

Programming for the Visual Arts 7–10 Syllabus (2024)

Develop scope and sequence

- Determine the number of units you will deliver in the course.
- Consider pairing aligned Art marking and Art critical and historical studies outcomes to be assessed in each unit.
- Distribute the Stage appropriate assessment outcomes across the units.

Content mapping

- Map which content points will be covered in each unit. Ensure all content points are taught over the duration of the course.
- Allocate a range of Art making activities exploring 2D, 3D and 4D forms.

Select and research an artworld focus or theme

Artworld focus or themes could include:

- practice of one or more specific artists
- artworks that share a subject matter, form, context, style or movement
- past, current or future exhibitions
- relationships between Artworld concepts
- structural, subjective, cultural or contemporary topics.

Resources and research

Gather information and resources about your selected artworld focus. This forms a body of evidence to support student interpretations and judgements. Evidence could include artwork and process images, education kits from art institutions, readings, videos, and/or quotes.

Plan assessment

- Determine what evidence of learning is needed to assess the students' ability to meet the essential knowledge and skills of selected outcomes.
- Develop formative and summative tasks that enable evidence of students' learning to be collected.
- Create a clear assessment rubric that indicates the knowledge and skills being assessed for students.

Each unit may cover content points from multiple focus areas, however a limited selection of outcomes should be used for summative assessment.

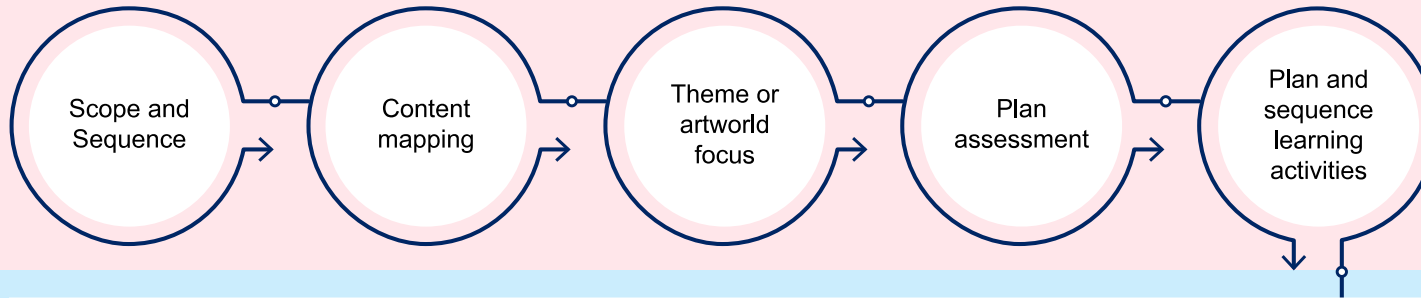
Plan and sequence learning activities

- Break the unit into learning sequences that develop and build upon the students' knowledge and skills over the unit.
- Ensure Art making and Art critical and historical learning experiences are related, informing one another.

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Integrating the focus areas

Before writing a program...



For further support refer to 'Integrating Artworld concepts, Viewpoints and Practice' in [Visual Arts 7–10 microlearning](#)

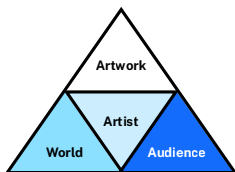
The Visual Arts focus areas Artworld concepts, Viewpoints and Practice should be delivered in an integrated manner



Art making and Art critical and historical learning experiences should be related, informing one another

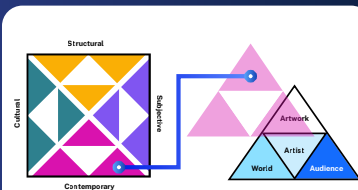


Explore Artworld concepts



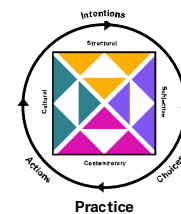
The Artworld concepts provide students with the context of the theme or artworld focus they will be learning about.

Think and make from a Viewpoint



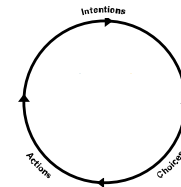
Applying the perspective of a Viewpoint supports students to understand how meaning can be created and communicated in artworks.

Zoom out to understand Practice



Making connections between the Artworld concepts and the Viewpoints supports students to interpret the Practice of others and shape their own intentions, choices and actions.

Adopt the role of the artworld practitioner



Students position themselves as artworld practitioners making well-informed strategic intentions, choices and actions in Art making and Art critical and historical studies.