

# Curriculum Frameworks

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## ACARA (Australian Curriculum, Assessment and Reporting Authority).

In visual arts, students will learn through direct engagement. This involves exploration of various art and art design, practices, concepts, theories, histories and critiques. Students will develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences.

Some key points in this approach to the visual arts include:

- Students will learn to explore ideas by using their imagination, making and presenting artwork and engaging in various processes and techniques.
- Students will work with a range of different materials, technologies and processes and develop the appropriate skills and knowledge about art, craft and design practices.
- They will develop an understanding of visual arts as a field of knowledge informed by different histories, theories and cultures.
- Students will learn how to critically analyse and evaluate personal and collective contexts for art making and will be able to consider these from various perspectives.
- They will actively participate in the art and design world around them.

Refer to [http://www.acara.edu.au/verve/resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_The\\_Arts\\_-\\_Compressed.pdf](http://www.acara.edu.au/verve/resources/Shape_of_the_Australian_Curriculum_The_Arts_-_Compressed.pdf) for more information.

## VELS (Victorian Essential Learning Standards).

### Creating and Making

The *Creating and making* dimension focuses on ideas, skills, techniques, processes, performances and presentations. It includes engagement in concepts that emerge from a range of starting points and stimuli. Students explore experiences, ideas, feelings and understandings through making, interpreting, performing, creating and presenting.

- **Art elements** traditionally associated with visual arts include; line, shape, space, texture, colour, form, tone, movement, surface and composition.
- **Skills, techniques and processes:** ways and methods of using and manipulating elements, principles, media, materials, equipment and technologies.
- **Media, materials, equipment and technologies** associated with visual arts include: two-dimensional and three-dimensional, hard, soft, wet, dry, papers, clay, pens, pencils, wire, crayons, woods, metals, ICT, paints, dyes, cameras, natural materials, plastics, canvas, fabric, moulds, glue, chalks, plasticine, paper mache, etc.

### Exploring and Responding

The *Exploring and responding* dimension focuses on context, interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of arts works. Involvement in evaluating meaning, ideas and/or content in finished products is integral to engagement in the Arts.

Refer to <http://vels.vcaa.vic.edu.au/arts/> for more information.

## The Western Australian Curriculum Framework.

The arts contribute to the development of an understanding of the physical, emotional, intellectual, aesthetic, social, moral and spiritual dimensions of human experience. They assist in the expression and identity of students through the sharing of experiences and imagination. There are four outcomes that provide a framework for kindergarten to year 12 curriculum in The Arts. These outcomes are interrelated and interconnected and all are equally important and should be developed alongside one another. As students progress through school, they demonstrate the outcomes in increasingly complex ways. The outcomes include the following:

1. **Arts Ideas:** students generate art works that communicate ideas.
2. **Arts skills and processes:** students use the skills, techniques, processes, conventions and technologies of the arts.
3. **Arts responses:** students use their aesthetic understanding to respond to, reflect on and evaluate the arts.
4. **Arts in society:** students understand the role of the arts in society.

Refer to [http://www.curriculum.wa.edu.au/internet/Years\\_K10/Curriculum\\_Framework](http://www.curriculum.wa.edu.au/internet/Years_K10/Curriculum_Framework) for more information.

## The Conceptual Framework.

The conceptual framework assists in the critical analysis of art. For teachers, it provides them with 4 different places in which they can begin designing effective visual arts activities for students. The conceptual framework focuses specifically on the role of the artist, the artwork, the audience and the subject matter. These concepts are very much interrelated and interconnected and can be used to critically analyse and gain an understanding of a range of different artworks.

Focus questions which teachers should consider for each concept include:

### Artist

- Who made the work?
- What kind of artist are they?
- Why did they make it?

### Artwork

- What kind of artwork is it? (form)
- What is the artwork made of? (materials)
- How has it been created? (techniques)
- What is the meaning behind it?

### Audience

- Who looks at the work?
- Who explains or interprets what the work is about? Critics, historians, other artists, us.

### Subject Matter

- What is being represented?
- What things are observed or seen in the world?
- What imagined things are there?

Refer to <http://www.erskinepk-h.schools.nsw.edu.au/capa/documents/AnalysinganArtworkusingtheConceptualFramework.pdf> for more information.

## **Curriculum Frameworks Statement.**

In reflecting on these different curriculum frameworks, it is obvious just how important they are as a guideline for teaching the Visual Arts. Each framework has a slightly different approach which, when combined, can be especially useful for educators. As a pre service teacher, I believe it is important to take different parts from each of these frameworks. For example, the ACARA document is quite specific in outlining the skills students will develop through the visual arts, which is useful for planning individual activities or units of work. The VELS document, on the other hand, takes a more general approach and allows for flexibility in the interpretation of the standards. The 'exploring and responding' section of this document also only begins at level 3, which may be rather limiting when planning activities for the younger grades. Curriculum frameworks from other states simply provide yet another perspective on teaching the visual arts.

In terms of the conceptual framework, the importance of these four main concepts is vital in planning visual arts activities. They give teachers or students a specific focus, which ultimately facilitates the learning of both parties. Whilst all concepts are connected, the relationships between some may be stronger or more profound depending on the target artwork. This is important for the students to explore and identify, through close examination of the artwork.

As future teachers, the awareness of these different frameworks cannot be underestimated. They will assist teachers in planning visual arts activities and importantly, help in supporting the learning needs of all students.