



Western Australian Curriculum

The Arts | Visual Arts

Scope and sequence | 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 **examples** illustrate the content and are **not mandated**.

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
<p>Discover and explore the elements of art, with a focus on line, shape, colour and texture when engaging with artworks</p> <p>For example:</p> <ul style="list-style-type: none"> identify how shapes and colours can represent ideas, such as the use of simple, geometric shapes and colour blocks to create a cityscape 	<p>Recognise that artists use the elements of art, skills and techniques to explore ideas</p>	<p>Recognise that artists use the elements of art, principles of design, skills and techniques to explore ideas</p> <p>For example:</p> <ul style="list-style-type: none"> artist’s use of warm colours and mark-making to create harmony, mood and a sense of movement in a landscape 	<p>Explore how artists use the elements of art, principles of design, skills and techniques to inform their own art ideas</p>	<p>Explore how artists use the elements of art, principles of design, skills and techniques to communicate ideas and inform their own art ideas</p>	<p>Explore how artists use the elements of art, principles of design, skills and techniques to communicate ideas; shape own art ideas</p> <p>For example:</p> <ul style="list-style-type: none"> view how artists use sgraffito to inspire own patterns on clay sculpture 	<p>Explore how artists use the elements of art and principles of design, skills and techniques to communicate ideas and meaning; shape own art ideas</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>No content</p>	<p>Recognise and appreciate different types of artwork</p> <p>For example:</p> <ul style="list-style-type: none"> view imagery from a picture book featuring differing types of artwork, such as collage and monoprinting 	<p>Explore and appreciate different types of artwork from other artists and cultures</p> <p>For example:</p> <ul style="list-style-type: none"> use water to paint a design on concrete and photograph to record the temporary or transient process of ephemeral art 	<p>Explore and appreciate artwork from other artists, places and cultures</p> <p>For example:</p> <ul style="list-style-type: none"> local materials used by Aboriginal and Torres Strait Islander peoples that help connect the artists to the land and their cultural stories 	<p>Explore and appreciate artwork from artists, places and cultures that represent different styles when considering ideas</p> <p>For examples:</p> <ul style="list-style-type: none"> flowing lines and contrasting tones used to depict movement 	<p>Recognise and appreciate meaning in artworks from different cultures</p> <p>For example:</p> <ul style="list-style-type: none"> the use of colour and symbolism in Aboriginal and Torres Strait Islander peoples' artwork 	<p>Recognise and appreciate meaning or purpose in artworks from different cultures and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> the purpose of traditional Japanese ukiyo-e prints intended messages in contemporary Australian street art
<p>Personal responses and feelings about artwork they view</p> <p>For example:</p> <ul style="list-style-type: none"> verbal responses about artwork viewed during mat discussion 	<p>Personal responses, feelings and ideas about artwork they view</p>	<p>Personal responses identifying the elements of art in others' artwork</p> <p>For example:</p> <ul style="list-style-type: none"> identify artist's use of line to depict water 	<p>Personal responses identifying the use of the elements of art in others' artwork</p>	<p>Personal responses, using art terminology, identifying the elements of art, processes and materials used in others' artwork</p> <p>For example:</p>	<p>Personal responses, using art terminology, identifying how the elements of art and principles of design, processes, techniques and materials are used in others' artwork</p>	<p>Personal responses, using art terminology, describing the use of the elements of art and principles of design, processes, techniques, and</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> use a Venn diagram to compare art styles, the use of the elements of art, and the concept of personal stories in Mexican folk art and Aboriginal and Torres Strait Islander peoples' art 		<p>materials in others' artwork</p> <p>For example:</p> <ul style="list-style-type: none"> response to artwork in form of verbal, dot-point form or postcard style written format
No content	No content	No content	No content	<p>Aboriginal and Torres Strait Islander peoples' approach to style and symbols when exploring connection to, or responsibility for, Country/place</p> <p>For example:</p> <ul style="list-style-type: none"> view symbols used in 	<p>Appreciate different approaches to artmaking from artists and cultures when exploring an idea</p> <p>For example:</p> <ul style="list-style-type: none"> compare Cubist and Impressionist still life 	<p>Appreciate Aboriginal and Torres Strait Islander peoples' diverse approaches to artmaking, considering how contexts influence the exploration of ideas or beliefs</p> <p>For example:</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Aboriginal and Torres Strait Islander peoples' artwork that depict connection to a specific place, to inspire an artwork about their own connections to family or a significant place</p>		<ul style="list-style-type: none"> • use of sustainable resources when exploring environmental factors and geographical location, such as ghost net sculptures made from abandoned fishing nets in coastal communities

Strand: Develop

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop skills and techniques through play with line, shape, colour and texture</p> <p>For example:</p> <ul style="list-style-type: none"> use a variety of drawing tools to create different line types, such as straight, curved, wavy, zig zag, swirly, spiral, dotted and dashed 	<p>Develop skills and processes through play and exploration with the elements of art</p> <p>For example:</p> <ul style="list-style-type: none"> colour mixing by combining primary colours to make new and unexpected colours 	<p>Develop skills and processes through exploration with the elements of art and principles of design to influence ideas</p>	<p>Use and explore skills and processes, with the elements of art and principles of design, to represent ideas</p> <p>For example:</p> <ul style="list-style-type: none"> collage to arrange shapes (element) with balance (principle) when creating an artwork that depicts a personal story or memory 	<p>Use and explore skills and processes, with the elements of art and principles of design, to represent ideas</p>	<p>Select and apply skills and processes, with the elements of art and principles of design, to develop ideas for artwork</p>	<p>Select and apply skills and processes with the elements of art and principles of design to develop ideas for artwork</p> <p>For example:</p> <ul style="list-style-type: none"> use drawing techniques, such as outlining, shading or hatching, to imply the illusion of depth and realism
<p>Explore materials, through play, to discover possibilities in artmaking</p>	<p>Explore materials, techniques or technologies, through play, to discover</p>	<p>Explore materials, techniques or technologies to discover possibilities and</p>	<p>Use materials, techniques or technologies when developing design ideas for artwork</p>	<p>Use materials, techniques or technologies when developing design ideas for artwork</p>	<p>Select and apply materials, techniques or technologies when developing design ideas and making</p>	<p>Select and apply materials, techniques or technologies when developing design ideas and making</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>For example:</p> <ul style="list-style-type: none"> creation of 3D structures using cardboard materials 	<p>possibilities for artmaking</p> <p>For example:</p> <ul style="list-style-type: none"> mark-making using found and natural materials, such as different brush types and tools (sponges and sticks etc.), to create different marks or textures 	<p>generate ideas for artwork</p> <p>For example:</p> <ul style="list-style-type: none"> how Aboriginal and Torres Strait Islander artists weave natural materials into artworks 	<p>For example:</p> <ul style="list-style-type: none"> use different types of paint, such as watercolour and acrylics, to understand the unique properties and effects 	<p>For example:</p> <ul style="list-style-type: none"> use a colour scheme, such as warm, cool, complementary or monochromatic, to achieve a desired effect in an artwork 	<p>decisions for artwork</p> <p>For example:</p> <ul style="list-style-type: none"> test the quantity and pressure of ink application to see how the variation affects the print quality and aesthetic 	<p>decisions for artwork</p> <p>For example:</p> <ul style="list-style-type: none"> test layering methods using tissue paper before creating a final painted artwork
<p>Share feelings about artwork they make</p> <p>For example:</p> <ul style="list-style-type: none"> verbal recording to accompany artwork; physical response, such as thumbs up or thumbs down 	<p>Share ideas about artwork they make</p>	<p>Share ideas about own artwork, with reference to the elements of art</p> <p>For example:</p> <ul style="list-style-type: none"> labelling elements of art 	<p>Share ideas and reflect on artwork they make, using the elements of art</p> <p>For example:</p> <ul style="list-style-type: none"> thumbnail sketches incorporating the use of chosen elements of art 	<p>Share ideas and reflect on their use of the elements of art and materials in the artwork they make, using art terminology</p>	<p>Share ideas, using art terminology, to identify the elements of art, principles of design, techniques and materials used in artwork they make</p> <p>For example:</p>	<p>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</p> <p>For example:</p>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> design development worksheet 	<ul style="list-style-type: none"> annotations with reasoning

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	<p>Create 2D and 3D artwork inspired by own view of the world; recognise safe work habits and sustainable practices</p> <p>For example:</p> <ul style="list-style-type: none"> observe and follow safe scissor habits, such as keeping away from cutting edge, when creating a collage about an 	<p>Create 2D and 3D artwork inspired by own view of the world; recognise safe work habits and sustainable practices</p> <p>For example:</p> <ul style="list-style-type: none"> recognise sustainable practices, of reducing waste and recycling, by reusing materials such as left-over paper scraps and old magazines to 	<p>Create 2D and 3D artwork that communicates an idea; consider safe work and sustainable practices</p> <p>For example:</p> <ul style="list-style-type: none"> wipe desks down with damp cloth to remove any traces of dry ceramic dust after creating a coil pot 	<p>Create 2D and 3D artwork that communicates an idea; consider safe work and sustainable practices</p> <p>For example:</p> <ul style="list-style-type: none"> use recycled and natural materials in the creation of a 3D sculpture inspired by an artist or theme 	<p>Create 2D and 3D artwork that communicates ideas; use safe work and sustainable practices</p> <p>For example:</p> <ul style="list-style-type: none"> create a puppet or hand-sewn soft toy using recycled or repurposed fabric, clothing, buttons and beads 	<p>Create 2D and 3D artworks that communicate ideas or beliefs; independent use of safe work and sustainable practices</p> <p>For example:</p> <ul style="list-style-type: none"> safe hand placement when using a lino tool to create a lino print that communicates an idea or belief

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	imaginary character	construct a wearable mask				
<p>Share artwork with others</p> <p>For example:</p> <ul style="list-style-type: none"> • show work to class 	<p>Share artworks in informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • explain work and reasons for choices when presenting artwork to teacher or parent 	<p>Share artworks in informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • consider choice of colour when mounting/framing • whole class gallery walk to view each other's artwork 	<p>Share or display artworks in informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • choose a location for display • create a body of work on loose paper or as an artist book 	<p>Share or display artworks in informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • make decisions on how to arrange artwork for visual appeal or display 	<p>Select and display artworks in formal or informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • consider the presentation of a body of work or a stand-alone piece of artwork 	<p>Select and display artworks in formal or informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • consider the placement of the artwork to engage the audience • whole class decision on installation

Years 7–10

Strand: Explore

Year 7	Year 8	Year 9	Year 10
<p>Explore how artists use visual art language, visual conventions, techniques and processes; shape own art ideas and artmaking intentions</p> <p>For example:</p> <ul style="list-style-type: none"> source inspiration from artists working with shape and texture when developing ideas for a textile-based artwork 	<p>Explore how artists use visual art language, visual conventions, techniques and processes; shape own art ideas and artmaking intentions</p> <p>For example:</p> <ul style="list-style-type: none"> use the STICI framework to explore an artwork when considering the meaning/message for own artwork 	<p>Investigate how artists use visual art language, visual conventions, techniques and processes to create artworks; refine own ideas and intentions for artmaking</p> <p>For example:</p> <ul style="list-style-type: none"> experiment with different techniques to represent self in an artwork 	<p>Investigate how artists use visual art language, visual conventions, techniques and processes to create artworks; refine own ideas and intentions for artmaking</p> <p>For example:</p> <ul style="list-style-type: none"> use Feldman’s framework to compare two artworks from different times and places, with similar compositions or subject matter; document links to own art intentions
<p>Contextual viewpoints and approaches to artmaking from other cultures, times, places and artists to shape own ideas or beliefs</p>	<p>Aboriginal and Torres Strait Islander peoples’ diverse approach to artmaking and cultural protocols to reflect on own ideas or beliefs</p> <p>For example:</p> <ul style="list-style-type: none"> observe the cultural protocol of using symbols as language, to inspire the creation of own personal symbols in artwork 	<p>Contextual viewpoints, representations and practices in artmaking from other cultures, times, places and artists to refine own ideas and beliefs</p> <p>For example:</p> <ul style="list-style-type: none"> use the cultural frame, from the Four Frames analysis, to identify 	<p>Aboriginal and Torres Strait Islander peoples’ cultural expression or perspective in contemporary artworks; responding with sensitivity and responsibility when refining own ideas and beliefs</p> <p>For example:</p> <ul style="list-style-type: none"> artworks depicting Aboriginal and Torres Strait Islander peoples’

Year 7	Year 8	Year 9	Year 10
		<p>how artists are influenced by the time and place in which they live</p>	<p>perspectives of Country/place for contemporary audiences</p>
<p>Identify ideas and meaning of artworks from selected artists and art styles shaping personal responses to inform own artmaking intentions</p> <p>For example:</p> <ul style="list-style-type: none"> ideas and meaning identified in an expressionist artwork, influencing own artmaking intentions 	<p>Identify ideas and meaning of artworks from selected artists and art styles shaping personal responses to inform own artmaking intentions</p>	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> discuss how site-specific, sculptural installation artworks can prompt an alternative meaning or purpose when removed from an intended location 	<p>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</p>

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 For example: <ul style="list-style-type: none"> • apply a variety of lines and complementary colours to explore household objects in a suburban context 	Visual art language used and refined in the development of artwork	Visual art language used and refined in the development of artwork For example: <ul style="list-style-type: none"> • apply the principles of design, such as emphasis or movement, to direct the viewer towards areas of intent in an artwork
Generate, develop and document ideas for artwork in written, visual or conversational form; reflect on ideas to improve art practice For example: <ul style="list-style-type: none"> • collect visual examples of how artists, such as Aboriginal and Torres Strait Islander peoples, have used locally sourced materials when artmaking 	Generate, develop and document ideas for artwork in written, visual or conversational form; reflect on ideas to improve art practice For example: <ul style="list-style-type: none"> • use collage to generate ideas for a ceramic sculpture; selecting one design to explore in detail 	Develop, refine and document ideas for artwork in written, visual or conversational form; appraise ideas to improve art practice For example: <ul style="list-style-type: none"> • use different cultural perspectives of a theme, such as Aboriginal and Torres Strait Islander peoples when developing ideas for artworks 	Develop, refine and document ideas for artwork in written, visual or conversational form; appraise ideas to improve art practice For example: <ul style="list-style-type: none"> • annotate a sequence of design changes, documenting how an observed still life study is transformed into a stylised Cubist design
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

Year 7	Year 8	Year 9	Year 10
			For example: <ul style="list-style-type: none"> • use digital layers in an image to visually represent and record changes over time to an object or place

Strand: Create

Year 7	Year 8	Year 9	Year 10
<p>Development of artworks or art practice to communicate ideas using safe and sustainable artmaking techniques and processes; consider presentation within formal or informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • safe work practices when using clay and ceramic techniques to create ceramic artworks • create a small figurative sculpture using recycled containers and materials, colour and shape to communicate emotion 	<p>Development of artworks or art practice to communicate ideas using safe and sustainable artmaking techniques and processes; consider presentation within formal or informal settings</p> <p>For example:</p> <ul style="list-style-type: none"> • reference local landmarks to convey familiarity and a sense of place to an audience when developing an artwork intended for a community exhibition 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> • sustainable and considered use of upcycled materials in the creation and display of wearable art or sculpture • develop a 3D self-portrait in clay and record inspiration, processes and ideas through an artist statement 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> • develop a design for a linocut print to communicate individual perspectives on visual or written stimuli from popular culture