual arts, they draw on the knowledge and skills acquired through their experiences to inform their making.

The syllabus identifies year level descriptions (an overview of the key concepts addressed, along with core content being studied at that year level), content descriptions (the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn) and achievement standards (the quality of learning that students should typically demonstrate by a particular point in their schooling).

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Pre-primary year

In Pre-primary, learning in visual arts builds on the dispositions developed in the early years.

Students explore personal experiences as an inspiration to create original artworks. They explore natural and man-made materials and are introduced to the visual elements of shape, colour, line and texture. Students investigate different tactile techniques when creating artworks.

Students begin to see themselves as artists as they display and share their artworks with others.

As students make and respond to artworks, they explore different places art is displayed in the local community

Making

Ideas	Exploration of, and experimentation with, the visual elements of shape, colour, line and texture (ACAVAM106)
	Exploration of natural and man-made materials to recognise how these materials could be used to create artworks (ACAVAM107)
Skills	<p>Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes) • colour (primary colours, secondary colours) • line (curved, straight, wavy, zigzag) • texture (familiar objects) <p>to create artworks (ACAVAM107)</p> <p>Investigation of a variety of tactile techniques, such as painting, drawing and mixed media (ACAVAM107)</p>
Production	<p>Creation of original 2D and 3D artworks inspired by personal experiences to display, using a variety of techniques (ACAVAM108)</p> <p>Use of a variety of techniques when creating artworks (ACAVAM108)</p> <p>Sharing artworks with others (ACAVAM108)</p>

Responding

Where art is displayed in the local community (ACAVAR109)

Personal responses and feelings about artworks they view and make (ACAVAR109)

Achievement standard
To be developed in 2015
using (assessment) work
sample evidence to 'set'
standards through paired
comparisons

You are also directed to the
General Capabilities

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year 1

In Year 1, learning in visual arts builds on the dispositions developed in the early years.

Students explore specific ideas as an inspiration to create original artworks. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of techniques when creating artworks.

Students present artworks that communicate ideas to specific audiences.

As they make and respond to artworks, students express feelings and ideas about artworks they view and make.

Making

Ideas	Exploration of, and experimentation with, the visual elements of shape, colour, line and texture (ACAVAM106)
	Exploration of, and experimentation with, a variety of materials, techniques and technologies when creating artworks (ACAVAM107)
Skills	<p>Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes; geometric shapes) • colour (primary colours, secondary colours; mixing primary colours to create secondary colours) • line (curved, straight, wavy, zigzag, broken, jagged, dashed) • texture (familiar objects; changes in texture; transfer of texture) <p>to create artworks (ACAVAM107)</p> <p>Exploration of, and experimentation with, a variety of techniques, such as drawing, collage, colour mixing and printmaking (ACAVAM107)</p>
Production	Creation of original artworks to display using the artistic elements and techniques that communicates an idea to a specific audience (ACAVAM108)

Responding

Types of art and where it is displayed (ACAVAR109)

Expression of feelings and ideas about artworks they view and make (ACAVAR109)

Achievement standard
To be developed in 2015
using (assessment) work
sample evidence to 'set'
standards through paired
comparisons

You are also directed to the
General Capabilities

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year 2

In Year 2, learning in visual arts builds on the dispositions developed in the early years.

Students explore how communicating messages and ideas can be used as inspiration to create artworks. They begin to select appropriate technologies and further experiment with the visual elements of shape, space, colour, line and texture.

Students are introduced to the concept of audience as they learn to present artworks that communicate messages and ideas to an audience.

As they make and respond to artworks, students identify how the elements are used and explore why people make art.

Making

Ideas	Exploration of, and experimentation with, the visual elements of shape, line, colour, space and texture and how these are used in the environment (ACAVAM106)
-------	---

	Use of appropriate materials, techniques and technologies (ACAVAM107)
--	---

Skills	Development of artistic skills through experimentation with: <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes) • colour (primary colours, secondary colours; mixing primary colours to create secondary colours; warm, cool colours) • line (curved, straight, wavy, zigzag, broken, jagged, dashed, horizontal, vertical, diagonal, spiral; lines that show motion) • space (background, foreground; overlapping to show depth; horizon line) • texture (familiar objects; changes in texture; transfer of texture; different man-made and natural materials) to create artworks (ACAVAM107)
	Use of appropriate techniques when planning artworks (ACAVAM107)

Production	Presentation and display of original artworks, using artistic elements and techniques to communicate ideas and messages to an audience (ACAVAM108)
------------	--

Responding

Reasons why people make art (ACAVAR109)

Personal responses, identifying how the elements of shape, line, colour, space and texture are used in artworks they view and make (ACAVAR109)
--

Achievement standard
To be developed in 2015
using (assessment) work
sample evidence to 'set'
standards through paired
comparisons

You are also directed to the
General Capabilities

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year 3

In Year 3, students extend their understanding of the visual elements as they reflect on their use to create artworks using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively.

Students consider audience and make decisions about where and how artworks should be presented.

As they make and respond to artworks, students are introduced to the use of visual arts terminology. They use the terminology to reflect on how the elements are used in the artworks they view and make.

Making

Ideas	Exploration of artworks from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)
	Investigation of the visual elements, in conjunction with the properties and qualities of different materials (ACAVAM111)
Skills	<p>Artistic processes and techniques to explore visual conventions when making artworks:</p> <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic) • colour (warm, cool colours); tints (mixing white); shades (adding black) • line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken) • space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background)) • texture (different man-made and natural materials); etching by scratching through surfaces; texture quality (matte, sheen) (ACAVAM111) <p>Experimentation with a variety of techniques, such as photo montage, weaving, clay work, printing, drawing and painting (ACAVAM111)</p>
Production	Reflection of the elements, materials and mediums used to enhance artworks and present an idea to an audience (ACAVAM112)
	Presentation and consideration of where and how artworks are displayed (ACAVAR109)

Responding

Appropriate responses and respect for a variety of artworks (ACAVAR113)

Responses that involve identifying the meaning of artworks from varying cultures (ACAVAR113)

Responses to their own and others' artworks reflecting on the use of artistic elements, using visual arts terminology (ACAVAR113)

Achievement standard
To be developed in 2015
using (assessment) work
sample evidence to 'set'
standards through paired
comparisons

You are also directed to the
General Capabilities

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year 4

In Year 4, students continue to extend their understanding of the visual elements exploring varying techniques and visual conventions. They experiment with the selection of appropriate materials when creating original artworks.

Students learn to present artworks that communicate specific messages, reflecting on how presentation could enhance meaning for different audiences.

As they make and respond to artworks, students use visual arts terminology to reflect on purpose and meaning. They have the opportunity to explore artworks from different social, cultural and historical contexts.

Making

Ideas	Exploration of artworks from varying times and cultures that represent different styles, such as realistic, narrative and abstract (ACAVAM110)
	Selection of materials based on their properties and qualities to create specific artworks (ACAVAM111)
Skills	<p>Development of artistic processes and techniques to explore visual conventions when making artworks:</p> <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative) • colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity • line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights) • space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective) • texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring) • value (mixing of shades) <p>(ACAVAM111)</p> <p>Use a variety of techniques and forms such as sculpture, mixed media, printing, drawing and painting (ACAVAM111)</p>
Production	Reflection of the elements, materials and techniques used in artworks to communicate specific messages to different audiences (ACAVAM112)
	Presentation and display of artworks to enhance meaning (ACAVAM112)

Responding

Considered responses to, and respect for, a range of artworks from different social, cultural and historical contexts (ACAVAR113)

Responses to their own and others' artworks reflecting on purpose and meaning, using visual arts terminology (ACAVAR113)

Achievement standard
To be developed in 2015
using (assessment) work
sample evidence to 'set'
standards through paired
comparisons

You are also directed to the
General Capabilities

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year 5

In Year 5, students reflect on the work of varying artists and explore how it influences their own artworks. They select from a range of elements, materials and mediums to create original artworks.

Students begin to reflect on the ideas, feelings and opinions communicated in their artworks and consider how presentation will enhance meaning and audience engagement.

As they make and respond to artworks, students use visual arts terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

Making

Ideas	Exploration of artworks from different artists considering different ways they communicate ideas, beliefs and opinions (ACAVAM114)
	Exploration of the influences of artists on their artworks (ACAVAM115)
	Selection of a range of elements, materials and techniques to enhance their artworks (ACAVAM115)

Skills

- Development and application of artistic techniques and processes when making artworks:
- shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes, geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave)
 - colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity
 - line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth)
 - space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective; (shading, create illusion of depth))
 - texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning)
 - value (mixing of shades; gradations of value)

Use of a variety of techniques and forms, such as digital imaging, sculpture, mixed media, printing, drawing and painting (ACAVAM115)

Production

Reflection on how ideas, feelings and opinions have been communicated to an audience, including giving and receiving feedback (ACAVAM116)

Consideration of how to display artworks to enhance meaning and audience engagement (ACAVAM116)

Responding

The role of art in different times and cultures, considering how the artist's perspective is reflected in the artworks (ACAVAR117)

Responses that identify and describe how the visual arts elements and techniques are used to communicate meaning in artworks, using visual arts terminology (ACAVAR117)

Achievement standard
To be developed in 2015
using (assessment) work
sample evidence to 'set'
standards through paired
comparisons

You are also directed to the
General Capabilities

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year 6

In Year 6, students are inspired by observation and imagination reflecting on various artworks. They learn to apply their knowledge of the visual elements, selecting appropriate materials and technologies to create artworks that communicate ideas, beliefs, opinions or viewpoints.

Students examine the messages expressed in artworks and consider how presentation will enhance meaning and audience interpretation.

As they make and respond to artworks, students continue to use visual arts terminology to explain the effective use of elements and techniques. Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artworks from different social, cultural and historical times.

Making

Ideas	Exploration of artworks inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint (ACAVAM114)
	Application of arts elements by selecting techniques and materials to communicate an idea, belief, opinion or viewpoint (ACAVAM115)
Skills	<p>Development and application of techniques and processes when making artworks:</p> <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes; geometric shapes; symmetrical shapes; tessellating shapes; asymmetrical shapes; composite shapes; space around shapes; geometric, organic; open, closed; abstract; view from top, side, bottom; positive, negative; convex, concave; exaggerated proportions; motifs; fonts) • colour (warm, cool colours); tints (mixing white); shades (adding black); monochromatic (all the colours of a single hue); colours of varying intensity; colour wheel; tertiary colour; expressive colours; natural colours • line (horizontal, vertical, diagonal, spiral; lines that show motion; thick, thin, dashed, continuous, broken; shows an edge line to indicate emotion; lines of various weights; implied lines for movement and depth; lines that create an illusion) • space (overlapping to show depth; horizon line; simple perspective (foreground, mid-ground, background); geometric, organic; diminishing perspective; shading (create illusion of depth); focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry) • texture (different man-made and natural materials; etching by scratching through surfaces; texture quality (matte, sheen); piercing, pinching, pressing, embossing, scoring; textures created with a variety of tools, materials, and techniques; patterning) • value (mixing of shades; gradations of value) (ACAVAM115) <p>Use a variety of techniques and forms such as sculpture, mixed media, printing, drawing and painting (ACAVAM111)</p>
Production	Use of two or more techniques and forms, such as digital imaging, wrapping, sculpture, mixed media (ACAVAM115)
	Reflection on how ideas, feelings, beliefs and viewpoints have been expressed to an audience, including considering feedback (ACAVAM116)
	Consideration of effective display of artworks to enhance meaning and audience interpretation (ACAVAM116)

Responding

Consideration of how artworks can be interpreted differently by audiences (ACAVAR117)

Factors that influence artworks from different social, cultural and historical times (ACAVAR117)

Responses that involve explaining the effective use of the artistic elements and techniques, considering how the artist uses symbolic meaning to communicate ideas and messages, using visual arts terminology (ACAVAR117)

Achievement standard
To be developed in
2015 using
(assessment) work
sample evidence to
'set' standards through
paired comparisons

You are also directed to
the General
Capabilities



The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Pre-primary year

In Pre-primary, learning in visual arts builds on the dispositions developed in the early years.

Students explore personal experiences as an inspiration to create original artworks. They explore natural and man-made materials and are introduced to the visual elements of shape, colour, line and texture. Students investigate different tactile techniques when creating artworks.

Students begin to see themselves as artists as they display and share their artworks with others.

As students make and respond to artworks, they explore different places art is displayed in the local community

Year 1

In Year 1, learning in visual arts builds on the dispositions developed in the early years.

Students explore specific ideas as an inspiration to create original artworks. They continue to explore materials and are introduced to the visual element of space, while continuing to develop skills in shape, colour, line and texture. Students experiment with a variety of techniques when creating artworks.

Students present artworks that communicate ideas to specific audiences.

As they make and respond to artworks, students express feelings and ideas about artworks they view and make.

Year 2

In Year 2, learning in visual arts builds on the dispositions developed in the early years.

Students explore how communicating messages and ideas can be used as inspiration to create artworks. They begin to select appropriate technologies and further experiment with the visual elements of shape, space, colour, line and texture.

Students are introduced to the concept of audience as they learn to present artworks that communicate messages and ideas to an audience.

As they make and respond to artworks, students identify how the elements are used and explore why people make art.

Year 3

In Year 3, students extend their understanding of the visual elements as they reflect on their use to create artworks using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively.

Students consider audience and make decisions about where and how artworks should be presented.

As they make and respond to artworks, students are introduced to the use of visual arts terminology. They use the terminology to reflect on how the elements are used in the artworks they view and make.

Year 4

In Year 4, students continue to extend their understanding of the visual elements exploring varying techniques and visual conventions. They experiment with the selection of appropriate materials when creating original artworks.

Students learn to present artworks that communicate specific messages, reflecting on how presentation could enhance meaning for different audiences.

As they make and respond to artworks, students use visual arts terminology to reflect on purpose and meaning. They have the opportunity to explore artworks from different social, cultural and historical contexts.

Year 5

In Year 5, students reflect on the work of varying artists and explore how it influences their own artworks. They select from a range of elements, materials and mediums to create original artworks.

Students begin to reflect on the ideas, feelings and opinions communicated in their artworks and consider how presentation will enhance meaning and audience engagement.

As they make and respond to artworks, students use visual arts terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

Year 6

In Year 6, students are inspired by observation and imagination reflecting on various artworks. They learn to apply their knowledge of the visual elements, selecting appropriate materials and technologies to create artworks that communicate ideas, beliefs, opinions or viewpoints.

Students examine the messages expressed in artworks and consider how presentation will enhance meaning and audience interpretation.

As they make and respond to artworks, students continue to use visual arts terminology to explain the effective use of elements and techniques. Students begin to consider how the artist uses symbolic meaning. They have the opportunity to examine factors that influence artworks from different social, cultural and historical times.

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 6. It is a requirement that students study a performance subject and a visual subject.

Year 7

In Year 7, students have opportunities to use and apply visual language and artistic conventions in their design and production process. They create 2D and/or 3D artworks through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual arts practices, and present their artworks for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artworks/art style which, in turn, allows them to link their own production to a given context.

Students are introduced to a critical analysis framework to analyse artworks and use art terminology when responding.

Teachers are required to address knowledge and skills in Visual Arts through one art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (drawing, painting, printmaking, textiles, illustration)

3D (ceramics, sculpture, installations)

Art styles:

Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

Year 8

In Year 8, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques.

Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks.

Students are provided with critical analysis frameworks to analyse artworks and use art terminology when responding.

Teachers are required to address knowledge and skills in Visual Arts through one art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, still photo, digital media, graphics, collage)

3D (ceramics, sculpture, installations)

Art styles:

Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople and photographers.

Year 9

In Year 9, students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artworks which communicate artistic intention. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice.

Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work.

Students are required to critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions.

Teachers are required to address knowledge and skills in Visual Arts through one art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, collage)

3D (ceramics, sculpture, installations, textiles and jewellery)

Art styles:

Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

Year 10

In Year 10, students use visual language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artworks by documenting the design, production and evaluation processes of their artworks. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artworks. Students extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artworks are exhibited and evaluated, with consideration to their own artistic intentions, personal expression, and audience.

Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students are provided with opportunities to reflect on traditional and contemporary artworks using a breadth of critical analysis frameworks, incorporating visual language, art terminology and conventions.

Teachers are required to address knowledge and skills in Visual Arts through two art forms and one art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, photo and digital media, graphics, textiles, collage)

3D (ceramics, sculpture, installations, textiles, jewellery)

4D (performance art, time-based video, digital animation)

Art styles:

Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

Understanding what we teach in Visual Arts

For students to learn the Content of the Visual Arts Syllabus, we need to teach key concepts. When we make visual arts we tell stories using the following building blocks.

In the Visual Arts we teach students about using Visual Language and developing the ways they do so through Visual Skills, Techniques and Processes, using Materials and Technologies to do so.

Visual Language and Visual Literacy

Visual literacy/capability is a fundamental skill, increasingly as important as language and numeracy. It is as vital for everyone in the community to have the skills necessary to effectively read and interpret information presented through modern visual mediums, including computer systems, video phones, television, advertising and film, to name a few.

Both "making the visual" and "reading the visual" as essential components of an active education.

Just as in Media Arts students engage with a range of "texts", so too they work with "visual texts"

You will find more detail in Dinham (2014)

The fundamental building blocks of Visual Arts practices involve students making, critically thinking and responding through representation and using visual conventions.



Representation	
Representation incorporates what the artwork looks like in relation to what it means, how it is planned or designed to suit a purpose or idea. Students engage with a diverse range of representation:	
forms	Students use a range of materials to make artworks in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms
materials	In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies. These may include traditional materials from different contexts such as paint, dyes, charcoal and ink, and contemporary or emerging materials such as digital media, the body, sound, objects, sites and audience.
subject matter	ideas presented visually
Visual conventions	
Students learn about and explore traditional and evolving visual conventions used in artworks of diverse styles and composition. These may include combinations of conventions:	
visual elements	
design principles	
composition	
style	

Representation

In representation students deal with visual forms, materials and subject matter.

A representation is a visual (or actual) rendering of someone or something – a picture or photograph or film or play or dance about them or it.

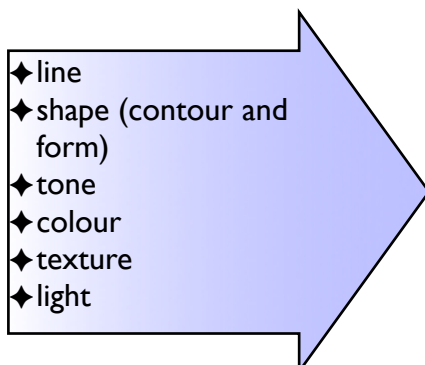
When we represent (re-present) something we see or experience, we translate our experience using another medium. For example, if we draw a picture of someone, we use the medium of 2D along with pencil/charcoal/crayon and paper to share how we saw that person through a different medium.

Representation is also found in other arts subjects.

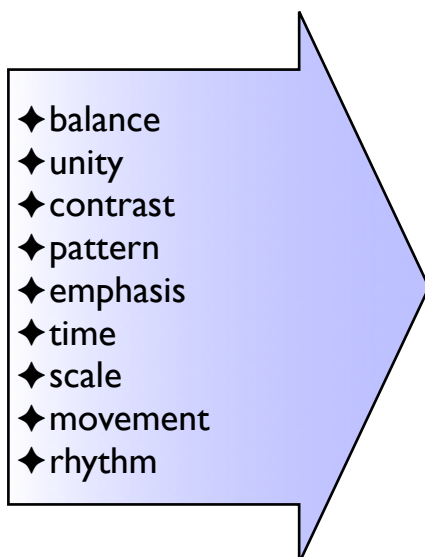
Visual conventions

In Visual Practices students work with combinations of conventions such as visual elements, design principles, composition and style.

The **visual elements** are:



Principles of Design are:



You will find more detail in Dinham (2014) p. 313-320

Composition in the Visual Arts the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject of a work. It can also be thought of as the organization of the elements and principles.

Style in the Visual Arts is the distinctive or recognisable ways in which a 2D/3D/4D art work is made that allows it to be grouped or categorised. Style is closely associated with viewpoints, society and culture (and therefore is open to interpretation and, sometimes, argument). Style should be taught to students with care, openness and based on informed references.

Skills, Techniques and Processes

Through Making and Responding, students develop knowledge, skills and understanding for their art making by becoming increasingly proficient with art, craft and design techniques, processes, and ways of perceiving worlds.

Skills	Techniques	Processes
Perceptual skills	Observation and the ability to notice, and learn to respond and view critically	
Conceptual capacity	Conceptual capacity to develop a thought or an idea and represent it visually and to identify and analyse meaning in artworks from diverse contexts	
Communication skills	Communication skills as they intentionally plan, design and make artworks for various audiences	

As they progress through the bands students develop technical proficiency and expertise with materials and techniques and become skilful practitioners.

Materials

Materials of Visual Arts	Students learn to manipulate and adapt a wide range of physical materials and technologies.
	This may involve traditional materials form different contexts such as paint, dyes, charcoal, and ink and contemporary or emerging materials such as digital media, the body, sound, objects sites and audience.

Technologies

Visual Arts learning and teaching includes a range of new contemporary technologies (such as computers) and existing and tradition technologies (such as charcoal or paint or clay).

A technology is any tool that enables you to work with the visual. The increasing reliance on the visual in digital technologies in a visually dominant world, is another reason for including the Visual Arts in the curriculum.

Understand how we teach Visual Arts – Focusing on Pedagogy

To understand how our students learn visual arts we need to recognise

- the range of visual arts activities – 2D/2D/4D
- the range of materials used
- the distinctive pedagogies of visual Arts Teaching

Types of Visual Arts activities

The types of activities in visual arts open to students is wide. They can be organised into 3 broad categorisations:

2 Dimensional – includes drawing, painting, printmaking, photography, some aspects of textiles and collage - types of art that are flat, having the two dimensions of height and width and are generally flat, viewed from the front.

3 Dimensional – including sculpture, ceramics, some aspects of collage and textiles, modelling, puppet making, mask making - in effect any art work which has 3 dimensional qualities i.e. that has uses space, they have height, width and depth. They can generally be viewed from the front, back, sides - in the round.

4 Dimensional – Time based visual arts - is a relatively recently coined term to cover those aspects of the visual arts that are transient or passing such as performance art; or those aspects that capture movement and time such as video art.

Generally 2-D and 3-D visual art works are more or less permanent. They can be placed on displays or in galleries; some particularly contemporary visual art works have qualities evident in other art forms such as dance and visual arts - they are transient, passing, subject to time.

Types of Visual Arts Teaching activities

In their book Hetland., Winner, Veenema, & Sheridan (2007). *Studio thinking: the real benefits of visual arts education* note that Visual Arts teaching can be organised into 3 broad categorisations:

Demonstration-Lectures.	The essential difference between Demonstration-Lectures and traditional lectures is the frequent and often extended use that teachers make of visual examples, including objects (e.g., art works, still-life objects, tools), images (e.g. books, slides, photographs, posters or cards, electronic media), and processes (e.g., modelling step-by-step how to use materials or tools to accomplish particular intentions). Moreover, the information presented at Demonstration-Lectures is intended to be immediately useful.
Students-at-Work	Students-at-Work forms the heart of an art class. Here students work independently on a project, typically one introduced to them in a Demonstration-Lecture. As the students work, the teacher circles the room, offering timely interventions on an informal basis. The teacher generally works with individual students, personalising their comments and suggestions.
Critiques	Critiques are central to a studio class. They give students and teachers a chance to reflect as a group on their work and working. Critiques focus attention on students' work and work processes and are at the same time explicitly social. Students share their work with the teacher and other students and get responses from them.



Each Visual Arts lesson needs to engage directly with making and responding.



Hetland et al also introduce the notion of 8 Studio Habits of Mind: *Develop Craft, Engage and Persist, Understand Art Worlds, Stretch and Explore, Envision, Express, Reflect, and Observe.*



The authors assert that these SHoM are what the studio arts “actually” teach. Each is considered a “disposition”—a term and theory borrowed from the work of Project Zero co-founder David Perkins and his colleagues—or way of thinking that includes specific core skills, an inclination to use those skills, and an alertness to opportunities to put them to use. Not all eight habits of mind are not necessarily present within each studio project, but usually several are learned within a successful course. The authors found that the habits are taught in a non-hierarchical manner, each no more important than the rest, and a class may consist of several habits taught in “clusters” and/or interwoven into the Studio Structures.

<http://createquity.com/2013/12/arts-policy-library-studio-thinking/>

The eight Studio Habits of the Mind as implemented by Alameda County “Art is Education” program. Note: Understand Art Worlds has been altered to Understand Communities.

Shape of Visual Arts lessons

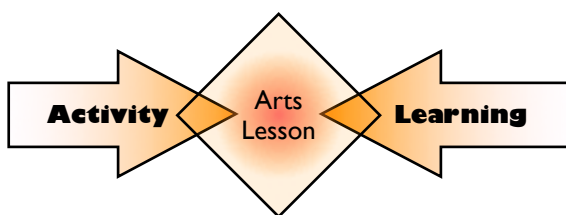
Effective Visual Arts Teaching

The focus of our work as teachers is to give students foundational knowledge, understanding, skills and values about the visual arts. They may go on to refine and develop those aspects of their understanding and knowledge but we ensure that all students have what is necessary for initial literacy in the visual arts.

In our work we ensure that students

- have experiences that directly connect experience and imagination and culture
- can explore 2D, 3D and 4D ways of communicating
- explore and extend their capacity for symbolic communication [to again pick up on Bruner's use of that term]
- Respond to a range of visual arts experiences and make connections between them
- Place visual arts in societies and cultures

In designing your lessons with students you need to clearly identify what you will do (the activity) and the learning you intend.



In this example consider the activity and the learning.

Activity	What will students learn through these activities?
Setting up space; distribution of materials	Practical management of materials
Warm up through drawing - different types of marks; different types of marking media; different types of surfaces for taking marks	Practical skills
Discussion about attitudes and values to drawing/visual arts in schools	Reflection
Outlining the different types of media included in Visual Arts in Schools - categorise: 2D/3D/4D Time-Based	Information/ input
Introduction to the Elements of Visual Arts	Information
Exploration of some of the Elements of Visual Arts e.g. creating colour wheel and simplified colour mixing; tone and shade to give 3D effects in 2D; use of perspective; etc.	Practical application of skills, techniques and processes
Application of elements e.g. using colour for landscapes; using wet in wet to create colour	Practical
Visual Literacy - what it is and why it is important in the lives of students	Information/ Reflection
Managing/tidying/putting things away/drying paintings/etc.	Practical management of materials
Summarising: what is Visual Arts in Primary Schools	Consolidation of learnig

Viewpoints

In both Making and Responding, students learn that meanings can be generated from different viewpoints that these shift according to different world encounters.

As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists' meanings and the audiences' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgments about their own art and design works and other artworks they see, hear, and interact with as audiences.

