



Western Australian Curriculum

The Arts | Visual Arts

Scope and sequence of the mandated curriculum content

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.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: The Arts, Visual Arts, shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for The Arts shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

The Arts learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts. All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8. It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10. In Years 9 and 10, the study of The Arts is optional.

The Arts				
Performance arts			Visual arts	
Dance	Drama	Music	Media Arts	Visual Arts
Explore	Explore	Explore	Explore	Explore
Create	Create	Create	Develop	Develop
Perform	Perform	Perform	Create	Create

The Western Australian Curriculum: The Arts, Visual Arts should be taught in an integrated way across the three subject strands of **Explore**, **Develop** and **Create**. The subject strands in Visual Arts are organisers, ensuring content is progressive and developmental in the planning, teaching and learning of content from Pre-primary to Year 10.

The content descriptions in the **Explore** strand encourage students to view artworks from a variety of places, times and cultures, and consider how artists communicate ideas, meaning, perspectives and viewpoints through their art practice. Through observation of other's artworks, they generate and develop ideas for own artmaking, using visual inquiry, visual language, design thinking and reflection. Students explore visual conventions, styles and genres and how to use materials, techniques, technologies and subject matter to express their ideas, beliefs and views.

The content descriptions in the **Develop** strand focus on building the practical, conceptual and critical skills needed to develop artworks in 2D, 3D and 4D (time-based) artforms. Students experiment with and apply elements of art, design principles, visual conventions, materials, techniques and processes to express ideas, communicate meaning and make purposeful aesthetic and conceptual decisions. They generate, test and refine their ideas and intentions and apply problem-solving strategies and reflective practices to guide the development of artworks.

The content descriptions in the **Create** strand focus on applying visual arts knowledge, skills and processes to create and present resolved artworks using safe work and sustainable practices. Students select and manipulate techniques, materials, technologies and visual conventions to express ideas, perspectives and meaning with creativity and intent. They consider where, how and why they share their work, making purposeful presentation decisions with an awareness of audience interpretation and engagement.

Pre-primary–Year 6

Strand: Explore

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discover and explore the elements of art, with a focus on line, shape, colour and texture when engaging with artworks	Recognise that artists use the elements of art, skills and techniques to explore ideas	Recognise that artists use the elements of art, principles of design, skills and techniques to explore ideas	Explore how artists use the elements of art, principles of design, skills and techniques to inform their own art ideas	Explore how artists use the elements of art, principles of design, skills and techniques to communicate ideas and inform their own art ideas	Explore how artists use the elements of art, principles of design, skills and techniques to communicate ideas; shape own art ideas	Explore how artists use the elements of art and principles of design, skills and techniques to communicate ideas and meaning; shape own art ideas
No content	Recognise and appreciate different types of artwork	Explore and appreciate different types of artwork from other artists and cultures	Explore and appreciate artwork from other artists, places and cultures	Explore and appreciate artwork from artists, places and cultures that represent different styles when considering ideas	Recognise and appreciate meaning in artworks from different cultures	Recognise and appreciate meaning or purpose in artworks from different cultures and contexts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Personal responses and feelings about artwork they view	Personal responses, feelings and ideas about artwork they view	Personal responses identifying the elements of art in others' artwork	Personal responses identifying the use of the elements of art in others' artwork	Personal responses, using art terminology, identifying the elements of art, processes and materials used in others' artwork	Personal responses, using art terminology, identifying how the elements of art and principles of design, processes, techniques and materials are used in others' artwork	Personal responses, using art terminology, describing the use of the elements of art and principles of design, processes, techniques, and materials in others' artwork
No content	No content	No content	No content	Aboriginal and Torres Strait Islander peoples' approach to style and symbols when exploring connection to, or responsibility for, Country/place	Appreciate different approaches to artmaking from artists and cultures when exploring an idea	Appreciate Aboriginal and Torres Strait Islander peoples' diverse approaches to artmaking, considering how contexts influence the exploration of ideas or beliefs

Strand: Develop

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop skills and techniques through play with line, shape, colour and texture	Develop skills and processes through play and exploration with the elements of art	Develop skills and processes through exploration with the elements of art and principles of design to influence ideas	Use and explore skills and processes, with the elements of art and principles of design, to represent ideas	Use and explore skills and processes, with the elements of art and principles of design, to represent ideas	Select and apply skills and processes, with the elements of art and principles of design, to develop ideas for artwork	Select and apply skills and processes with the elements of art and principles of design to develop ideas for artwork
Explore materials, through play, to discover possibilities in artmaking	Explore materials, techniques or technologies, through play, to discover possibilities for artmaking	Explore materials, techniques or technologies to discover possibilities and generate ideas for artwork	Use materials, techniques or technologies when developing design ideas for artwork	Use materials, techniques or technologies when developing design ideas for artwork	Select and apply materials, techniques or technologies when developing design ideas and making decisions for artwork	Select and apply materials, techniques or technologies when developing design ideas and making decisions for artwork
Share feelings about artwork they make	Share ideas about artwork they make	Share ideas about own artwork, with reference to the elements of art	Share ideas and reflect on artwork they make, using the elements of art	Share ideas and reflect on their use of the elements of art and materials in the artwork they make, using art terminology	Share ideas, using art terminology, to identify the elements of art, principles of design, techniques and materials used in artwork they make	Share ideas, using art terminology, to describe how the use of the elements of art, principles of design, techniques, processes and materials are used in artwork they make

Strand: Create

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create 2D and 3D artwork inspired by personal experiences	Create 2D and 3D artwork inspired by own view of the world; recognise safe work habits and sustainable practices	Create 2D and 3D artwork inspired by own view of the world; recognise safe work habits and sustainable practices	Create 2D and 3D artwork that communicates an idea; consider safe work and sustainable practices	Create 2D and 3D artwork that communicates an idea; consider safe work and sustainable practices	Create 2D and 3D artwork that communicates ideas; use safe work and sustainable practices	Create 2D and 3D artworks that communicate ideas or beliefs; while independent use of safe work and sustainable practices
Share artwork with others	Share artworks in informal settings	Share artworks in informal settings	Share or display artworks in informal settings	Share or display artworks in informal settings	Select and display artworks in formal or informal settings	Select and display artworks in formal or informal settings

Years 7–10

Strand: Explore

Year 7	Year 8	Year 9	Year 10
Explore how artists use visual art language, visual conventions, techniques and processes; shape own art ideas and artmaking intentions	Explore how artists use visual art language, visual conventions, techniques and processes; shape own art ideas and artmaking intentions	Investigate how artists use visual art language, visual conventions, techniques and processes to create artworks; refine own ideas and intentions for artmaking	Investigate how artists use visual art language, visual conventions, techniques and processes to create artworks; refine own ideas and intentions for artmaking
Contextual viewpoints and approaches to artmaking from other cultures, times, places and artists to shape own ideas or beliefs	Aboriginal and Torres Strait Islander peoples' diverse approach to artmaking and cultural protocols to reflect on own ideas or beliefs	Contextual viewpoints, representations and practices in artmaking from other cultures, times, places and artists to refine own ideas and beliefs	Aboriginal and Torres Strait Islander peoples' cultural expression or perspective in contemporary artworks; responding with sensitivity and responsibility when refining own ideas and beliefs
Identify ideas and meaning of artworks from selected artists and art styles shaping personal responses to inform own artmaking intentions	Identify ideas and meaning of artworks from selected artists and art styles shaping personal responses to inform own artmaking intentions	Describe meaning, purpose and perspectives of artworks from selected artists and art styles from contemporary and past times; personal response and reflection to shape own artmaking processes and intentions	Describe meaning, purpose and perspectives of artworks from selected artists and art styles from contemporary and past times; personal response and reflection to shape own artmaking processes and intentions

Strand: Develop

Year 7	Year 8	Year 9	Year 10
Visual art language used in the development of artwork	Visual art language used and explored in the development of artwork	Visual art language used and refined in the development of artwork	Visual art language used and refined in the development of artwork
Generate, develop and document ideas for artwork in written, visual or conversational form; reflect on ideas to improve art practice	Generate, develop and document ideas for artwork in written, visual or conversational form; reflect on ideas to improve art practice	Develop, refine and document ideas for artwork in written, visual or conversational form; appraise ideas to improve art practice	Develop, refine and document ideas for artwork in written, visual or conversational form; appraise ideas to improve art practice
Application of materials, techniques, processes or technologies for artmaking	Application of materials, techniques, processes or technologies for artmaking	Application of materials, techniques, processes or technologies for artmaking to convey own ideas	Application of materials, techniques, processes or technologies for artmaking to convey own ideas

Strand: Create

Year 7	Year 8	Year 9	Year 10
Development of artworks or art practice to communicate ideas using safe and sustainable artmaking techniques and processes; consider presentation within formal or informal settings	Development of artworks or art practice to communicate ideas using safe and sustainable artmaking techniques and processes; consider presentation within formal or informal settings	Development of resolved artworks or art practice using safe and sustainable work practices, to develop personal expression and communicate meaning or perspective when presenting to audiences	Development of resolved artworks or art practice using safe and sustainable work practices, to develop personal expression and communicate meaning or perspective when presenting to audiences