

Year 5 Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

Year Level Description

In Year 5, students reflect on the work of varying artists and explore how it influences their own artwork. They select from a range of media, materials and technologies to create original artwork.




Students begin to reflect on the ideas, feelings and opinions communicated in their artwork and consider how presentation will enhance visual appeal/aesthetics and audience engagement.

As they make and respond to artwork, students use visual art terminology to identify and describe how the elements have been used. They have the opportunity to explore the role of art in different times and cultures.

Making





IDEAS

Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions ([ACAVAM114](#))

-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding

Responding

Appreciation of the role of art from different times and cultures, and consideration of how the artist's perspective is reflected in the artwork ([ACAVAR117](#))

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

🌀 Intercultural understanding

Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork ([ACAVAM115](#))

🌀 Critical and creative thinking

✂️ Ethical understanding

🌀 Intercultural understanding

SKILLS

Development and application of artistic techniques and processes with:

- shape (convex, concave)
- colour (expressive colours, natural colours)
- line (implied lines for movement and depth)
- space (shading – creating illusion of depth)
- texture (textures created with a variety of tools, materials, and techniques; patterning)
- value (gradations of value)

Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork ([ACAVAR117](#))

📖 Literacy

🌀 Critical and creative thinking

👥 Personal and social capability

🌀 Intercultural understanding

to create artwork ([ACAVAM115](#))

 Numeracy

 Critical and creative thinking

Use of techniques, art processes,
and experimentation with art forms,
such as digital imaging, screen
printing or illustration

([ACAVAM115](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

PRODUCTION

Presentation and reflection of
ideas, feelings and opinions in
artwork, including consideration of
audience and feedback

([ACAVAM116](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

Presentation and display of artwork
to enhance visual
appeal/aesthetics ([ACAVAM116](#))

 Literacy

 Critical and creative thinking

Achievement standard

At Standard, students apply their ideas, skills and techniques to making artwork. Their ideas replicate aspects of the style of another artist or movement. Students apply their ideas by selecting relevant materials, some appropriate techniques and visual art elements to create artwork. They produce and enhance their finished artwork by manipulating complex shapes, using a variety of line types, creating and using a range colours and different textures, organising space, and exploring and manipulating values. Students create artwork, selecting and using a range of techniques suitable to selected art forms.

With guidance, students make links between an artist's context and their own artwork. They make observations about how meaning is communicated through the use of visual art elements and techniques, using some visual art terminology.

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