# Visual Arts – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.  Students identify and describe the subject matter and ideas in artworks they make and view. | By the end of Foundation, students describe experiences, observations, ideas and feelings about artworks they encounter at school, home and in the community, identifying what they enjoy and why. They develop an understanding of visual arts conventions, skills and processes.  Students use play, imagination and experimentation with materials and processes to create artworks. They make and share artworks that communicate their experiences, observations and ideas. | Additions made linking the contexts for experiencing Visual Arts. Changes made to align with the restructure of the strands in the Arts curriculum |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017)  Respond to visual artworks and consider where and why people make visual artworks (VCAVAR020) | explore how and why the visual arts are important for people and communities  VC2AVAFE01 | New content description written combining content descriptions from the Explore and Express strand and Respond and Interpret strand in VC1 to align with the change in structure of the Exploring strand in VC2. Focus on local communities |
| Explore ideas, experiences, observations and imagination to create visual artworks (VCAVAE017)  Respond to visual artworks and consider where and why people make visual artworks (VCAVAR020) | explore ideas for artworks through play and visual arts processes  VC2AVAFE02 | New content description written combining content descriptions from the Explore and Express strand and Respond and Interpret strand in VC1 to align with the change in structure of the Exploring strand in VC2. Content description more focused on exploring ideas in artworks with a focus on play |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with different materials and techniques to make artworks (VCAVAV018) | use play, imagination, experimentation, materials and processes to discover possibilities and develop ideas  VC2AVAFD01 | Change and addition of terminology to demonstrate the breadth of visual arts practices. Focus on play |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with different materials and techniques to make artworks (VCAVAV018)  Create and display artworks (VCAVAP019) | create artworks that communicate experiences, ideas and observations and explore meaning  VC2AVAFC01 | Content description changed to align with the change in structure of the Creating strand. Deepened learning by creating artworks to communicate ideas and explore meaning |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and display artworks (VCAVAP019) | share their visual arts works with viewers and audiences  VC2AVAFP01 | Specific references to ‘viewers’ and ‘audiences’ have been added to develop student understanding of the relationship between an artwork and the viewer/audience. ‘Viewer’ and ‘audience’ have been added as ‘viewer’ or ‘audience’ definitions are dependent on the art form |

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## Levels 1 and 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.  Students describe artworks they make and view, including where and why artworks are made and viewed. | By the end of Level 2, students identify where they experience artworks. They describe why and how people across cultures, communities, times, places and/or other contexts experience visual arts.  Students experiment with visual arts processes, materials and visual conventions to create artworks. They make and share artworks that communicate experiences, ideas and observations in informal settings. | Achievement standard expanded to align with revised content descriptions and strands. Provides flexibility for teachers and schools |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create (VCAVAE021)  Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas (VCAVAR024) | explore where, when, why and how people across cultures, communities, times, places and/or other contexts experience visual arts, including artworks created by Aboriginal and Torres Strait Islander Peoples  VC2AVA2E01 | Two content descriptions have been combined into one to merge the Explore and Express Ideas, and Respond and Interpret strands in VC1. Change in focus to combine the key concepts of making and responding across all strands in VC2 |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022) | explore ways of using visual conventions, visual arts processes and materials  VC2AVA2D01 | Broadened the content description, focused on ‘exploration’ to align with the Developing Practices strand definition |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022)  Create and display artworks to express ideas to an audience (VCAVAP023) | use visual conventions, visual arts processes and materials to create artworks that communicate ideas, experiences and observations  VC2AVA2C01 | The content descriptions from the Visual Arts Practices strand and Present and Perform strand in VC1 have been combined to reflect the concepts in the Creating strand in VC2 |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and display artworks to express ideas to an audience (VCAVAP023) | present and share artworks in informal settings  VC2AVA2P01 | Change in strand to focus on the presentation of artworks. ‘Creating’ now has its own strand to focus on key concepts linked to the strand definition |

## Levels 3 and 4

### Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks.  Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.  They discuss and evaluate the art making processes, materials and techniques they use to express their ideas. | By the end of Level 4, students identify and describe the use of visual conventions, visual arts processes and materials in artworks they create and/or experience. They recall where, when, why and/or how visual artists create and/or display artworks across cultures, times, places and other contexts, including the work of Aboriginal and Torres Strait Islander Peoples.  Students explore and experiment with visual conventions, materials and processes to develop their visual arts practice. They use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning. They present and/or display their artworks and/or visual arts practice in formal and/or informal settings. | Achievement standard has been broadened to include knowledge and skills linked to each strand. The achievement standard follows the scaffolding of Visual Arts learning across all 4 strands. Includes an understanding of the artworks created by Aboriginal and Torres Strait Islander Peoples. There is an additional focus on presenting and displaying artworks |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore ideas and artworks from different cultures and times as inspiration to create visual artworks (VCAVAE025)  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 (VCAVAR028) | explore and describe artworks, and why, when and how visual arts are created and/or presented across cultures, times, places and other contexts  VC2AVA4E01 | Two content descriptions from the Explore and Express Ideas strand and Respond and Interpret strand in VC1 have been combined to align with the change in the structure of the strands in VC2 |
| 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 (VCAVAR028) | explore how Aboriginal and Torres Strait Islander Peoples use visual arts to communicate their connection to and responsibility for Country and Place  VC2AVA4E02 | The content description has been moved from the Respond and Interpret strand in VC1 to the Exploring strand in VC2, aligning with the change in structure of the curriculum. Exploring and Responding are combined in Visual Arts learning. Provides a focus on visual artworks and practices by Aboriginal and Torres Strait Islander Peoples. Artworks are no longer viewed as static artefacts. Embraces contemporary works and practices of Aboriginal and Torres Strait Islander Peoples |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026) | develop visual arts practices by exploring and experimenting with visual conventions, visual arts processes and materials to create artworks  VC2AVA4D01 | Change in terminology to focus on Developing Practices in VC2. Students explore and experiment with key concepts of visual arts practice to create artworks |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks (VCAVAV026)  Explore different ways of displaying artworks to enhance their meaning for an audience (VCAVAP027) | use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning  VC2AVA4C01 | A new content description has been written to align with the change in structure of the strand. Students learn about the concepts of Visual Arts to communicate ideas and create meaning |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore different ways of displaying artworks to enhance their meaning for an audience (VCAVAP027) | present and/or display artworks in formal and informal settings  VC2AVA4P01 | Change in terminology with a focus on the display or presentation of artworks |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.  Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning.  Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts. | By the end of Level 6, students explore the ways that visual conventions, visual arts processes and materials are combined in artworks they create and/or experience. They describe how artworks created across cultures, times, places and other contexts communicate ideas, perspectives and meaning. They identify how visual arts are used to continue and revitalise cultures, including the work of Aboriginal and Torres Strait Islander Peoples.  Students develop ideas in artworks using visual conventions and visual arts processes. They select and use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning. They present and/or display and discuss artworks in informal and formal settings. | Reworded to align with the change in the structure of the strands. Refined to provide learning progression in Visual Arts learning. Inclusion of content referring to artworks by Aboriginal and Torres Strait Islander Peoples |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs (VCAVAE029)  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) | explore ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in visual arts practices across cultures, times, places and other contexts, including from Aboriginal and Torres Strait Islander Peoples  VC2AVA6E01 | Content descriptions from the Explore and Express Ideas strand and Respond and Interpret strand in the VC1 have been combined. Change to a focus on visual arts practices to align with the change in the definition of the Exploring strand in VC2. References to practices of Aboriginal and Torres Strait Islander Peoples added for inclusivity |
| Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs (VCAVAE029)  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) | explore ways that Aboriginal and Torres Strait Islander Peoples use visual arts to continue and revitalise cultures  VC2AVA6E02 | References to the content descriptions from the Explore and Express Ideas strand and Respond and Interpret strand have been combined with a focus on practices and artworks by Aboriginal and Torres Strait Islander Peoples |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030) | develop visual arts skills by experimenting with visual conventions, visual arts processes and materials  VC2AVA6D01 | Change to focus on the development of skills in visual arts practice |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030) | plan and create artworks using visual conventions, visual arts processes and materials to communicate ideas, perspectives and meaning  VC2AVA6C01 | Change to focus on the planning and making of artworks, with an understanding of how to convey meaning |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031) | select, present and display artworks and visual arts practice in informal and formal settings  VC2AVA6P01 | The presentation of practice, including documentation, is now included in the content description |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.  Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.  Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences. | By the end of Level 8, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They describe ways that visual artists across cultures, times, places and other contexts communicate ideas, perspectives and meaning through their visual arts practice including the artworks of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating and responding to artworks.  Students select and manipulate visual conventions, visual arts processes and materials to explore and develop ideas for artworks. They document and reflect on their visual arts practice and use visual arts terminology. They use visual conventions, visual arts processes and materials to create artworks that represent ideas, perspectives and meaning. They curate, present and discuss exhibits and/or displays of their own and/or others’ artworks and/or visual arts practice for audiences. | Change in terminology to provide progression across the bands and to align with the structure of the strands. References to practices and artworks by Aboriginal and Torres Strait Islander Peoples added for inclusivity |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences (VCAVAR038)  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) | investigate ways that visual conventions, visual arts processes and materials are used to communicate ideas, perspectives and meaning in artworks created across cultures, times, places and other contexts  VC2AVA8E01 | Content descriptions from the Explore and Express Ideas strand and Respond and Interpret strand in VC1 have been combined to align with the Exploring strand in VC2. References to artworks by Aboriginal and Torres Strait Islander Peoples has been shifted into a single content description |
| Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences (VCAVAR038)  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) | explore the diversity of artworks created by Aboriginal and Torres Strait Islander Peoples and culturally responsive approaches to creating artworks, including Indigenous Cultural and Intellectual Property rights  VC2AVA8E02 | Content description moved from Respond and Interpret strand in VC1 to the Exploring strand in VC2 to align with the change in strand definitions. Provides a focus on artworks by Aboriginal and Torres Strait Islander Peoples, including Indigenous Cultural and Intellectual Property rights |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Develop skills in planning and designing art works and documenting artistic practice (VCAVAV036) | develop and refine skills in visual arts practices using visual conventions, visual arts processes and materials to create artworks  VC2AVA8D01 | Changed to focus on the development and refinement of skills in visual arts practice |
| Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks (VCAVAV035) | reflect on, analyse and document their own and others’ visual arts practices to inform decisions they make in the exploration, development and resolution of their artworks  VC2AVA8D02 | Changed content description to broaden the understanding of visual arts practice. Some content has been moved to the Creating strand |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks (VCAVAV035) | select and manipulate visual conventions, visual arts processes and materials to create artworks  VC2AVA8C01 | Change in terminology to align with the definition of the strand. Content descriptions have been split and reworded |
| Create and display artworks, describing how ideas are expressed to an audience (VCAVAP037) | explore, develop and refine artworks in a range of art forms and styles to communicate ideas, perspectives and meaning  VC2AVA8C02 | Present and Perform strand has been split between Creating and Presenting strands. Terminology in the content description refers to creating artworks using visual arts practice and an understanding of communicating ideas and meaning |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and display artworks, describing how ideas are expressed to an audience (VCAVAP037) | curate and present examples of their visual arts practice and/or artworks to communicate ideas, perspectives and/or meaning to audiences  VC2AVA8P01 | The content description has been broadened to include an understanding of how the presentation of artworks are curated to communicate ideas, perspectives and meaning. Aligns with VCE Visual Arts knowledge and skills |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks.  Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.  Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences. | By the end of Level 10, students analyse and evaluate how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They evaluate how and why artists from across cultures, times, places and other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to communicate and/or challenge ideas, perspectives and meaning, including the practices of Aboriginal and Torres Strait Islander artists. They evaluate how visual arts are used to represent, celebrate and challenge perspectives of Australian identity, including artworks by Aboriginal and Torres Strait Islander Peoples.  Students explore and respond to artworks and inspiration from multiple sources to develop and resolve artworks that communicate ideas, perspectives and meaning. They document, reflect on and annotate their own visual arts practice. They select and apply skills, demonstrating an understanding of the use of visual conventions, visual arts processes and materials to create artworks. They use visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and meaning. They curate, critique and evaluate exhibitions of their own and/or others’ artworks and visual arts practice in different contexts, times and places for different audiences. | Change in terminology to provide progression across the bands and to align with the structure of the strands. References to practices and artworks by Aboriginal and Torres Strait Islander Peoples added for inclusivity. Terminology and progression provide a link to VCE Visual Arts and Visual Communication Design |

### Content descriptions

#### VC2 strand: Exploring

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041)  Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040)  Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints (VCAVAR046) | investigate the ways that artists across cultures, times, places and other contexts develop personal expression in their visual arts practice to communicate and/or challenge ideas, perspectives and meaning  VC2AVA10E01 | Content descriptions from the Explore and Express Ideas strand and Respond and Interpret strand in VC1 have been combined to align with the structure of the Exploring strand in VC2. The content description provides a link to the key knowledge and skills of VCE Visual Arts, Media and Visual Communication Design |
| Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints (VCAVAR046) | investigate the ways that Australian artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice  VC2AVA10E02 | Content description has moved from the Respond and Interpret strand in VC1 to the Exploring strand in VC2 to align with the structure of visual arts practice and to align with the structure of practice in VCE Visual Arts. Relationship with content, key knowledge and key skills in VCE Visual Arts, Media and Visual Communication Design |

#### VC2 strand: Developing Practices

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042) | experiment with visual conventions, visual arts processes and materials to develop and refine skills and personal expression to create artworks that communicate ideas, perspectives and meaning  VC2AVA10D01 | Broadened content description to align with the structure and definition of visual arts practice. Links to VCE Visual Arts, Media and Visual Communication Design |
| Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) | reflect on, analyse, evaluate and document the ways they and other visual artists respond to artworks and influences to inform and refine their own visual arts practice  VC2AVA10D02 | Content description has been reworded to align with the structure and definition of visual arts practice. Links to VCE Visual Arts, Media and Visual Communication Design |

#### VC2 strand: Creating

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044)  Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045)  Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints (VCAVAR046) | plan, develop and resolve artworks that communicate ideas, perspectives and meaning  VC2AVA10C01 | The components of the content descriptions from the Present and Perform, Explore and Express Ideas, and Respond and Interpret strands in VC1 have been integrated into content descriptions in the Developing Practices, Creating and Exploring strands to align with the revised structure in VC2. Links to VCE Visual Arts, Media and Visual Communication Design study designs |
| Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043) | select and apply visual conventions, visual arts processes and materials to create artworks that reflect personal expression, and communicate and/or challenge ideas, perspectives and meaning  VC2AVA10C02 | Components of the content description from the Visual Arts Practices strand in VC1 has been integrated into this content description in the Creating strand in VC2. Provides the opportunity for students to understand how meaning is communicated and interpreted in artworks |

#### VC2 strand: Presenting

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044) | critique and evaluate art exhibits in a range of contexts to inform the curation and exhibition of their own and/or others’ artworks and/or visual arts practice  VC2AVA10P01 | Content description has been expanded to consider the curation and exhibition of artworks in different contexts linked to students exhibiting their own artworks |