



Truganina College

Inspiring Excellence in Learning to Believe, Achieve and Succeed.

# Foundation to Year 9 Visual Art Overview 2024

Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21<sup>st</sup> century guaranteed and viable curriculum that results in outstanding student achievement.

## The Visual Art Curriculum links directly to High Impact Teaching Strategies (HITS)

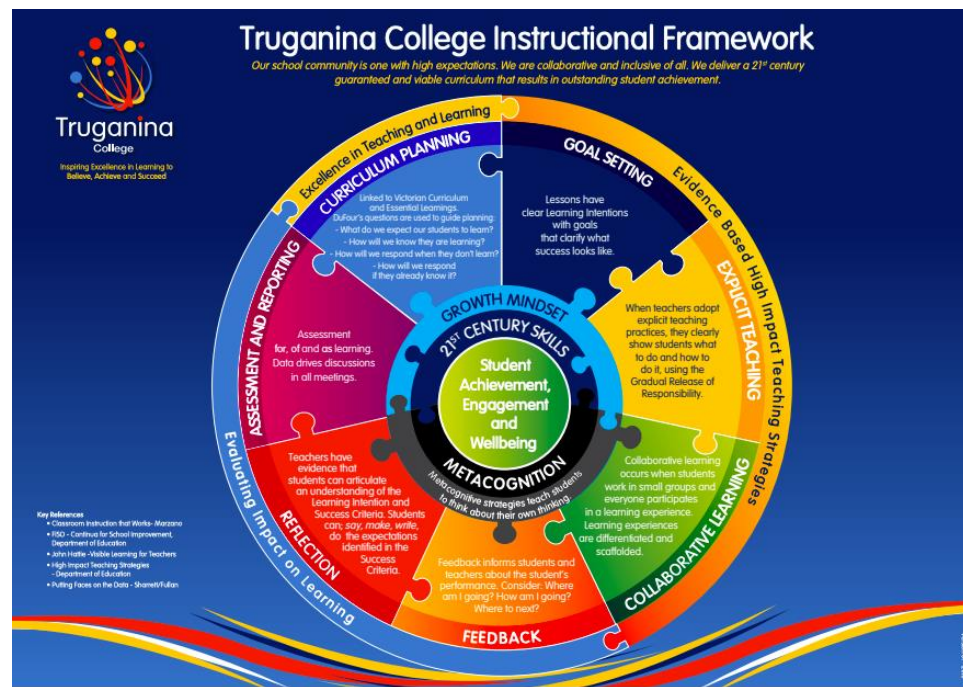


2020  
2021  
2022  
2023  
2024

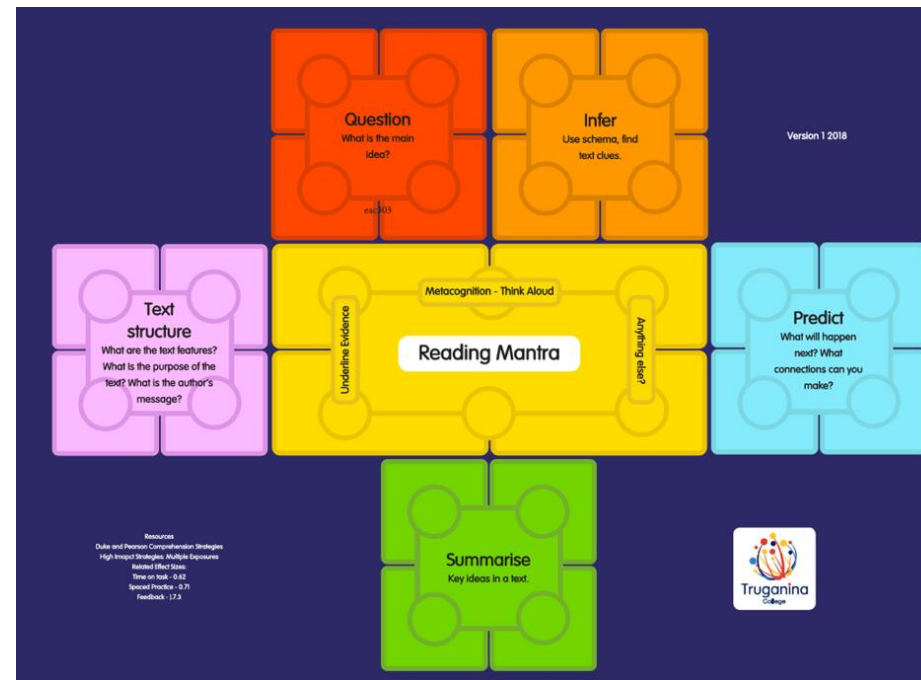
The planning, teaching and learning of the Visual Art Curriculum link directly to the College's Strategic Plan goals:

- Goal 1: To improve student learning outcomes in literacy and numeracy.
- Goal 2: To empower students to become independent and self-regulating learners.
- Goal 3: To enhance the health and wellbeing of all students.

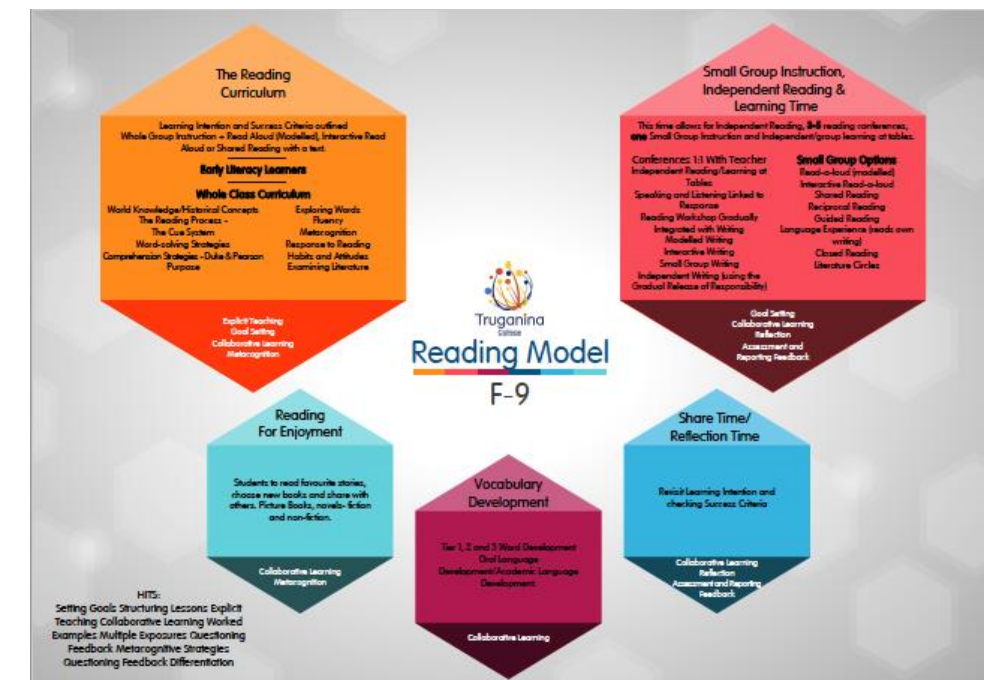
### Instructional Framework



### Reading Mantra



### Reading Model



#### Curriculum Planning - Refer to DuFour's questions

- What do we need our students to learn?
- How will we know they are learning?
- What will we do if they have already learned it?
- What will we do if they have not learned?

Assessment & Reporting - Data drives discussion in all meetings

#### 21st century learning

- Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn
- Ways of Working: Communication & Collaboration
- Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career
- Tools for Working: Information Literacy, Information & Communication Technology (ICT) ...

#### Duke & Pearson Comprehension Strategies

Critical & Creative Thinking

	Term 1	Term 2	Term 3	Term 4
Foundation	<p><b>Line &amp; Space</b></p> <p>Visual Arts Practices Experiment with different materials and techniques to make artworks <a href="#">(VCAVAV018)</a></p> <p>Questions and Possibilities Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities <a href="#">(VCCCTQ003)</a></p> <p>Visualising and Questioning</p>	<p><b>Colour and Value</b></p> <p>Explore and Express Ideas Explore ideas, experiences, observations and imagination to create visual artworks <a href="#">(VCAVAE017)</a></p> <p>Questioning and Possibilities Consider personal reactions to situations or problems and how these reactions may influence thinking <a href="#">(VCCCTQ002)</a></p> <p>Inferring and Predicting</p>	<p><b>Texture</b></p> <p>Respond and Interpret Respond to visual artworks and consider where and why people make visual artworks <a href="#">(VCAVAR020)</a></p> <p>Questions and Possibilities Identify, describe and use different kinds of question stems to gather information and ideas <a href="#">(VCCCTQ001)</a></p> <p>Setting a Purpose and Summarising</p>	<p><b>Shape &amp; Form</b></p> <p>Present and Perform Create and display artworks <a href="#">(VCAVAP019)</a></p> <p>Reasoning Examine words that show reasons and words that show conclusions <a href="#">(VCCCTR004)</a></p> <p>Metacognition and Text Structure</p>
Year 1	<p><b>Line &amp; Space</b></p> <p>Visual Arts Practices Experiment with different materials, techniques and processes to make artworks in a range of art forms <a href="#">(VCAVAV022)</a></p> <p>Metacognition Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self. <a href="#">(VCCCTM007)</a></p> <p>Metacognition and Visualising</p>	<p><b>Colour and Value</b></p> <p>Explore and Express Ideas Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create <a href="#">(VCAVAE021)</a></p> <p>Questions &amp; Possibilities Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities <a href="#">(VCCCTQ003)</a></p> <p>Text Structure and Questioning</p>	<p><b>Texture</b></p> <p>Respond and Interpret Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas <a href="#">(VCAVAR024)</a></p> <p>Metacognition Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self <a href="#">(VCCCTM007)</a></p> <p>Inferring and Monitoring Comprehension</p>	<p><b>Shape &amp; Form</b></p> <p>Present and Perform Create and display artworks to express ideas to an audience <a href="#">(VCAVAP023)</a></p> <p>Reasoning Compare and contrast information and ideas in own and others reasoning <a href="#">(VCCCTR005)</a></p> <p>Prediction and Retelling and Summarising</p>
Year 2	<p><b>Line &amp; Space</b></p> <p>Visual Arts Practices Experiment with different materials, techniques and processes to make artworks in a range of art forms <a href="#">(VCAVAV022)</a></p> <p>Metacognition Investigate ways to problem-solve, using egocentric and experiential language <a href="#">(VCCCTM009)</a></p> <p>Questioning and Retelling and Summarising</p>	<p><b>Colour and Value</b></p> <p>Explore and Express Ideas Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create <a href="#">(VCAVAE021)</a></p> <p>Metacognition Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self <a href="#">(VCCCTM007)</a></p> <p>Text Structure and Visualising</p>	<p><b>Texture</b></p> <p>Respond and Interpret Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas <a href="#">(VCAVAR024)</a></p> <p>Reasoning Consider how reasons and examples are used to support a point of view and illustrate meaning <a href="#">(VCCCTR006)</a></p> <p>Inferring and Using Fix-Up Skills</p>	<p><b>Shape &amp; Form</b></p> <p>Present and Perform Create and display artworks to express ideas to an audience <a href="#">(VCAVAP023)</a></p> <p>Questions and Possibilities Identify, describe and use different kinds of question stems to gather information and ideas <a href="#">(VCCCTQ001)</a></p> <p>Metacognition and Prediction</p>

Year 3	<p><b>Line &amp; Space</b></p> <p>Visual Arts Practices Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks <a href="#">(VCAVAV026)</a></p> <p>Meta-cognition Consider concrete and pictorial models to facilitate thinking, including a range of visualisation Strategies <a href="#">(VCCCTM018)</a></p> <p>Metacognition and Setting a Purpose</p>	<p><b>Colour and Value</b></p> <p>Explore and Express Ideas Explore ideas and artworks from different cultures and times as inspiration to create visual artworks <a href="#">(VCAVAE025)</a></p> <p>Metacognition Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses <a href="#">(VCCCTM020)</a></p> <p>Predicting and Questioning</p>	<p><b>Texture</b></p> <p>Respond and Interpret Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples <a href="#">(VCAVAR028)</a></p> <p>Reasoning Investigate why and when the consequences of a point of view should be considered <a href="#">(VCCCTR015)</a></p> <p>Inferring and Retting and Summarising</p>	<p><b>Shape &amp; Form</b></p> <p>Present and Perform Explore different ways of displaying artworks to enhance their meaning for an audience <a href="#">(VCAVAP027)</a></p> <p>Reasoning Distinguish between main and peripheral ideas in own and others information and points of view <a href="#">(VCCCTR014)</a></p> <p>Visualising and Text Structure</p>
Year 4	<p><b>Line &amp; Space</b></p> <p>Visual Arts Practices Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks <a href="#">(VCAVAV026)</a></p> <p>Metacognition Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses <a href="#">(VCCCTM020)</a></p> <p>Questioning and Predicting</p>	<p><b>Colour and Value</b></p> <p>Explore and Express Ideas Explore ideas and artworks from different cultures and times as inspiration to create visual artworks <a href="#">(VCAVAE025)</a></p> <p>Reasoning Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of View <a href="#">(VCCCTR013)</a></p> <p>Inferring and Monitoring Comprehension</p>	<p><b>Texture</b></p> <p>Respond and Interpret Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander people <a href="#">(VCAVAR028)</a></p> <p>Reasoning Explore distinctions when organising and sorting information and ideas from a range of sources <a href="#">(VCCCTR017)</a></p> <p>Text Structure and Setting a Purpose</p>	<p><b>Shape &amp; Form</b></p> <p>Present and Perform Explore different ways of displaying artworks to enhance their meaning for an audience <a href="#">(VCAVAP027)</a></p> <p>Metacognition Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal <a href="#">(VCCCTM019)</a></p> <p>Retelling and Summarising and Visualising</p>
Year 5	<p><b>Line &amp; Space</b></p> <p>Visual Arts Practices Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks <a href="#">(VCAVAV030)</a></p> <p>Metacognition Investigate thinking processes using visual models and language strategies <a href="#">(VCCCTM029)</a></p> <p>Text structure and Visualising</p>	<p><b>Colour and Value</b></p> <p>Explore and Express Ideas Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs <a href="#">(VCAVAE029)</a></p> <p>Questions and Possibilities Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities <a href="#">(VCCCTQ021)</a></p> <p>Setting a Purpose and Questioning</p>	<p><b>Texture</b></p> <p>Respond and Interpret Create and display <a href="#">artwork</a> considering how ideas can be expressed to an <a href="#">audience</a> <a href="#">(VCAVAP031)</a></p> <p>Reasoning Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated <a href="#">(VCCCTR026)</a></p> <p>Predicting and Summarising</p>	<p><b>Shape &amp; Form</b></p> <p>Present and Perform Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples <a href="#">(VCAVAR032)</a></p> <p>Metacognition Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals <a href="#">(VCCCTM031)</a></p> <p>Metacognition and Prediction</p>

**Line & Space**

## Visual Arts Practice

Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks

[\(VCAVAV030\)](#)

## Reasoning

Consider the importance of giving reasons and evidence and how the strength of these can be evaluated [\(VCCCTRO25\)](#).

## Inferring and Visualising

**Colour and Value**

## Explore and Express Ideas

Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs [\(VCAVAE029\)](#)

## Questioning and Possibilities

Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities

[\(VCCCTQ021\)](#)

## Monitoring Comprehension and Questioning

**Texture**

## Respond and Interpret

Create and display artwork considering how ideas can be expressed to an audience

[\(VCAVAP031\)](#)

## Metacognition

Investigate thinking processes using visual models and language strategies

[\(VCCCTM029\)](#).

## Prediction and Metacognition

**Shape & Form**

## Present and Perform

Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal

and Torres Strait Islander peoples [\(VCAVAR032\)](#)

## Metacognition

Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals [\(VCCCTM031\)](#).

## Retelling and Summarising and Text Structure

**Drawing Unit**

Explore and Express Ideas  
Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks [\(VCAVAE033\)](#)

Visual Arts Practices  
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. [\(VCAVAV035\)](#)  
Develop skills in planning and designing art works and documenting artistic practice [\(VCAVAV036\)](#)

Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience. [\(VCAVAP037\)](#)

Respond and Interpret  
Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples. [\(VCAVAR039\)](#)

Questions and Possibilities  
Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts. [\(VCCCTQ034\)](#)

Reasoning  
Investigate when counter examples might be used in expressing a point of view [\(VCCCTR037\)](#)

[Visualising and Predicting](#)

**Painting Unit**

Explore and Express Ideas  
Explore how artists use materials, techniques, technologies and processes to realise their intentions in artworks [\(VCAVAE034\)](#)

Visual Arts Practices  
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks [\(VCAVAV035\)](#)  
Develop skills in planning and designing art works and documenting artistic practice. [\(VCAVAV036\)](#)

Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience [\(VCAVAP037\)](#)

Respond and Interpret  
Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences [\(VCAVAR038\)](#)

Metacognition  
Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals. [\(VCCCTM042\)](#)

[Summarising and Questioning](#)

**Drawing Unit**

Explore and Express Ideas  
Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. [\(VCAVAE033\)](#)

Visual Arts Practices  
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. [\(VCAVAV035\)](#)  
Develop skills in planning and designing art works and documenting artistic practice. [\(VCAVAV036\)](#)

Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience. [\(VCAVAP037\)](#)

Respond and Interpret  
Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander people [\(VCAVAR039\)](#)

Questions and Possibilities  
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Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience. [\(VCAVAP037\)](#)

Respond and Interpret  
Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences. [\(VCAVAR038\)](#)

Metacognition  
Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals [\(VCCCTM042\)](#)

[Summarising and Questioning](#)

**Nostalgia Unit**

Explore and Express Ideas  
Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks [\(VCAVAE033\)](#)

Visual Arts Practices  
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks [\(VCAVAV035\)](#)  
Develop skills in planning and designing art works and documenting artistic practice [\(VCAVAV036\)](#)

Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience [\(VCAVAP037\)](#)

Respond and Interpret  
Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences [\(VCAVAR038\)](#)

Questions and Possibilities  
Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements [\(VCCCTQ032\)](#)

Visualising and Predicting

**Street Art Unit**

Explore and Express Ideas  
Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks [\(VCAVAE033\)](#)

Explore how [artists](#) use [materials](#), techniques, [technologies](#) and processes to realise their intentions in artworks [\(VCAVAE034\)](#)

Visual Arts Practices  
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks [\(VCAVAV035\)](#)

Develop skills in planning and designing art works and documenting artistic practice [\(VCAVAV036\)](#)

Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience [\(VCAVAP037\)](#)

Respond and Interpret  
Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples [\(VCAVAR039\)](#)

Reasoning  
Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas [\(VCCCTR039\)](#)

Metacognition  
Consider a range of strategies to represent ideas and explain and justify thinking processes to others [\(VCCCTM040\)](#)

Summarising and Inferring

**Nostalgia Unit**

Explore and Express Ideas  
Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks [\(VCAVAE033\)](#)

Visual Arts Practices  
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks [\(VCAVAV035\)](#)  
Develop skills in planning and designing art works and documenting artistic practice [\(VCAVAV036\)](#)

Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience [\(VCAVAP037\)](#)

Respond and Interpret  
Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences [\(VCAVAR038\)](#)

Questions and Possibilities  
Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements [\(VCCCTQ032\)](#)

Visualising and Predicting

**Street Art Unit**

Explore and Express Ideas  
Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks [\(VCAVAE033\)](#)

Explore how artists use materials, techniques, technologies and processes to realise their intentions in artworks [\(VCAVAE034\)](#)

Visual Arts Practices  
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks [\(VCAVAV035\)](#)  
Develop skills in planning and designing art works and documenting artistic practice [\(VCAVAV036\)](#)

Present and Perform  
Create and display artworks, describing how ideas are expressed to an audience [\(VCAVAP037\)](#)

Respond and Interpret  
Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples [\(VCAVAR039\)](#)

Reasoning  
Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas [\(VCCCTR039\)](#)

Metacognition  
Consider a range of strategies to represent ideas and explain and justify thinking processes to others [\(VCCCTM040\)](#)

Summarising and Inferring

Year 9	<p style="text-align: center;"><b>Appropriation Unit</b></p> <p style="text-align: center;">Explore and Express Ideas Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts, and themes in artworks. <a href="#">(VCAVAE040)</a></p>	<p style="text-align: center;"><b>Identity Unit</b></p> <p style="text-align: center;">Visual Arts Practices Conceptualise, plan and design artworks that express ideas, concepts and artistic intentions. <a href="#">(VCAVAV043)</a></p>	<p style="text-align: center;"><b>Appropriation Unit</b></p> <p style="text-align: center;">Explore and Express Ideas Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts, and themes in artworks. <a href="#">(VCAVAE040)</a></p>	<p style="text-align: center;"><b>Identity Unit</b></p> <p style="text-align: center;">Visual Arts Practices Conceptualise, plan and design artworks that express ideas, concepts and artistic intentions <a href="#">(VCAVAV043)</a></p> <p style="text-align: center;">Present and Perform</p>
	<p style="text-align: center;">Explore how artists manipulate materials, techniques, technologies, and processes to develop and express their intentions in artworks <a href="#">(VCAVAE041)</a></p> <p style="text-align: center;">Visual Arts Practice Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. <a href="#">(VCAVAV042)</a></p> <p style="text-align: center;">Questions and Possibilities Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements <a href="#">(VCCCTQ032)</a></p> <p style="text-align: center;"><a href="#">Visualising and Questioning</a></p>	<p style="text-align: center;">Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience <a href="#">(VCAVAP044)</a> Analyse and interpret artworks to explore the different forms of expression, intentions, and viewpoints of artists and how they are viewed by audiences <a href="#">(VCAVAR045)</a></p> <p style="text-align: center;"><b>Metacognition</b> Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals. <a href="#">(VCCCTM042)</a></p> <p style="text-align: center;"><a href="#">Summarising and Visualising</a></p>	<p style="text-align: center;">Explore how artists manipulate materials, techniques, technologies, and processes to develop and express their intentions in artworks. <a href="#">(VCAVAE041)</a></p> <p style="text-align: center;">Visual Arts Practices Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. <a href="#">(VCAVAV042)</a></p> <p style="text-align: center;">Questions and Possibilities Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements <a href="#">(VCCCTQ032)</a></p> <p style="text-align: center;"><a href="#">Visualising and Questioning</a></p>	<p style="text-align: center;">Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience. <a href="#">(VCAVAP044)</a></p> <p style="text-align: center;">Respond and Interpret Analyse and interpret artworks to explore the different forms of expression, intentions, and viewpoints of artists and how they are viewed by audiences. <a href="#">(VCAVAR045)</a></p> <p style="text-align: center;">Reasoning Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas <a href="#">(VCCCTR039)</a></p> <p style="text-align: center;">Metacognition Consider a range of strategies to represent ideas and explain and justify thinking processes to others <a href="#">(VCCCTM040)</a></p> <p style="text-align: center;"><a href="#">Summarising and Visualising</a></p>