



Government of **Western Australia**  
School Curriculum and Standards Authority

# Western Australian Curriculum

## **The Arts | Visual Arts**

---

Achievement standards | Pre-primary–Year 10  
(Provisional)

Revised curriculum | For familiarisation in 2026

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Contents

Overview .....	1
Pre-primary .....	2
Year 1 .....	3
Year 2 .....	4
Year 3 .....	5
Year 4 .....	6
Year 5 .....	7
Year 6 .....	8
Year 7 .....	9
Year 8 .....	10
Year 9 .....	11
Year 10 .....	12

## Overview

The current Western Australian Curriculum: The Arts was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: The Arts, Visual Arts are adopted and adapted from the Australian Curriculum version 9.

## Pre-primary

By the end of Pre-primary, children explore the elements of line, shape, colour and texture through play and artmaking. They play with a range of materials and techniques to create 2D and 3D artworks inspired by personal experiences. Children begin to develop skills by making simple choices about how to use materials in their artwork. They share their artworks with others and respond to their own and others' work using simple words, actions or expressions to show how the artworks make them feel. Children notice and talk about some of the visual elements they see.

## Year 1

By the end of Year 1, children use the elements of art to explore ideas in their own artwork and when viewing the work of others. They begin to develop art skills and processes through play and guided exploration. Children use materials, techniques or technologies to create 2D and 3D artworks inspired by the world around them, making simple choices about how to use the elements of art. Children respond to different types of artwork expressing personal ideas and feelings. They share their own artwork in informal settings, using simple language to talk about their choices and ideas.

## Year 2

By the end of Year 2, children explore their ideas, skills and techniques to create 2D and 3D artworks inspired by the world around them. They use materials, techniques or technologies, making simple choices about how to use the elements of art in their artwork. Children respond to the work of others by identifying the elements of art and types of artwork from artists and cultures. They share their own artwork in informal settings and consider how it is presented.

## Year 3

By the end of Year 3, students explore and use the elements of art to develop and communicate simple ideas in both 2D and 3D artworks. They identify the elements and techniques used in their own and others' artworks. Students make literal observations about how art communicates meaning across places and cultures. When producing artwork, they use the elements of art, materials, techniques or technologies with some purpose, making basic decisions to plan their own work. Students consider how their artworks are presented in informal settings.

## Year 4

By the end of Year 4, students identify how artists use the elements of art, skills and techniques to communicate ideas, and inform their own artwork. With guidance, they make observations about meaning in artwork, using some art terminology. Students explore artworks from artists, places and cultures, identifying styles and approaches to inspire and develop their own ideas. They use the elements of art, materials, techniques or technologies to develop and create 2D and 3D artworks that communicate an idea. Students use some art terminology to reflect on their artwork, identifying how materials, techniques and the elements of art have been used. They consider how artworks are presented and make choices about how to share or display their finished artwork in informal settings.

## Year 5

By the end of Year 5, students identify and provide examples of how artists use the elements of art, skills and techniques to communicate ideas, using art terminology. They recognise that artworks communicate meaning in artwork from different cultures. Students make observations, using art terminology, about how meaning is communicated through the use of the elements of art and techniques. They identify different approaches to artmaking and reflect on how these influence their own ideas. With guidance, students make links between an artist's context and their own artwork. They use materials, techniques or technologies suitable to selected art forms, making simple choices about applying the elements of art in their own 2D and 3D artworks. Students use art terminology to share and reflect on their own work and to describe how the elements of art, materials or techniques are used. They make choices about how to display their finished pieces in formal or informal settings.

## Year 6

By the end of Year 6, students identify and describe, using art terminology, how artists use the elements of art, skills and techniques to communicate ideas and meaning. Students draw on inspiration from artists to shape own ideas. They identify diverse approaches to artmaking, including how context can influence meaning and purpose and the way ideas or beliefs are explored in different cultures. Students select and apply materials, techniques, processes or technologies relevant to various art forms. They develop and create 2D and 3D artwork, making considered choices about selection and the application of the elements of art to express or shape ideas. Students use art terminology to make personal responses about their own work and make informed choices about how their finished artworks are displayed in formal or informal settings.

## Year 7

By the end of Year 7, students explore how artists use visual art language, visual conventions, techniques and processes. They shape their own ideas and artmaking intentions through the exploration of contextual viewpoints and approaches to artmaking from other cultures, times, places and artists. Students identify ideas and meaning of artworks from selected artists and art styles forming personal responses and shaping own artmaking intentions. Using visual language in the development of their own artwork, they generate, develop and document ideas in written, visual or conversational forms, reflecting on ideas to improve their own art practice. They apply materials, techniques, processes or technologies for artmaking and use safe and sustainable techniques and processes in the development of artworks or art practice. Students communicate their ideas and consider presentation within formal or informal settings.

## Year 8

By the end of Year 8, students explore how artists use visual art language, techniques and processes to shape their artmaking intentions. They consider the diversity of cultural approaches to artmaking, when reflecting on their own ideas and beliefs. Students identify ideas and meaning of artworks from selected artists and art styles when shaping personal responses and reflecting on own artmaking intentions. They use and explore visual art language in the development of their own art practice and in forming ideas for artworks. Students generate, develop and document their ideas using written, visual or conversational forms for reflections. They apply materials, techniques, processes or technologies when exploring their own artmaking. Students use safe and sustainable techniques and processes when creating artworks to communicate their ideas and consider presentation in formal or informal settings.

## Year 9

By the end of Year 9, students refine their ideas and intentions for artmaking by investigating how artists use visual art language, visual conventions, techniques and processes. They consider the contextual viewpoints, representation and practices in artmaking from other cultures, times, places and artists when refining their own ideas and beliefs. Students describe meaning, purpose and perspectives of artworks from selected artists and art styles from contemporary and past times and provide personal responses that indicate how their own artmaking processes and intentions have been shaped. They use and refine visual art language when they develop and document ideas and reflect on ideas to improve their art practice in written, visual or conversational forms. Students apply materials, techniques, processes or technologies to convey their ideas for the development of an artwork using safe and sustainable work practices. They convey personal expression and communicate meaning or perspective to audiences when presenting their resolved artwork or art practice.

## Year 10

By the end of Year 10, students investigate how artists use visual art language, visual conventions, techniques and processes. In viewing artworks from other artists, cultures and contexts, they consider the expression or perspectives of other artists. Students respond with sensitivity and responsibility to the artwork of others when refining own ideas and beliefs and reflect on their artmaking processes and intentions. They describe meaning, purpose and perspectives of artworks from selected artists and art styles from contemporary and past times and provide personal responses that indicate how their own artmaking processes and intentions have been shaped. Students use and refine visual art language and develop, refine and document ideas for artworks. They appraise their ideas in written, visual or conversational forms to improve art practice. Students apply materials, techniques, processes or technologies when conveying their ideas, using safe and sustainable practices. They present resolved artworks to audiences to convey personal expression and communicate meaning or perspective.