Introducing Visual Arts Version 2.0

The revised Victorian Curriculum F–10 Visual Arts will give Victorian students the best opportunity to learn about the use of techniques, technologies, skills and processes of local and global artists and support them to develop their own artworks and understanding of the distinctions between art and culture.

Learning in the Visual Arts is central to the development of creative, confident, empathetic and resilient individuals who work towards making a difference in sustaining and reimagining their own futures and those of communities both locally and globally. Through learning in Visual Arts, students can contribute to the future of creative industries and understand how they can contribute to personal, cultural, community and economic wellbeing.

Visual Arts Version 2.0 reflects the expertise and feedback of teachers, academics and industry experts, with the revised curriculum making it easier for teachers to plan, assess and report on student learning.

Curriculum structure based on 4 interrelated strands

* **The Visual Arts curriculum is centred on ‘making’ and ‘responding’**, where students learn as artists and audiences. Students develop knowledge and skills in these key areas in all 4 strands.
* **Content is reorganised into 4 interrelated strands: Exploring, Developing Practices, Creating and Presenting**.
* The previous Respond and Interpret strand and the Explore and Express strand have been combined into the Exploring strand. In the Exploring strand, students learn as artists, as audiences and viewers.
* The previous Visual Arts Practices strand has been split into the strands Developing Practices and Creating. In the Developing Practices strand, students develop practices and skills for exploring, creating and responding to visual arts. In the Creating strand, students use visual conventions, materials, techniques and processes to create artworks.
* The previous Present and Perform strand has been renamed Presenting. In the Presenting strand, students curate and display visual arts works and practices to audiences and viewers.
* **Teachers can easily integrate content across the 4 strands**. This integration promotes meaningful connections for students, fostering deeper understanding and engagement. It enables teachers to find connections with other learning areas and expand students’ knowledge and skills with an Arts focus.
* **The revised and restructured strands provide a progression of learning** from Foundation through to senior secondary and maintain the integrity of learning in the Visual Arts discipline.
* **The restructure provides consistency in knowledge and skills** to align the strands of the Visual Arts curriculum with those of the other Arts disciplines. This provides flexibility and accessibility for teachers, students and schools in the delivery of each Arts discipline.

Updated references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks

* **Updated references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks** in the content descriptions and achievement standards of all Arts disciplines provide inclusivity in the curriculum.
* **The addition of content focused on Aboriginal and Torres Strait Islander Peoples** at Levels 1 to 10 enables students to consider Visual Arts across cultures, times, places and other contexts, specifically in Indigenous histories.
* **The additional Aboriginal and Torres Strait Islander focus in the Exploring strand** affords students a pathway to VCE Visual Arts, where Aboriginal and Torres Strait Islander artists and their practices are studied in depth.

Clearly aligned achievement standards, content descriptions and elaborations

* **Revised content descriptions and achievement standards** ensure consistent learning across the discipline that link to other Arts disciplines.
* **The content of the elaborations has been revised** to further support teachers to make links between Arts disciplines, other learning areas and the capabilities.
* **The achievement standards are more aligned to the content descriptions** and provide clear links between the knowledge and skills in Visual Arts F–10 to VCE Art Making and Exhibiting and Art Creative Practice, the VCE Vocational Major (VM) Victorian Pathways Certificate (VPC).
* **To provide support and accessibility for teachers in both making and responding**, additional examples have been added to the elaborations.
* **Content descriptions and achievement standards in the Presenting strand have been updated** to include content relating to curating and displaying artworks for audiences. This strengthens the framework of the relationships between artist, artwork, audience and the world, and provides a pathway to VCE Visual Arts.

Revised introductory information for Visual Arts and the Arts

* **Specific descriptions of the revised overarching concepts, skills and terminology are provided** in the ‘Learning in Visual Arts’ introduction to the discipline and in the discipline-specific glossary.
* **The ‘Arts introduction’ provides a detailed outline of important concepts** for each of the disciplines in the Arts curriculum. These include:
* viewpoint questions as an inquiry tool for teachers to use to encourage students to consider the Arts from multiple perspectives, as artist, designer and audience or viewer
* a more detailed explanation of making and responding, which provides the integral structure of the Arts curriculum across Foundation to Level 10.

Other key revisions

* Significant connections across the 4 strands make it easier for teachers to embed the capabilities and cross-curriculum priorities in teaching and learning programs.
* Foundation achievement standards and content descriptions have been updated to reference play-based learning and to align with the Victorian Early Years Learning and Development Framework.
* Revisions to the structure of the curriculum, specific knowledge and skills in the content descriptions and discipline-specific terminology in the glossary have strengthened alignment with VCE Visual Arts studies, the VCE VM and VPC.

► For more detailed revisions, see the [Visual Arts – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/the-arts/visual-arts/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.