<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Representation</th>
<th>Practices</th>
<th>Viewpoints</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of Year 2, students describe artworks they make, present and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</td>
<td>Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)</td>
<td>Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)</td>
<td>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples, and works from Asia, and from different times</td>
</tr>
</tbody>
</table>

**Subject matter**
- personal observations, sensory expression and imagination
- drawing, painting, sculpture, printmaking, fibre crafts and digital imaging
- overlapping, patterns, colour mixing, collage, mixed media, wrapping, and papier-mâché
- identifying, using and interpreting line, shape, colour, texture, space, time, tone and value
- understanding of qualities and properties of a range of materials, for example, which material is good for making tall, thin animals
- traditional and digital

**Technologies**
- visual conventions to represent their ideas
- present artworks and describe how they have used visual conventions when making artworks (ACAVAM108)
- use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

**Spaces**
- recognising the meaning of studio for visual artists and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work

**Skills**
- observational – seeing, noticing and viewing critically
- describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying

**Processes**
- investigating, determining, conceiving, experimenting, questioning, predicting, testing, evaluating, comparing, analysing, observing, identifying and connecting

**By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.**

Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)

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<tr>
<td>such as past histories, heritage, significant events and community celebrations</td>
<td>Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)</td>
<td>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR115)</td>
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<tr>
<td>drawing, design, painting, sculpture, printmaking, photography and film</td>
<td>Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)</td>
<td></td>
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<tr>
<td>figurative, realism, expressionistic, impressionistic and others</td>
<td></td>
<td></td>
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<tr>
<td>photo-montage, weaving, block printing, digital imaging, wrapping, pottery and others</td>
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<tr>
<td>identifying, using and interpreting a selection of design elements and design principles</td>
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<tr>
<td>understanding qualities and properties of a range of materials</td>
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<td>traditional and digital</td>
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**Technologies**
- visual conventions to represent their ideas
- present artworks and describe how they have used visual conventions when making artworks (ACAVAM108)
- use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)

**Spaces**
- recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work

**Skills**
- investigative – researching, discovering and reinterpreting artworks from various viewpoints as artist and audience
- observational – seeing, noticing and viewing critically
- practical – use of visual arts materials, equipment and instruments

**Processes**
- investigating, determining, conceiving, experimenting, questioning, predicting, testing, evaluating, comparing, analysing, observing, identifying and connecting

**Curriculum Links**
- Technologies
- Materials
- Visual conventions
- Techniques
- Styles
- Forms
- Subject matter
- Skills
- Processes
- Viewpoints

**Kids SPRUKE UKE ARTS**
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| By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience. | **Explore ideas and practices used by artists**, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114) | **Develop and apply techniques and processes when making their artworks** (ACAVAM115)  
**Plan the display of artworks to enhance their meaning for an audience** (ACAVAM116) | **Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks** (ACAVAR117) |

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<tr>
<th>Subject matter</th>
<th>Forms</th>
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<tr>
<td>such as environment (macro/micro), physical and conceptual properties of materials and technologies</td>
<td>cross-media – drawing, design, painting, sculpture, printmaking, photography, film, etc.</td>
<td>recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work</td>
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<tr>
<td>Forms</td>
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<td>-presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function</td>
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<tr>
<td>Styles</td>
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<td>- expression – physical, psychological, sensory and intuitive</td>
</tr>
<tr>
<td>- figurative, expressionistic, abstract, surrealism, Dada, digital art, etc.</td>
<td></td>
<td>- contexts – recognising artists and artworks who work in cross-media and those who install their artworks in various locations. Refer to artists and audiences from different cultures, particularly Aboriginal and Torres Strait Islander Peoples, and from Asia</td>
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<tr>
<td>Techniques</td>
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<td>- collage, drawing, screen printing, digital imaging, construction and environmental sculpture</td>
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<td>Visual conventions</td>
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**Subject Matter**
- such as environment (macro/micro), physical and conceptual properties of materials and technologies

**Forms**
- cross-media – drawing, design, painting, sculpture, printmaking, photography, film, etc.

**Styles**
- figurative, expressionistic, abstract, surrealism, Dada, digital art, etc.

**Techniques**
- collage, drawing, screen printing, digital imaging, construction and environmental sculpture

**Visual Conventions**
- identifying, using and interpreting a selection of design elements and design principles

**Materials**
- understanding of possibilities and restraints (qualities) of a range of materials

**Technologies**
- traditional and digital

**Spaces**
- recognising the meaning of studio, and adopting appropriate behaviour in the studio as a specialised space, for example, cleaning up, organising materials, naming work and exhibiting work
- presenting artworks in formal and informal spaces to enhance meaning; influence of viewpoints and audience on artworks; form and function

**Skills**
- expressive – interpreting subject matter through various contexts and/or viewpoints to enhance understanding and create a personal response to stimuli
- conceptual – developing a thought or idea into a visual representation
- practical – using visual arts materials, equipment and instruments

**Processes**
- investigating, conceiving, experimenting, selecting, refining, predicting, testing, evaluating, comparing, analysing, identifying, evaluating, judging and displaying
**Achievement Standard**

By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.

By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways.

By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.

**Digital Technologies Knowledge & Understanding**

- Identify, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)
- Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)
- Explore and use a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)
- Recognise different types of data and explore how the same data can be represented in different ways (ACTDIK008)
- Investigate the main components of common digital systems, their basic functions and interactions, and how such digital systems may connect together to form networks to transmit data (ACTDIK014)
- Investigate how digital systems use whole numbers as a basis for representing all types of data (ACTDIK015)

**Digital Technologies Processes & Production Skills**

- Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)
- Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)
- Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)
- Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)
- Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)
- Implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input (ACTDIP011)
- Explain how developed solutions and existing information systems meet common personal, school or community needs, and envisage new ways of using them (ACTDIP012)
- Work with others to plan the creation and communication of ideas and information safely, applying agreed ethical and social protocols (ACTDIP013)
- Acquire, store and validate different types of data and use a range of commonly available software to interpret and visualise data in context to create information (ACTDIP016)
- Define problems in terms of data and functional requirements, and identify features similar to previously solved problems (ACTDIP017)
- Design a user interface for a digital system, generating and considering alternative designs (ACTDIP018)
- Design, modify and follow simple algorithms represented diagrammatically and in English involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)
- Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input (ACTDIP020)
- Explain how developed solutions and existing information systems are sustainable and meet local community needs, considering opportunities and consequences for future applications (ACTDIP021)
- Manage the creation and communication of ideas and information including online collaborative projects, applying agreed ethical, social and technical protocols (ACTDIP022)
Kids SPRUKE Uke-Art Curriculum Links

### TECHNOLOGIES: DESIGN AND TECHNOLOGIES

<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Design &amp; Technologies Knowledge &amp; Understanding</th>
<th>Design &amp; Technologies Processes &amp; Production Skills</th>
</tr>
</thead>
</table>
| By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts. With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions. | - Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)  
- Explore how technologies use forces to create movement in products (ACTDEK003)  
- Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)  
- Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004) | - Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)  
- Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)  
- Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)  
- Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)  
- Sequence steps for making designed solutions and working collaboratively (ACTDEP009) |
| By the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions. | - Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)  
- Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)  
- Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)  
- Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013) | - Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)  
- Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)  
- Select and use materials, components, tools and equipment using safe work practices to make designed solutions (ACTDEP016)  
- Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)  
- Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018) |
| By the end of Year 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. | - Investigate how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use (ACTDEK019)  
- Investigate how forces or electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)  
- Investigate how and why food and fibre are produced in managed environments (ACTDEK021)  
- Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEK022)  
- Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023) | - Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)  
- Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)  
- Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)  
- Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)  
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) |