



VISUAL ARTS

ATAR course

Year 11 syllabus for teaching from 2027

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.

Important information

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Rationale

The Visual Arts ATAR course combines practical creation and theoretical analysis of art, craft and design. It develops students' visual literacy, enabling them to perceive, understand, interpret and evaluate visual information. The course also develops their capacity to communicate through visual language and make informed evaluations of art, emphasising divergence, uniqueness and individuality while fostering greater understanding of their environment, community and culture.

Students engage in comprehensive art-making processes across both traditional and contemporary media. They explore art forms such as sculpture, painting, printmaking, digital design, photography and multimedia installations. Students develop personal imagery and artistic expression and learn to integrate forms, creating mixed-media compositions, digital-traditional hybrids and interdisciplinary projects that blend materials, techniques, processes and emerging technologies to develop and create innovative artwork.

Through this course, students develop critical thinking, creativity and technical proficiency. They build motivation, self-esteem, discipline, collaborative practice and resilience while honing their problem-solving abilities and analytical thinking. Innovation is fostered through inquiry, exploration and experimentation, allowing students to transform ideas into resolved artwork. They gain visual literacy and communication skills that enable them to express ideas through non-verbal symbol systems, make discriminating judgments about visual information and develop an awareness of how art can both reflect and challenge social attitudes.

The Visual Arts course develops practical and analytical skills that students can apply in their daily lives and provides opportunities to create, respond to, and connect with their surroundings. By documenting their creative process and presenting their artwork, students learn to think creatively and critically and develop organisational, problem-solving and communication skills. Importantly, the course enables students to become visually literate citizens who can interpret and contribute meaningfully to visual culture, enhancing their understanding of the significance of environment and context.

This course prepares students for diverse future pathways by developing transferable creative thinking and problem-solving skills. The visual literacy, analytical abilities and technical skills they gain provide foundations for further education and careers in fine arts, design, architecture, art education, art therapy, museum and gallery curation, advertising, media and digital content creation. Beyond specific art-related careers, the course fosters an appreciation for the environment, an awareness of ecological sustainability, and a sense of enjoyment and fulfillment that enriches students' lives regardless of their chosen profession.

Aims

The Visual Arts ATAR course aims to develop students’:

- ability to generate and communicate innovative ideas through research-driven creative processes
- development of visual language that effectively expresses ideas and communicates artistic intent
- manipulation of art elements and principles to produce innovative, resolved artworks
- development and refinement of skills, techniques and processes to complete and present work for specific purposes, audiences and contexts
- reflective practice and articulate communication about creative processes
- critical evaluation of their own and others’ artwork using visual language and art terminology
- ability to recognise and interpret how visual arts function across diverse social, cultural and historical contexts
- understanding of visual art’s evolving role in society.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

Unit 2 – Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

Each unit includes:

- a unit description – a short description of the focus of the unit
- suggested contexts – a context in which the unit content could be taught
- unit content – the content to be taught and learned.

Organisation of content

The course content is the focus of the learning program.

The course content is divided into two content areas:

- Art making
- Art interpretation.

Art making

Inquiry

Investigation, development, planning, documentation and refinement of artwork describe the inquiry process. The development of ideas includes a range of investigative approaches, including direct observation, exploration and expressive drawing. Researching and selecting information and inspiration provides a basis for portraying ideas, thoughts and feelings. Resource and time management are central to the creation of artwork and the development of ideas.

Visual language

Visual language involves using the elements and principles of art, symbols and conventions to arrive at visual solutions to communicate ideas. The use of visual language helps shape the creation and evaluation of artwork. The artist(s) visual language prescribes the formal organisation (composition) of the artwork.

Visual influence

Viewing and exploring others' artwork and visual sources provides the challenge of considering a range of approaches to adopt, extend or reject from one's own artwork. Viewing and appraising others' artwork informs and influences the inquiry process.

Art forms, media and techniques

Students combine and manipulate media and techniques in selected art forms. This provides opportunities to work flexibly, discover innovative solutions and develop original approaches to art making through exploration and experimentation.

Art practice

This involves the use of skills and processes in order to produce and present artwork. Health and safety guidelines, together with the exercise of civic, social and environmental responsibility, must be adhered to in the learning environment. Art practice requires discernment and the ability to make informed and sensitive choices with an awareness of ethical, legal and economic issues such as appropriation, copyright, censorship and marketing.

Presentation

The display of artwork provides opportunities to participate, promote and critique own and others' artwork. Presentation therefore involves arranging, organising and displaying ideas and artwork for audiences.

Reflection

Reflection involves revisiting and reconsidering options and alternatives when developing ideas and artwork. Describing, analysing and critically evaluating thinking and working processes enhances one's own artistic practice. Reflection includes the acknowledgement of visual influences on the development of artwork.

Art interpretation

Visual analysis

Visual analysis promotes critical thinking through strategies of formal analysis and the use of critical analysis frameworks. Analysis involves comparing, commenting on and making informed judgements about artworks which are representative of a range of art forms from various times and places. Visual analysis takes into account formal concerns as well as contextual factors relating to time, place, race, culture, gender identity, religion and politics in order to make informed judgements about how meanings are communicated.

Personal response

Personal response involves sharing, discussing and justifying opinions about artwork, both first-hand and in reproductions. The field of visual arts is subject to different interpretations and informed responses should take into account varying contexts from which a work is created and experienced. Responding to artwork can stimulate insights, encourage deeper understandings, challenge preconceived ideas and involve making connections between oneself and others.

Meaning and purpose

Each viewer constructs their own meaning based on their own experiences and the evidence provided in artwork. Commentaries on art by critics, historians, theorists and artists provide essential information and further access to the meanings and purposes of artwork.

Social, cultural and historical contexts

Knowledge about the relationships between artists, artwork, audiences and contextual factors is fundamental to interpreting and understanding visual artwork. Research into contexts includes consideration of the stylistic and technical aspects of artwork in order to locate them in particular times, places and cultures. Visual arts practice plays an important role in forming a significant part of the economy and providing career opportunities in Australia and internationally.

Progression from the Years 7–10 curriculum

This syllabus continues to develop student understanding and skills from Years 7–10. Through their study of the visual arts in Year 11, students are encouraged to challenge conventions and express concerns about wider issues. They explore and question their own immediate experience and their understanding of the world. Students make their own artwork and respond to the artwork of others, drawing on their developing knowledge, understanding and skills. Students use inquiry processes and critical and creative thinking to shape ideas. They develop an understanding of the role of the visual arts in social, cultural and historical contexts, applying skills of analysis, evaluation and aesthetic understanding.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Visual Arts ATAR course.

Critical and creative thinking

The development of creative and critical thinking is integral to the Visual Arts ATAR course. In creating art, students draw on their curiosity, imagination and thinking skills to generate, refine and express ideas. They consider possibilities and processes and make choices, developing creative thinking strategies transferable to any problem-solving context. Students analyse visual language and compositional choices, evaluate artistic effectiveness and interpret meaning and purpose when interpreting artwork.

Digital literacy

Students develop digital literacy by incorporating digital tools and software throughout the creative process, from idea generation, research and design to production and presentation of artwork. This facilitates innovative approaches to traditional art forms and enables new modes of artistic expression, allowing students to represent their ideas and artwork. Students consider ethical and legal issues in digital creation, and select relevant digital tools to expand creative possibilities and enhance communication with audiences.

Ethical understanding

Students develop and apply ethical understanding when they encounter or create artwork that requires ethical consideration. This includes issues such as cultural representation, environmental responsibility, artistic freedom and social impact. Students actively engage in ethical decision-making when reflecting on their own and others' artwork.

Intercultural understanding

Students develop intercultural understanding in the course as they explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Students are encouraged to demonstrate open-mindedness to perspectives and visual languages that differ from their own and to appreciate the diversity of cultures and contexts of both artists and audiences.

Literacy

Students develop literacy through the study of visual arts by working in multiple meaning-making modes. When students document their creative process, analyse artworks or write artist statements, they integrate visual and written literacy. They develop visual literacy by interpreting symbols and narratives in artworks, strengthening their ability to decode meaning across contexts.

Numeracy

Students develop numerical and geometric understanding through spatial reasoning, measurement, proportion and pattern recognition. They apply scale calculations and understandings of ratio and measurement when creating and interpreting in the visual arts.

Personal and social capability

The course promotes self-discipline, initiative, confidence, empathy and adaptability as students work individually and collaboratively. Students develop and apply personal capabilities such as self-discipline and goal-setting.

Summary representation of the General Capabilities in the Visual Arts ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Visual Arts (AEVAR)	ATAR	✓	✓	✓	✓	✓	✓	✓
Year 12	Visual Arts (ATVAR)	ATAR	✓	✓	✓	✓	✓	✓	✓

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them into the teaching and learning program for the Visual Arts ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Aboriginal and Torres Strait Islander histories and cultures enriches understanding of the diversity of art making practices in Australia and develops appreciation of the need to respond to artworks in ways that are culturally sensitive and responsible.

Many Australian Indigenous artists affirm connection with Country/Place, People and Culture through their visual arts making, with more traditional artworks representing cultural and clan knowledge that can only be used with permission. Study of the visual arts created by Aboriginal and Torres Strait Islander Peoples exposes students to a view of the Australian landscape that is unique, expressive and personal.

Asia and Australia's engagement with Asia

Asia and Australia's engagement with Asia provides rich, engaging and diverse contexts in which to investigate making and responding to visual artwork which has arisen from the rich and diverse cultures, belief systems and traditions of the peoples of the Asian region.

Sustainability

Sustainability provides engaging and thought-provoking contexts in which to explore the nature of art making and responding and enables the investigation of the interrelated nature of social, economic and ecological systems.

Students can use the exploratory and creative platform of the visual arts to develop world views that recognise the importance of social justice, healthy ecosystems and effective action for sustainability. Through their art work, students may persuade others to take action for sustainable futures.

Unit 1 – Differences

Unit description

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

Suggested contexts

Teachers and students explore one or more of the following suggested contexts in this unit (this list is not exhaustive):

- concepts: reality and illusion, actions and reactions, cultural and/or stylistic differences, tradition and innovation, stereotypes
- styles and approaches: Romanticism, Australian figurative versus abstract, styles of representation (descriptive, interpretive, expressive, abstract); realism and abstraction
- materials: textile fibre, oil paint, digital media, inter-media investigations
- messages and meanings: heroes and antiheroes, cultural perspectives, exploration of universal issues such as human rights
- purposes: celebration and ritual, representation of an issue.

Unit content

This unit includes the knowledge, understandings and skills described below.

Art making

Inquiry

- explore approaches to drawing, including representational, expressive, decorative and symbolic methods to develop artwork
- consider a variety of ways to develop and refine artwork
- document the process of inquiry and thinking and working practices
- organise work demonstrating independent planning and time management

Visual language

- manipulate visual language (elements and principles of art) in the development and production of artwork

Visual influence

- investigate others' visual arts practice to make connections and inform the development and production of own artwork

Art forms, media and techniques

- manipulate materials and explore techniques to develop and refine artwork

Art practice

- select, manipulate and discerningly apply materials, skills and processes to produce artwork in selected art forms
- follow correct health and safety practices, respecting and acknowledging the work and rights of others
- make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices

Presentation

- organise, arrange and document thinking and working practices
- display selected artwork

Reflection

- reflect on and maintain documentation of the development of thinking and working practices
- provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making
- acknowledge primary and/or secondary visual influence(s)

Art interpretation**Visual analysis**

- use critical analysis frameworks to analyse artwork from different points of view
- compare and contrast subject matter, meaning and approaches between artwork
- refer to visual language (elements and principles of art) and use art terminology to comment on artwork and discuss formal organisation (composition)

Personal response

- provide subjective and objective response to artwork giving reasons for opinion
- support arguments and interpretations when responding to artwork

Meaning and purpose

- identify multiple meaning, values and beliefs communicated in artwork
- identify formal, stylistic and technical elements which contribute to the function or messages in artwork

Social, cultural and historical contexts

- identify historical, social, political, religious and other contextual factors that have shaped the development and production of artwork or movements in different times and places

Unit 2 – Identities

Unit description

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Suggested contexts

Teachers and students explore one or more of the following suggested contexts in this unit (this list is not exhaustive):

- concepts: spiritual identity, representation and myth, the art and science nexus, human emotion, cultural identity, heroes and rebels, tribal art
- styles and approaches: land art, hybrid arts, art of sub-cultures, human form
- materials: multimedia, oil paint
- meanings and messages: gender, politics, the environment, feminism, stolen generation
- purposes: social/personal expression, place and identity, self-image, community, youth arts, portraiture, costume and fashion.

Unit content

This unit includes the knowledge, understandings and skills described below.

Art making

Inquiry

- explore a variety of observational, conceptual, imaginative and expressive drawing approaches as starting points for developing artwork
- investigate other methods of developing and producing artwork
- consider a variety of ways to develop and refine artwork
- document thinking and working practices when developing a body of work

Visual language

- explore, select and combine visual language (elements and principles of art) in the development and production of a body of work
- manipulate visual language to create innovative and personal visual solutions

Visual influence

- consider the relationship between form, style and expressive intent when developing and producing a body of work

Art forms, media and techniques

- explore, combine and manipulate materials and techniques to develop and produce artwork
- selectively apply and refine media and techniques to communicate intended meaning, purpose or effects
- apply skills and techniques in the development of an individual style and innovative artwork

Art practice

- investigate and refine skills to produce artwork which shows discernment in the application of materials and processes
- follow correct health and safety practices, respecting and acknowledging the work and rights of others
- make informed and sensitive choices when developing and presenting artwork about different religious, cultural and social practices

Presentation

- organise, document and present thinking and working practices
- display a body of work for critique and exhibition

Reflection

- reflect on and maintain documentation of the development of thinking and working practices
- provide an artist statement that describes the ideas, meaning, influences and personal direction taken in art making
- acknowledge primary and/or secondary visual influence(s)

Art interpretation**Visual analysis**

- consolidate the use of critical analysis frameworks to analyse artwork from different points of view
- respond to unfamiliar artwork which challenge expectations and preconceived ideas (unseen image analysis)
- compare artwork referring to visual language (elements and principles of art) and use art terminology to discuss formal organisation (composition), meaning and artistic style

Personal response

- support interpretations, opinions and beliefs about artwork and their meaning
- consider alternative viewpoints and opinions when responding to artwork

Meaning and purpose

- discuss the meaning of artwork from different times and places making links to contextual factors that influence production and reading
- identify formal, stylistic and technical elements which contribute to the function or meaning and message of an artwork

Social, cultural and historical contexts

- examine a range of social, cultural, historical and other contextual factors that have influenced or impacted the development and production of artists, groups or movements over time
- examine artwork that has been shaped or influenced by specific social, cultural or historical concerns

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Visual Arts ATAR Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
Production A body of work that incorporates resolved artwork and documentation of thinking and working practices. This typically involves: • investigative approaches, including drawing to create artwork (inquiry) • using elements and principles of art (visual language) • using sources of information and research (visual influence) • transforming and developing artwork (art forms, media and techniques) • producing artwork (art practice) • displaying artwork (presentation) • evaluating and refining thinking and working practices (reflection).	50%
Analysis Response to analysis and evaluation of artwork sourced from a variety of art forms, periods, genres, times and/or cultures. This typically involves: • identifying and describing the elements and principles of art • interpretation of meanings • commenting on the relationship between the art form's structure, purpose, ideas, issues, beliefs, attitudes, emotions and/or values.	15%
Investigation Case studies involving research/investigations focused on Australian and/or international visual arts practice. Visual arts practice should be examined with consideration of context, such as historical, social and cultural factors which influence production and interpretation.	15%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course. This includes: • visual analysis • personal response • interpretation and discussion of meaning and purpose • interpretation and discussion of historical, social and cultural context(s) • unseen images • short, medium, and extended response types and can • occur in-class and/or formal examination settings • include written, oral or creative responses • include response to an image, prompt or quote.	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Visual Arts practical (production) tasks must be developed mainly in school time, and any work away from school must be regularly monitored.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Visual Arts ATAR Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	Art making (production) Produces artworks with skilful communication of well-considered ideas. Shows sensitivity and control in the application of media, techniques, skills and processes. Extensively explores, and effectively manipulates, visual language in the production of artworks. Applies discriminating decision making in the development and presentation of resolved artworks.
	Art interpretation (analysis and investigation) Provides detailed, coherent analyses explaining construction and aesthetic organisation, and describing layers of meaning when interpreting artworks. Provides complex, thoughtful and detailed personal responses that are clearly justified and well supported with specific evidence. Undertakes thorough research, selecting and integrating relevant contextual information to formulate informed conclusions.
B	Art making (production) Produces artworks showing clear communication of coherent and cohesive ideas. Shows proficient application of media, techniques, skills and processes. Thoroughly explores, and shows considered use of, visual language in the production of artworks. Applies careful decision making in the development and presentation of resolved artworks.
	Art interpretation (analysis and investigation) Provides detailed analyses that interpret how artworks have been constructed to convey meaning. Provides structured personal responses with interpretation and opinions that are supported with logical reasons and relevant evidence. Undertakes purposeful research, identifying sources and organising information to formulate thoughtful conclusions.
C	Art making (production) Produces artworks that communicate simple ideas. Shows simple application of media, techniques, skills and processes. Explores with some purpose, and shows considered use of, visual language in the production of artworks. Applies straightforward decision making in the development and presentation of resolved artworks.
	Art interpretation (analysis and investigation) Provides general analyses of artworks, focusing on key features and formal organisation, and offers some appropriate interpretations of meaning. Provides clear personal responses with plausible reasons to support opinions. Undertakes research, identifying sources and organising information to formulate general and/or simple conclusions.

D	Art making (production) Produces artworks showing rudimentary communication of simple and mostly unresolved ideas. Shows inconsistent, and sometimes inappropriate, use of media, techniques, skills and processes. Displays mainly uninformed and/or ineffective use of visual language in the production of artworks. Applies minimal decision making in the development and presentation of artworks.
	Art interpretation (analysis and investigation) Provides brief analyses of artworks, with mostly obvious or superficial interpretations of meaning. Provides personal responses with underdeveloped reasons to support opinions. Undertakes minimal and/or superficial research, forming conclusions that are often unsupported.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Abstraction

A style of art that selects and emphasises one, or a number of the elements and principles of art, in order to depict an object or idea without attention to depicting the object in a realistic manner.

Aesthetic

Relating to or characterised by a concern with beauty or good taste (adjective); a particular taste or approach to the visual qualities of an object (noun).

Analysis

Comparing, commenting on and making informed judgements about artworks.

Appropriation

The intentional borrowing, copying and alteration of pre-existing images and objects in a new context and/or for a new meaning.

Art terminology

Words and phrases which have meaning specific to the visual arts.

Censorship

The act of suppressing artwork deemed objectionable on moral, political, aesthetic or other grounds.

Composition

The placement or arrangement of elements or parts in artwork.

Conceptual

Emphasising ideas rather than objects (or skills).

Context (historical, social and cultural)

Historical, social and/or cultural context refers to the time and place in which an artwork was created and the influence on artwork of those contexts.

Conventions

Traditional or culturally accepted ways of doing things based on audience expectations.

Copyright

The exclusive right to make copies, license or otherwise exploit an artistic work.

Critical analysis frameworks

Critical analysis frameworks provide scaffolds for analysis of artworks. The four critical analysis frameworks, recommended for use by the School Curriculum and Standards Authority (SCSA), are STICI, Taylor, Feldman and Four Frames.

Elements of art

Line, colour, shape, texture, space, value (tone) and form.

Influences

The capacity or power of persons or events to be a compelling force on, or produce effects on, the creations, actions, behaviours and/or opinions of others.

Innovation

A new invention or idea.

Practice

Refers to the conceptual and physical processes of art making and how ideas, concepts and themes are developed.

Principles of art

Accepted conventions associated with organising the elements; can include unity, balance, hierarchy, scale, proportion, emphasis, similarity, repetition and contrast.

Resolved artwork

A resolved artwork is an artwork that would generally be considered display or exhibition ready. See Practical (production) examination requirements booklet.

Style

A distinctive or characteristic manner of expression; the influencing context of an artwork, such as Impressionism or Romanticism; or postmodern, twenty-first century or contemporary.

Visual devices

The elements and principles of art and symbols and conventions are visual devices that the artist uses to communicate his/her intent.

Visual language

Visual language is the use of the elements and principles of art, symbols and conventions to arrive at visual solutions to communicate ideas.

Visual literacy

The ability to perceive, understand, interpret and evaluate visual information.

Visual symbol systems

Non-verbal modes of communication, for example, signs, symbols, perspective, representation.

