

# Discipline-based Study

# The Arts

## Arts 1

COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Education  
Tasmania



INDEPENDENT  
SCHOOLS  
TASMANIA

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## Arts, 150 hours – Level I

This course is the *Arts* Level I component of the Arts program.

### Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

*Arts* Level I is a Discipline-based course.

### Focus Area – Discipline-based Study

Discipline-based Study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Students consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based Study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.



In this course learners will do this by:

- acquiring specialist disciplinary knowledge through the big ideas that underpin the arts including the notion that they are both the creators of, and responders to, a range of artworks

- using arts-based theories and concepts including the concept that art is a form of communication with the self and others
- arts-based methodologies and arts specific language and terminology including experimentation, improvisation, and intention.

## Rationale

Art is a fundamental human activity and people have made and responded to art since the beginning of civilisation. Art is created to understand or reflect upon the world, to communicate meaning, and express how it feels to be human. Creating art can make people feel better about themselves and enhance their self-esteem. The arts can be powerful motivators for personal and social change and can promote empathy and emotional resilience. All arts disciplines rely on collaboration to different extents and all foster communication and meaning-making skills.

*Arts Level 1* is the study of an arts discipline to consolidate, develop and master arts techniques and arts skills. *Arts Level 1* allows learners to engage with the arts and develop confidence and creativity through their ability to manipulate elements, media, and technologies. Learners will have the opportunity to create original, personalised artworks to convey ideas, emotions, or issues. They can choose from the disciplines of Dance, Drama, Media Arts, Music or Visual Arts or Interdisciplinary Arts. Learners will develop a growing appreciation of artworks made by others including those from a diversity of time periods, cultures, and places.

As learners develop technical proficiency, they will be given opportunities to make, present, perform, reflect, or respond to their own and others' art works in a guided artistic process. *Arts Level 1* will expand access and opportunities for learners by broadening opportunity, building learner agency, and explicitly addressing the General Capabilities.

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Personal and social capability 

The cross-curriculum priorities are enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

## Course Description

*Arts Level 1* is designed to teach learners basic skills and technologies, and use fundamental principles of an art discipline and artistic conventions to create art. Students learn how to describe their art and what they are intending to convey through their art. They identify some of the similarities and differences between their own work and the work of others. *Arts Level 1* is an introductory course to Level 2 in Dance, Drama, Media Arts, Music or Visual Arts or a mix of these disciplines. Learners will have the opportunity to develop confidence and creativity and communicate their unique perspectives on the world as they create and respond to a range of artworks.

## Pathways

Pathways into the *Arts* Level 1 course enables learning continuity from Preliminary Arts, or for students who may have completed the Years 7-8 band of the *Australian Curriculum: The Arts* or for students who have some or minimal prior arts experience.

Pathways out of *Art* Level 1 include opportunities for learners to undertake courses in *The Arts* at Level 2.

## Course Requirements

Learners may have some prior arts knowledge or experience, but it is not mandatory for *Arts* Level 1.

Resource requirements for:

- **Dance and Drama** - clear space will be needed to allow movement
- **Media Arts** - computers and smart phones will be needed to make media art works, and a range of apps and technologies can enhance the learning
- **Music** - musical instruments/ voices
- **Visual Arts** - a range of arts materials

## Course Structure, Delivery and Progression

### Structure

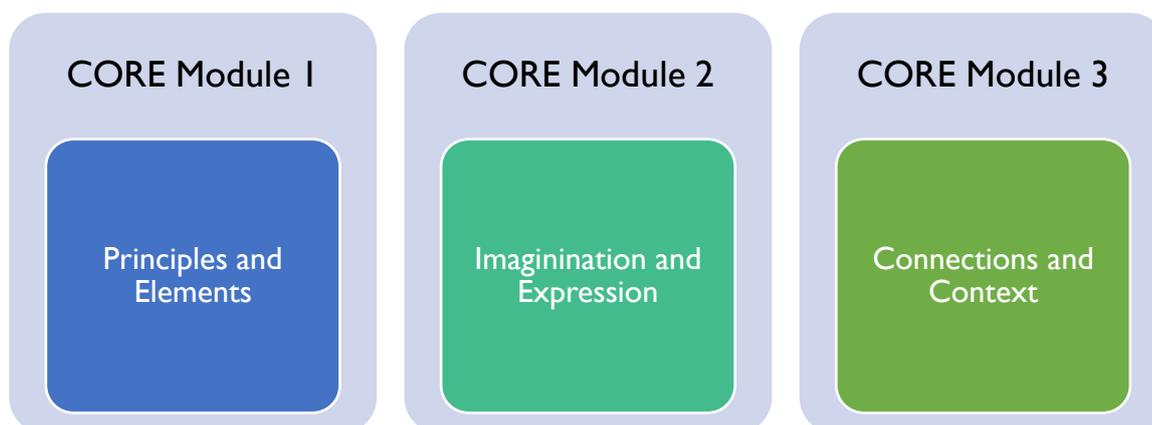
This course consists of three 50-hour modules.

Modules available

Core Module 1: Principles and Elements

Core Module 2: Imagination and Expression

Core Module 3: Connections and Context



### Delivery

The three modules should be delivered in order 1, 2, 3.

### Developmental Progression

Module 1 introduces the learner to key ideas, concepts, skills, knowledge and understanding. Module 2 enables the learner to build upon these key ideas, concepts, skills, knowledge and understanding. Module 3 enables the learner to further build on these key ideas, concepts, skills, knowledge and understanding.

The progression of learning is evidenced through assessment opportunities which provide feedback to promote further learning. A culminating performance of understanding is reflected in the final work requirements.

## Module 1 - Principles and Elements

Module 1 introduces learners to a range of fundamental artistic principles, elements and processes.

### Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. Use fundamental elements and artistic principles to develop and create their own artworks and respond to the work of others
2. Create artworks to express an intention
3. Engage with a familiar audience by presenting and/or displaying and/or performing artworks
4. Express their unique perspective by communicating ideas and/or emotions through their own artworks

### Module 1 Content

Learners are introduced to a range of fundamental processes, elements and artistic principles and develop a basic understanding of an arts discipline: Dance, Drama, Media Arts Music or Visual Arts or an Interdisciplinary Arts approach.

Key Knowledge:

- The student is both the artist and the audience
- Art is created using iterative phases of inspiration, development, creation, communication and reflection
  - Inspiration phase may include a stimulus, activities, exposure to artworks, guided visualisations and impulse work
  - Development phase may include processes such as improvisation, experimentation, trial and error, drafting, modelling, practising or asking for feedback
  - Creation phase may include rehearsing, refining, selecting, polishing or realising
  - Communication phase may include sharing with a teacher and peers, performing to an audience, displaying work, or presenting a film
  - Reflection phase may include independent note taking, verbalising a response, responding to feedback and goal setting.

Learners are guided to create individual and small group art experimentations following instructions and guidelines. Experimentation is used to develop artistic expression and build confidence in practical realisation.

Learners are introduced to basic elements and principles of the arts discipline and experiment with them to begin making artworks. Learners are introduced to the discipline-specific language and terminology of the chosen arts discipline.

Depending on the discipline chosen, learners participate in activities that allow them to gain experiences which increase their understanding of:

- Arts Principles (All disciplines)
- Mediums (Visual Arts)
- Tools (Media Arts and Visual Arts)

- Elements and Performance (Dance, Drama, Music)
- Processes (All disciplines)

Key Skills:

### Art Creating:

- experimentation and risk taking
- gathering and collating ideas
- using elements and basic devices of dance (Dance)
- improvising and ensemble activities (Drama)
- introduction to point of view (Media Arts)
- introduction to instrument (Music)
- basic principles and elements of design (Visual Arts)
- introduction to a mix of arts disciplines for example Musical Theatre (Interdisciplinary Arts)

### Art Investigations:

- reflecting on own artwork
- responding to artwork
- personal response to artworks
- identifying ideas; what artworks may be about.

### Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes 1 Diary Resource work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

## Module 2 - Imagination and Expression

Module 2 allows learners to engage with a range of artworks that informs their own art creation and inspires new approaches.

### Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. Use fundamental elements and artistic principles to develop and create their own artworks and respond to the work of others
2. Create artworks to express an intention
3. Engage with a familiar audience by presenting and/or displaying and/or performing artworks
5. Develop social and emotional capabilities through their art making.

### Module 2 Content

Learners are encouraged to explore their own and others' artmaking. They identify and respond to inspiration from a variety of sources and use their imagination to create responses in a variety of ways.

Key Knowledge:

- Art can contain cultural knowledge and express cultural ideas.
- Over time art can present an accumulation of the experiences of others that are presented in organised forms.
- Art forms include traditional (culturally agreed, folk or stylistic forms) and non-traditional (a style that breaks away from the conventionally accepted forms).

Learners are introduced to traditional and non-traditional approaches to artmaking; these are introduced to allow learners to create artworks that reflect personal meaning and ideas, using a variety of techniques and technologies.

Exposure to a variety of themes (subjects or topics) and briefs (structured processes of a task) allow learners to explore responses and guided approaches to create artworks with confidence and competence.

Learners gain confidence in creating finished works of art through appropriation and structured collaboration.

Key Skills:

### Art Creating:

- expressing themes and ideas in a variety of ways/mediums
- exploring traditional and non-traditional dances (Dance)
- exploring traditional and non-traditional texts and stories (Drama)
- exploring traditional and non-traditional materials and techniques (Media and Visual Arts)
- exploring traditional and non-traditional music and songs (Music)
- adopting ideas of others
- trialling new techniques to express ideas

### Art Investigations:

- considering a variety of approaches to creating artworks
- exposure to a variety of ways to express ideas
- discussing inspiration of own and others works
- reflect on new learning and understanding

### Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes the following work requirements:

- One (1) x Diary Resource File
- Two (2) X completed artworks
- One (1) X short response.

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

## Module 3 - Connections and Context

Module 3 is the culminating module of the course and learners are encouraged to resolve their art works and respond to their own work and the work of others.

### Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. Use fundamental elements and artistic principles to develop and create their own artworks and respond to the work of others
2. Create artworks to express an intention
3. Engage with a familiar audience by presenting and/or displaying and/or performing artworks
6. Categorise their own artwork and the work of others.

### Module 3 Content

Learners are encouraged to express personal ideas and feelings in art. They are introduced to a range of artworks and gain experience in artmaking to convey meaning.

#### Key Knowledge:

Artists convey ideas, emotions and issues through artworks and purposefully communicate with themselves and to others. Creating art is an iterative process and requires determination to lead to resolution.

Learners are encouraged to react to artworks and identify a variety of forms and styles. They view and experience a variety of works by artists from varying cultural backgrounds which should include the work of Aboriginal and Torres Strait Island artists and/or those of the Asia/Pacific region. Learners are introduced to techniques and processes to resolve and display their work. Sharing and presenting finished works encourages learners to respect their own and others work.

Learners are supported to connect their growing understandings of the artistic process to refine and develop their artwork. They shape and define ideas based on their own knowledge and through exposure to the works of others. Learners connect in a variety of ways: with other learners, artists, ideas, and approaches. They use these connections to expand and deepen their own artmaking.

Processes for refinement and presentation are further developed and learners respond to their own and others work when displayed, presented, or performed.

#### Key Skills:

#### Art Creating:

- selecting and using materials or elements for a purpose
- presenting, displaying, or performing artworks which may include:
  - selecting
  - rehearsing
  - arranging
  - polishing
  - resizing
  - mounting
- demonstrating techniques

- exploring connections between research and practical application.
- resolving work including completing, refining, editing, or reworking.

### Art Investigations:

- reflecting on and making judgements about artworks
- responding to artworks using basic disciplinary language
- identifying meaning and purpose of artworks
- exposure to artists when producing artworks.

### Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes the following work requirements:

One (1) x Diary Resource File

Two (2) X completed artworks

One (1) X short response.

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

### Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

### Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common in all modules and one focus criterion per module.

The assessment for *Arts* Level 1 will be based on the degree to which the learner can:

1. Recognise and apply fundamental elements and artistic principles to own artworks and the work of others
2. Create artworks
3. Present and/or display and/or perform artworks
4. Communicate ideas and/or emotions through their own artworks
5. Recognise and reflect on their learning
6. Identify some similarities and differences between their own artwork and the work of others.

### Standards

Criterion 1: Recognise and apply fundamental elements and artistic principles to own artworks and the work of others.

Rating C	Rating B	Rating A
recognises and identifies – from a given, limited range – some artistic principles and the relationship of these artistic principles to the creation of artworks	recognises and identifies a range of fundamental artistic principles and the relationship of these artistic principles to the creation of artworks	recognises, identifies and explains a range of fundamental artistic principles and the relationship of these artistic principles to the creation of artworks
recognises and identifies – from a given range – some artistic conventions and tools used by artists	recognises and identifies a range of fundamental artistic conventions and tools used by artists	recognises, identifies and explains a range of fundamental artistic conventions and tools used by artists
applies recommended elements and principles of an art discipline to solve simple artistic problems in the creation of their own artworks.	applies recommended elements and principles of an art discipline to solve artistic problems in the creation of their own artworks.	applies elements and principles of an art discipline to solve artistic problems in the creation of their own artworks.

Criterion 2: Creates artworks.

Rating C	Rating B	Rating A
plans, organises, and completes a limited range of simple activities and tasks and maintains task-focus for agreed periods of time	plans, organises, and completes a range of simple activities and tasks and maintains task-focus most of the time	plans, organises, and completes a range of activities and tasks and maintains task-focus consistently
develops a limited range of support material	develops a range of support material	develops a range of relevant support material
creates artworks.	creates some resolved artworks.	consistently creates resolved artworks.

Criterion 3: Present and/or display and/or perform artworks.

Rating C	Rating B	Rating A
presents and/or displays and/or performs simple artworks that communicate an idea, feeling, observation and/or experience	presents and/or displays and/or performs artworks that communicate an idea, feeling, observation and/or experience to small and familiar groups	presents and/or displays and/or performs artworks that communicate an idea, feeling, observation and/or experience in a range of familiar and unfamiliar environments
demonstrate ways to present and/or display and/or perform artworks	demonstrate appropriate ways to present and/or display and/or perform artworks	demonstrate appropriate and effective ways to present and/or display and/or perform artworks
suggests simple production tools or display ideas to enhance presentation and/or display and /or performance.	suggests and uses appropriate production tools or display ideas to enhance presentation and/or display and /or performance.	suggests and uses effective production tools or display ideas to enhance presentation and/or display and /or performance.

Criterion 4: Communicate ideas and/or emotions through their own artworks.

Rating C	Rating B	Rating A
exhibits some aspects of artistic intent in their personal artworks	exhibits artistic intent in their personal artworks	exhibits resolved artistic intent in their personal artworks
describes their use of some of the arts elements and principles in the creation of their artwork and some of the ideas and/or emotions they intended to convey in their artwork	clearly describes their use of arts elements and principles in the creation of their artwork and the ideas and/or emotions they intended to convey in their artwork	clearly describes – in verbal and simple written form – their use of arts elements and principles in the creation of their artwork and the ideas and/or emotions they intended to convey in their artwork
verbally describes, and applies in practical work, some of the techniques they used in the creation of their artwork.	describes, and applies in practical work, a range of techniques they used in the creation of their artwork.	clearly describes, and applies in practical work, a range of techniques they used in the creation of their artwork.

Criterion 5: Recognise and reflect on their learning.

Rating C	Rating B	Rating A
describes their own effectiveness in working independently by identifying some enablers and barriers to achieving goals	clearly describes their own effectiveness in working independently by identifying enablers and barriers to achieving goals	clearly describes – in verbal and simple written form - their own effectiveness in working independently by identifying enablers and barriers to achieving goals
identifies personal strategies and plans, and revisits some tasks	assesses personal strategies and plans, and revisits tasks with renewed confidence	assesses, adapts, and modifies personal strategies and plans, and revisits tasks with renewed confidence
identifies strategies that assist in regulating behaviour and achieving personal and learning goals.	selects and uses strategies that assist in regulating behaviour and achieving personal and learning goals.	selects, uses and analyses strategies that assist in regulating behaviour and achieving personal and learning goals.

Criterion 6: Identify some similarities and differences between their own artwork and the work of others

Rating C	Rating B	Rating A
describes some basic similarities and differences between their own artwork and the work of others*	describes a limited range of similarities and differences between their own artwork and the work of others*	clearly describes a range of similarities and differences between their own artworks and the work of others*
compares the elements and arts principles used in own artwork and those used by others	articulates simple judgements comparing the relative effectiveness of the elements and arts principles used in own artwork and those used by others	articulates simple, reasoned judgements comparing the relative effectiveness of the elements and arts principles used in own artwork and those used by others
compares the technologies, techniques and materials used in used in own artwork and those used by others.	articulates simple judgements comparing the relative effectiveness of the technologies, techniques and materials used in own artwork and those used by others.	articulates simple, reasoned judgements comparing the relative effectiveness of the technologies, techniques and materials used in own artwork and those used by others.

Similarities and differences in artworks could include:

- artistic intent
- ideas/emotions communicated
- elements and principles of art discipline
- technologies, techniques, and materials used.

## Quality Assurance

- This will be determined by TASC at time of accreditation.

## Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in Arts Level I are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

- This will be confirmed by time of accreditation.

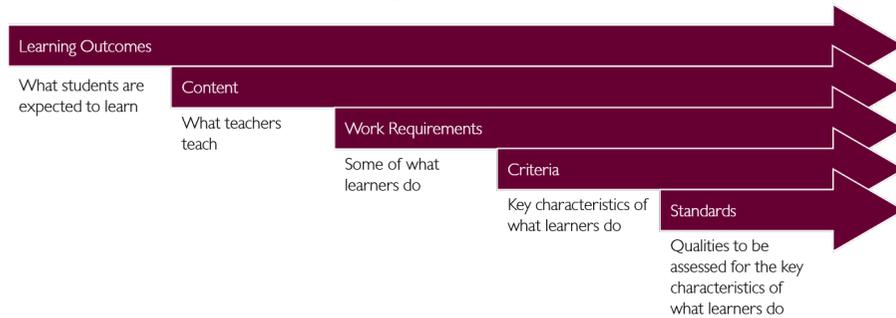
## Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation and Version History

- Details to be determined by TASC at time of accreditation.

## Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Use fundamental elements and artistic principles to develop and create their own artworks and respond to the work of others.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC: 
2. Create artworks to express an intention.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC: 
3. Engage with a familiar audience by presenting and/or displaying and/or performing artworks.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC: 
4. Express their unique perspective by communicating ideas and/or emotions through their own artworks.	Module 1	Module 1	C 4	E 1, 2, 3	GC: 
5. Develop social and emotional capabilities through their art making.	Module 2	Module 2	C 5	E 1, 2, 3	GC: 
6. Categorise their own artwork and the work of others.	Module 3	Module 3	C 6	E 1, 2, 3	GC: 

## Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement** One (1) x Diary Resource File

**Mode /Format:** Folio

**Learning Outcomes:** 1, 2, 3 and 4

**Description:** Compilation of practical experimentation (resource file including such material, but not limited to drafts, trialling of techniques, incomplete and complete artworks, multi-modal reflections)

**Size:** 20 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)
- Criterion 4: (all standard elements)

### Module 2 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement** One (1) x Diary Resource File

**Mode /Format:** Folio

**Learning Outcomes:** 1, 2, 3 and 4

**Description:** Compilation of practical experimentation (resource file including such material, but not limited to drafts, trialling of techniques, incomplete and complete artworks, multi-modal reflections)

**Size:** 10 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Two (2) X completed artworks

**Mode /Format:** Product

**Learning Outcomes:** 1, 2, 3.

**Description:** **Learners** An artwork based on a stimulus, idea or activity that has been rehearsed, refined, developed, or trialled in an iterative cycle

**Size:** Two (2) X 10 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** one (1) X short reflective response

**Mode /Format:** Short response

**Learning Outcomes:** 5

**Description:** A short verbal or written response of recognition and reflection on their own learning.

**Size:** 500 words or two minutes multi-modal or 5 hours on task

**Relevant Criterion/criteria:**

- Criterion 5: all standard elements)

### Module 3 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement** One (1) x Diary Resource File

**Mode /Format:** Folio

**Learning Outcomes:** 1, 2, and 3

**Description:** Compilation of practical experimentation (resource file including such material, but not limited to drafts, trialling of techniques, incomplete and complete artworks, multi-modal reflections)

**Size:** 10 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Two (2) X completed artworks

**Mode /Format:** Product

**Learning Outcomes:** 1, 2, 3

**Description: Learners** An artwork based on a stimulus, idea or activity that has been rehearsed, refined, developed, or trialled in an iterative cycle

**Size:** Two (2) X 10 hours on task

**Relevant Criterion/criteria:**

- Criterion 1: (all standard elements)
- Criterion 2: (all standard elements)
- Criterion 3: (all standard elements)

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** one (1) X short response

**Mode /Format:** Short response

**Learning Outcomes:** 6

**Description:** A short verbal or written response of identification of the similarities and differences between own artwork and the artwork of others

**Size:** 500 words or two minutes multi-modal or 5 hours on task

**Timing:** 5 hours on task

**Relevant Criterion/criteria:**

- Criterion 6: (all standard elements)

## Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration (December 2019)*.

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

## Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.