

Year 7 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 7, students have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices, and present their artwork for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation.

Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

Teachers are required to address knowledge and skills in Visual Arts through **one** art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (drawing, painting, printmaking, textiles, illustration)

3D (ceramics, sculpture, installations)

Art styles:


Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

Making

INQUIRY

Ideas and design development for art-making (e.g. brainstorm, mind map, annotation/sketches, media testing) ([ACAVAM120](#))

 Literacy

 Information and Communication Technology (ICT) capability


 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Application of techniques and processes suited to 2D and/or 3D artwork (e.g. one-colour lino print, observational drawing) ([ACAVAM121](#))

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Visual art language (visual art elements and principles of design) used in the development of artwork


Responding

ANALYSIS

One critical framework (STICI or Taylor) to discuss artwork ([ACAVAR123](#))

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Use of visual art elements (line, tone/value, colour, shape, texture, form and space; principles of design (movement, balance, rhythm, harmony, pattern, contrast, unity, repetition, scale)); visual conventions and visual art terminology to respond to artwork (e.g. dot point form, discussion or written format) ([ACAVAR123](#))

 Literacy

 Numeracy

 Information and Communication Technology (ICT) capability

(e.g. using repetitive shapes and colour to create a pattern) ([ACAVAM118](#))


 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Introduction to one or two of the visual art conventions (e.g. compositional devices, such as the use of directional leading lines to direct the eye into the composition; colour theory) ([ACAVAM118](#))

 Numeracy


 Critical and creative thinking


 Personal and social capability

Art-making intentions identified through annotations or conversations (e.g. keeping a written or digital journal, or portfolio or question/answer; one-to-one, or group debriefs; discussing responses to artwork) ([ACAVAM120](#))

 Literacy

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding


Key features identified in the organisation of a composition (e.g. use of focal point, cropping) ([ACAVAR123](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

SOCIAL, CULTURAL AND HISTORICAL CONTEXTS

Key features identified in artwork belonging to a given artist, movement, time or place ([ACAVAR124](#))

 Literacy


 Information and Communication

Technology (ICT) capability

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

ART PRACTICE

Processes to develop and produce artwork ([ACAVAM121](#))

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Safe work practices (e.g. hand placement when using a lino tool) ([ACAVAM121](#))


 Personal and social capability

 Ethical understanding

Processes and finished artwork appraised; ways to improve art practice; reflection ([ACAVAM122](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding


Purpose and meaning associated with artwork from the selected artists and art styles ([ACAVAR124](#))

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

INTERPRETATION/RESPONSE

Personal opinions about their own artwork and the work of others', supported by examples within artwork ([ACAVAR123](#))

 Literacy


 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Ethical understanding


 Critical and creative thinking

 Personal and social capability

Techniques and processes to support representation of ideas in their art-making

([ACAVAM119](#); [ACAVAM121](#))

 Critical and creative thinking

 Personal and social capability

PRESENTATION

Display options of finished artwork to enhance audience interpretation

([ACAVAM122](#))

 Ethical understanding

 Intercultural understanding

Presentation convention of attributing artwork (e.g. printmaking convention of the edition for each print)

([ACAVAM122](#))

 Critical and creative thinking

 Ethical understanding

 Intercultural understanding

 Intercultural understanding

Achievement standard

At Standard, students develop ideas related to a given theme. They select and explore media and materials, and briefly document their results. Students use elements and principles when developing artwork and make decisions about composition. They write annotations and comment about design intentions. They explore and experiment with techniques and processes and, with guidance, use a selected process to create and present a finished artwork. Students use equipment and materials in a safe manner. They reflect on their own artwork and discuss possible improvements.

In responding to artwork, students use art terminology, identify obvious key features and provide personal opinions. They provide a description of an artwork and discuss the use of elements and principles. Students make comments about meaning, based on personal interpretations.

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