



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

Western Australian Curriculum

The Arts | Visual Arts

Year level descriptions | Pre-primary–Year 10

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.

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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

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Visual Arts provides children with play-based opportunities to explore line, shape, colour, texture and materials as they develop foundational skills and fine motor control. They create artworks to express their observations, experiences, and develop understanding of the world around them.

In Pre-primary, children explore and create 2D and 3D artworks intuitively, through play-based, hands-on experiences. They play with line, shape, colour and texture to express their ideas and observations. Children are introduced to art materials, tools, skills and techniques. They share their artwork with others and provide personal responses and feelings about artwork they view and make.

Year 1

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.

Visual Arts provides children with opportunities to explore artworks and ideas as an inspiration to create original artwork. Through hands-on experiences, they explore materials, techniques, elements of art and principles of design to support skill development and fine motor control. With guidance, children explore and make, building technical skills and expressing personal observations, experiences and understandings of themselves and the world around them.

In Year 1, children explore and create 2D and 3D artworks that build on skills developed in the early years. They continue to develop their understanding of line, shape, colour and texture, and are introduced to value, space and form. Through play, children use a variety of materials, tools and techniques to discover possibilities and build basic artmaking skills. They are introduced to basic safe work habits and sustainable practices through artmaking experiences. Children create artworks inspired by the world around them and share their work in familiar settings. As they make and respond to art, children express ideas and feelings about the artworks they view and create.

Year 2

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Visual Arts provides children with opportunities to explore artworks and ideas as an inspiration to create original artwork. Through hands-on experiences, they explore materials, techniques, elements of art and principles of design to support skill development and fine motor control. With guidance, children explore and make, building technical skills and expressing personal observations, experiences and understandings of themselves and the world around them.

In Year 2, children engage with artworks from various artists and cultures, developing an appreciation for how art communicates ideas. They are introduced to the principles of design and build on their understanding of the elements of art. Children explore ideas and draw inspiration from artworks and their surroundings when creating their own 2D and 3D artwork. Throughout their artmaking process, they apply basic skills, techniques and materials and consider basic safe work habits and sustainable practices. Children share their artworks in familiar settings and begin to describe and reflect on their own and others' work.

Year 3

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Visual Arts enables students to explore how people, places, and stories inspire art. Through engagement with images, symbols and design elements, they develop visual literacy and creative thinking skills to express their understanding of the world. Using diverse materials and techniques, students create artworks that communicate ideas and refine them through reflection.

In Year 3, students engage with artworks from a range of artists, places and cultures, developing an appreciation for different forms of art. They extend their understanding of the elements of art and principles of design by considering their purposeful use to represent ideas. As students design, make and respond, they describe their own and others' work. Throughout their artmaking process, students consider safe work habits and sustainable practices. They explore skills, techniques, processes and material properties when creating 2D and 3D artworks and consider how artworks are shared in informal settings.

Year 4

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Visual Arts enables students to explore how people, places and stories inspire art. Through engagement with images, symbols and design elements, they develop visual literacy and creative thinking skills to express their understanding of the world. Using diverse materials and techniques, students create artworks that communicate ideas and refine them through reflection.

In Year 4, students deepen their appreciation for art by exploring works from a range of artists, places and cultures. They consider how cultural and geographical contexts shape art styles and influence ideas. Students explore how artworks express connections to, and responsibilities for, Country and place, and how art is shared in informal settings. They extend their understanding of the elements of art and principles of design when designing and creating 2D and 3D artworks. Students explore skills, techniques, processes and the properties of materials to support their artmaking and consider safe work and sustainable practices. As they create and respond to artworks, they use art terminology to reflect on ideas and styles.

Year 5

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Visual Arts enables students to explore how people, places and stories inspire art. Through engagement with images, symbols and design elements, they develop visual literacy and creative thinking skills to express their understanding of the world. Using diverse materials and techniques, students create artworks that communicate ideas and refine them through reflection.

In Year 5, students explore different approaches to artmaking and how artists from various cultures communicate ideas. They draw inspiration from other artists to shape their own artwork. Through guided exploration and application, students consolidate their understanding of the elements of art and principles of design. They design, select and combine elements, materials, skills and techniques to create 2D and 3D artworks that communicate ideas. When planning, making and presenting artworks, students use safe and sustainable practices. They respond to their own and others' work, with art terminology to identify the use of elements and principles, materials, techniques and processes. Students select and display artworks in formal or informal settings.

Year 6

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Visual Arts enables students to explore how people, places and stories inspire art. Through engagement with images, symbols and design elements, they develop visual literacy and creative thinking skills to express their understanding of the world. Using diverse materials and techniques, students create artworks that communicate ideas and refine them through reflection.

In Year 6, students explore diverse approaches to artmaking and how artists from cultures and contexts communicate ideas, beliefs and meaning. They draw inspiration from artists and cultures to inform and shape their own 2D and 3D artwork. Through guided exploration and purposeful application, students refine their use of the elements of art and continue developing their understanding of the principles of design. They select and combine visual devices, materials, skills, techniques or technologies to create artworks that express ideas and personal meaning. Students use safe work and sustainable practices, with some independence, throughout the planning, design and creation of artworks. They reflect on their own and others' work, with art terminology to describe the use of elements and principles, materials, techniques and processes. Artworks are displayed in formal or informal settings.

Year 7

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Teaching and learning programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which we live.

Through observation and interaction with different art forms, students become aware of how artists manipulate the techniques, processes, materials and technologies in Visual Arts. They recognise how arts ideas are formed through direct experiences, recognising that personal perspectives and individual ideas are shaped by the world around them.

In Year 7, students observe how artists use visual art language, visual conventions, techniques and processes to convey ideas and artmaking intentions. By exploring how artists are influenced by their contextual viewpoints, students shape their own ideas or beliefs. When identifying ideas and meaning of artworks from selected artists or art styles, students form personal responses, reflecting on own artmaking intentions. They use visual art language and apply materials, techniques, processes or technologies in the development of artwork. Students generate, develop and document ideas for artwork in written, visual or conversational form, reflecting on their ideas to improve art practice. When developing artworks or art practice to communicate ideas to an audience, they use safe and sustainable artmaking techniques and processes. They consider the presentation of their artworks within formal or informal settings.

Year 8

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

By discovering different art forms and the techniques, processes, materials and technologies of Visual Arts, students become active participants in their own learning experiences. Through observed viewpoints and beliefs of others, they begin to reflect on and form their own individual ideas and perspectives.

In Year 8, students explore how visual art language, art conventions, techniques and processes can be applied to shape their ideas for artworks or art practice. In viewing and discussing artwork from selected cultures, contexts or artists, they reflect on the diverse approaches to artmaking to form their own ideas or beliefs. Students identify ideas and meaning of artworks from selected artists or art styles and provide personal responses about how inspiration informs their own artmaking intentions. The application of materials, techniques, processes or technologies enables the development of their ideas for artmaking. They use visual art language to generate, develop and document ideas in written, visual or conversational form and reflect on their ideas to improve art practice. Students use safe and sustainable artmaking techniques and processes to communicate ideas and consider the presentation of their artworks within formal or informal settings.

Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Through a growing self-awareness and reflection, students are becoming conscious of the breadth of their own experiences within the broader context of the world around them. Their viewpoints and curiosity shape their approach to artmaking.

In Year 9, students investigate how artists use visual art language, visual conventions, techniques and processes to create artworks and refine their own ideas and intentions for artmaking. When considering contextual viewpoints, representations and approaches to artmaking from other cultures, times, places and artists, students refine their own ideas and beliefs. They describe meaning, purpose and perspectives of artworks from selected artists and art styles from contemporary and past times and form personal responses, reflecting on their own artmaking processes and intentions. Students use and refine their visual language in the development of artwork and develop, refine and document ideas in written, visual or conversational forms. Appraising ideas to improve their own art practice, they convey their own ideas for artmaking through the application of materials, techniques, processes or technologies. Students develop and resolve artworks or art practice using safe and sustainable work practices to develop personal expression and communicate meaning or perspective when presenting to audiences.

Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Visual Arts provides opportunities for students to make links between the context of their own lives and the world around them. They develop artwork based on their growing understanding of the complexity of the world in which they live and draw on increasingly diverse sources of information to form their own independent ideas.

In Year 10, students refine their own ideas and intentions for artmaking by investigating how artists use visual language, conventions, techniques and processes to create artworks. They respond with sensitivity to different perspectives of artmaking from other cultures in contemporary artworks to refine their own ideas and beliefs. Students describe the meaning, purpose and perspectives of artworks from selected artists and art styles from contemporary and past times to shape personal responses and reflect on their own artmaking processes and intentions. They use and refine visual art language to develop their own artworks, and develop, refine and document ideas in written, visual or conversational form, appraising their ideas to improve art practice. Students apply materials, techniques, processes or technologies when conveying their own artmaking ideas and develop resolved artworks, using safe and sustainable work practices. In developing their own personal expression, they communicate meaning or perspective when presenting to audiences.