Discipline-based Study

The Arts

Visual Arts 2
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Years 9 to 12 Learning

Tasmanian
Government

Table of Contents

Visual Arts, 150 hours – Level 2

This course is the Level 2 component of the Visual 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.

Visual Arts Level 2 is a Discipline-based Study 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:
- focusing on a studio area with specialised skills, techniques, knowledge and history
- learning the concepts and theories that underpin their chosen studio area and the arts more generally including the concept that visual arts can express both personal and cultural ideas
- using and applying the appropriate methodologies and terminology in their art making and art responding including methodologies such as experimenting and refining and terms such as aesthetic knowledge and artistic conventions

Rationale

Art is an intrinsic human activity and people have made and responded to the visual arts 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. The visual arts play a significant role in recording, shaping and reflecting the culture and context of society.

Study of the visual arts promotes innovation and creative and critical thinking skills, emotional resilience, empathy and self-efficacy, all of which are vital for a rapidly changing world. These transformative skills have been identified by the global Organisation for Economic Co-operation and Development (OECD) as helping students to thrive and shape a better future. Creating art can be a powerful motivator for personal and social change and research has shown overall better academic outcomes for arts learners.

Tasmanian's value and support creative and cultural industries which significantly contribute to the economy and Tasmanian cultural identity. *Visual Art* Level 2 has been developed for learners seeking to engage with art practice in a particular studio area and may prepare learners for *Visual Art* Level 3. Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills, technical skills and aesthetic understanding in traditional, modern and contemporary art forms. Learners develop initial skills in the research, analysis and criticism of art forms from different social, historical and cultural contexts and express and identify meaning in artworks.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Ethical understanding
- Intercultural understanding
- 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

Visual Art Level 2 is a course for learners who would like to engage with a specific visual art discipline of their choice, and it may also prepare them for *Visual Art* Level 3. Learners undertake arts practice in a studio area and learn specialised skills, techniques and knowledge. Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills, technical skills and aesthetic understanding in traditional, modern and contemporary art forms. Learners develop initial

skills in the research, analysis and criticism of art from different social, historical and cultural contexts and express and identify meaning in artworks. Study of *Visual Art* Level 2 promotes innovation and creative and critical thinking skills, emotional resilience, empathy and self-efficacy, all of which help prepare learners for their future.

Pathways

Pathways into the *Visual Art* Level 2 course enables learning continuity from *Art* Level 1, or for students who may have completed the Years 9-10 band of the *Australian Curriculum - The Arts* or for students who have some prior visual arts experience.

Pathways out of *Visual Art* Level 2 include opportunities for learners to undertake courses in *Visual Art* at Level 3.

Course Requirements

Access

Prior Visual Arts experience is recommended but not mandatory.

Resources

In certain studio areas such as printmaking, photography and ceramics, specific resources such as printing presses, photo editing software (e.g. Photoshop), potters' wheels and kilns may be required. Providers are advised to research the technical requirements for individual studios.

Course Structure, Delivery and Progression

Structure

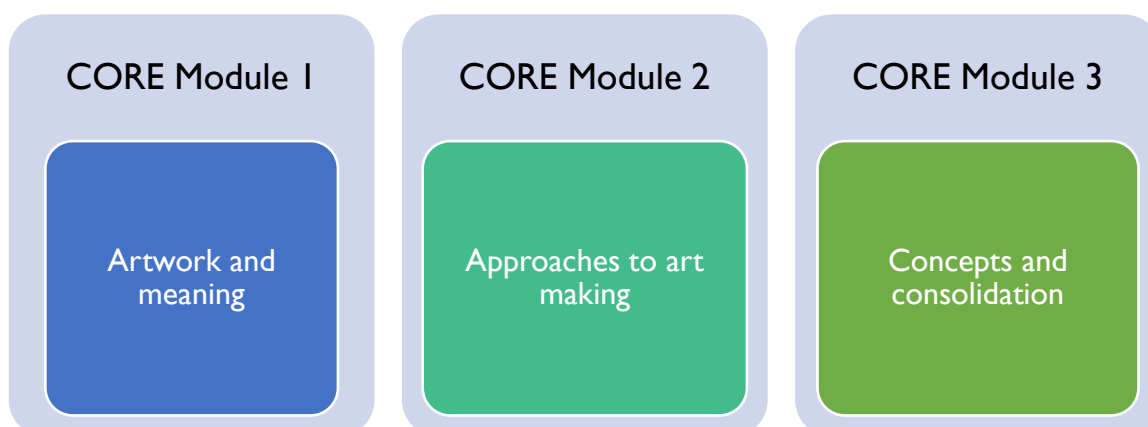This course consists of three 50-hour modules.

Modules Available:

Core Module 1: Artwork and meaning
Core Module 2: Approaches to art making
Core Module 3: Concepts and consolidation

CORE Module 1	CORE Module 2	CORE Module 3
Artwork and meaning	Approaches to art making	Concepts and consolidation

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 - Artwork and meaning

Learners focus on artworks as objects and examine how art and design principles, materials, techniques, processes and approaches are employed to give and shape meaning. They are encouraged to undertake a range of experiences that offer different processes and techniques to make meaning through art practice.

Module 1 Learning Outcomes

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

1. identify and appropriately select and use elements and principles of design to solve problems
2. use appropriate technologies, techniques and conventions
3. communicate ideas, emotions and information successfully to others when creating personal and unique artworks
4. respond reflectively on traditional, modern and contemporary art forms and assess art ideas and information.

Module 1 Content

Learners are introduced to artists and artworks that convey meaning in a variety of ways. They consider their role as both art maker and viewer of art. Learners focus on how their own views and understandings shape meaning as a practitioner and viewer. Through research and experimentation, learners recognise that visual artwork is subject to different interpretations and learn to appreciate that response to artwork takes into account a variety of contexts.

Learners explore a variety of ways of collecting, compiling and recording information. They use a variety of stimuli and source material to explore what 'meaning' (ideas, issues or concepts) are important to them. Learners document their reflections in a journal/visual diary.

Key Knowledge

- the principles of art and design
- factors that influence personal response to artworks
- qualities and characteristics of materials and art forms and how they may be used to present concepts and images
- methods for experimenting and exploring materials
- presenting visual responses to personal interests and ideas.

Key Skills

- acquire and use appropriate terminology to discuss artwork
- formulate and substantiate personal opinion
- use a range of styles and symbols to produce responses that realise personal interest
- investigate the practices of artists and apply these practices in their own work.

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.

The work requirements for this module include:

- One (1) extended response (use of visual diary/Journal)
- One (1) short response (selected artist response)
- One (1) extended response (completed artwork)

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 - Approaches to art making

Learners are exposed to artworks from a variety of historical and cultural contexts to inform and develop their understanding of artistic practice. The artists may be selected from a range of societies including artworks by Aboriginal and Torres Strait Islander Artists and those of Asian cultures.

Module 2 Learning Outcomes

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

1. identify and appropriately select and use elements and principles of design to solve problems
2. use appropriate technologies, techniques and conventions
3. communicate ideas, emotions and information successfully to others when creating personal and unique artworks
5. observe, reflect on and respond to a range of cultural influences and art works.

Module 2 Content

Learners are introduced to authorship in art and explore practices of appropriation, collaboration and participation in artmaking.

In the learner's own artistic practice, they continue to use art processes and principles to develop personal and creative responses. They explore techniques and processes specific to their chosen studio and make connections between their own artmaking and the work of others.

Key Knowledge

- role and purpose of art in different times and places
- diverse and alternative approaches to making art
- qualities and characteristics of selected forms.

Key Skills

- produce visual responses to cultural and contemporary ideas and issues through exploration and experimentation
- explore and document techniques and processes
- use appropriate terminology to discuss own artmaking and that of others
- develop skills in artistic practice using art processes.

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.

The work requirements for this module include:

- One (1) extended response (use of visual diary/Journal)
- One (1) short response (selected time/place/culture)
- Two (2) extended responses (completed artwork)

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 - Concepts and consolidation

Learners focus on the content and subject matter of their own and the work of others. Ideas, issues and concepts are explored through exposure to artists/artwork and experimentation in own practice.

Identifying clear concepts in the work of others enables learners to develop their own perspective and approach. They link their growing theoretical understandings with their own practice.

Module 3 Learning Outcomes

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

1. identify and appropriately select and use elements and principles of design to solve problems
2. use appropriate technologies, techniques and conventions
3. communicate ideas, emotions and information successfully to others when creating personal and unique artworks
6. create a body of artwork.

Module 3 Content

Learners are introduced to aspects of presentation: selecting, arranging and displaying to achieve an overall artistic vision. They work towards completing and refining (selecting, rejecting, amending) their own work to create a clear artistic intention through a series of works.

The learner is exposed to bodies of work from contemporary artists and demonstrates an understanding of intentional cohesion or discord in artwork.

Learners work towards completing a body of work in their selected studio which exhibits the characteristics introduced to them throughout the theoretical component of the course. They are guided to make specific choices to present and select works as a cohesive and finished display.

Key Knowledge

- ways in which various artists have presented concepts or ideas
- methods and processes for completing, arranging, displaying and presenting artworks in specific forms
- how artists use cohesion or discord in artworks for a purpose
- visual language used to communicate ideas or issues to an audience
- appropriate terminology to discuss the characteristics and success or otherwise of own and other artworks
- requirements and processes for exhibiting artwork.

Key Skills

- develop skills in displaying and presenting artwork
- use techniques and processes to display work for an audience
- recognise decisions made by others in the presentation of artwork
- produce works that demonstrate some cohesion/clarity of intent completing finished products using specific processes and techniques relevant to own studio
- displaying and exhibiting artwork
- realisation of an idea or concept through artistic means.

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.

The work requirements for this module include:

- One (1) extended response (use of visual diary/Journal)
- One (1) short response (realisation of idea)
- One (1) short response (process reflection)
- Six (6) extended responses (completed artwork from all 3 modules)

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 Visual Arts Level 2 will be based on the degree to which the learner can:

1. use the elements and principles of design to solve problems
2. select and use technologies, techniques and conventions in artmaking
3. communicate ideas, emotions and information when creating artworks
4. assess art ideas and information
5. observe, reflect on and respond to cultural influences and art works
6. create a body of artwork

Standards

Criterion 1: use the elements and principles of design to solve problems

Rating C	Rating B	Rating A
selects (from a given range) a limited number of artistic principles to achieve desired outcomes or solve minor artistic problems	selects and rejects (from a given range) a number of artistic principles to achieve desired outcomes or solve minor artistic problems	selects and modifies (from a given range) a number of artistic principles to achieve desired outcomes or solve minor artistic problems
reproduces (from a given range) examples of artistic principles in own work to create real and/or pictorial space	selects and reproduces (from a given range) examples of artistic principles in own work to create real and/or pictorial space	selects, reproduces and adapts (from a given range) a number of artistic principles in own work to create real and/or pictorial space
selects (from a given range) and applies a limited number of strategies to solve minor artistic problems.	selects and applies (from a given range) strategies to solve minor artistic problems.	selects and applies (from a given range) strategies to anticipate and solve minor artistic problems.

Criterion 2: select and use technologies, techniques and conventions in artmaking

Rating C	Rating B	Rating A
selects and uses a limited number of technologies and techniques (from a given range) to develop ideas and designs	selects and uses a range of technologies and techniques (from a given range) to develop ideas and designs	selects and successfully uses a range of technologies and techniques (from a given range) to develop ideas and designs
demonstrates basic artistic techniques (in limited aspects identified for attention) through the use of selected technologies	extends artistic techniques (in some aspects identified for attention) through the use of selected technologies	refines artistic techniques (in all aspects identified for attention) through the use of selected technologies
selects (from a given range) a limited number of artistic conventions to achieve desired outcomes	selects and rejects (from a given range) a number of artistic conventions to achieve desired outcomes	selects and modifies (from a given range) a number of artistic conventions to achieve desired outcomes

Criterion 3: communicate ideas, emotions and information when creating artworks

Rating C	Rating B	Rating A
selects and uses (from a given range) a limited number of styles to communicate ideas, emotions and information when creating artworks	selects and uses (from a given range) a specified number of methods and styles to communicate ideas, emotions and information creating artworks	selects and uses (from a given range) a number of methods and styles to communicate ideas, emotions and information when creating artworks
uses artistic principles (from a given range) to convey simple artistic intentions	uses artistic principles (from a given range) to convey artistic intentions	conveys artistic intention through a combination of appropriate artistic principles
states and explores an artistic intention.	states, explores and resolves an artistic intention.	states, explores and resolves with clarity and cohesion, a stated artistic intention.

Criterion 4: assess art ideas and information

Rating C	Rating B	Rating A
identifies a limited number of viewpoints that arise from art ideas and issues	identifies and discusses a number of viewpoints that arise from art ideas and issues	accurately identifies and discusses in depth, a variety of viewpoints that arise from art ideas and issues
describes artistic styles, genres and processes using a limited number of visual art terms	describes artistic styles, genres and processes using a range of visual art terms	describes artistic styles, genres and processes using a range of appropriate visual art terms
cites art information to support an opinion.	cites art information as opposing or supporting an opinion.	cites and clarifies art information as opposing or supporting an opinion.

Criterion 5: observe, reflect on and respond to cultural influences and art works

Rating C	Rating B	Rating A
observes and discusses (from a given range) the artwork of self and others	observes and compares (from a given range) the artwork of self and others	observes, compares and contrasts (from a given range) the artwork of self and others
accurately identifies and explains the relationships between art and culture through reflective responses	identifies and describes the relationships between art and culture through reflective responses	identifies the relationships between art and culture through a limited number of reflective responses
produces artworks that reveal an understanding of art within a limited range of cultural contexts.	produces artworks that reveal an understanding of art within a range of cultural contexts.	produces artworks that reveal an understanding of art within a broad range of cultural contexts.

Criterion 6: create a body of artwork

Rating C	Rating B	Rating A
identifies artistic intent and developmental processes	identifies and describes artistic intent and developmental	describes and justifies artistic intent and developmental processes
produces support material that reflects the development of finished artworks	produces support material that reflects and describes the development of finished art works	produces support material that reflects, describes and documents the development of finished art works
resolves, as finished pieces, a body of work in a selected art studio which reflects some artistic intent.	resolves, as finished pieces, a body of work in a selected art studio which reflects stated artistic intent.	resolves, as finished pieces, a body of work in a selected art studio which reflects a coherent, stated artistic intent.
performs tasks within proposed times using strategies, as directed.	performs tasks within proposed times by using strategies to sequence work.	manages tasks within proposed times by selecting and using strategies to sequence work.

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 _Visual Arts_ Level 2 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 1 - Line of Sight
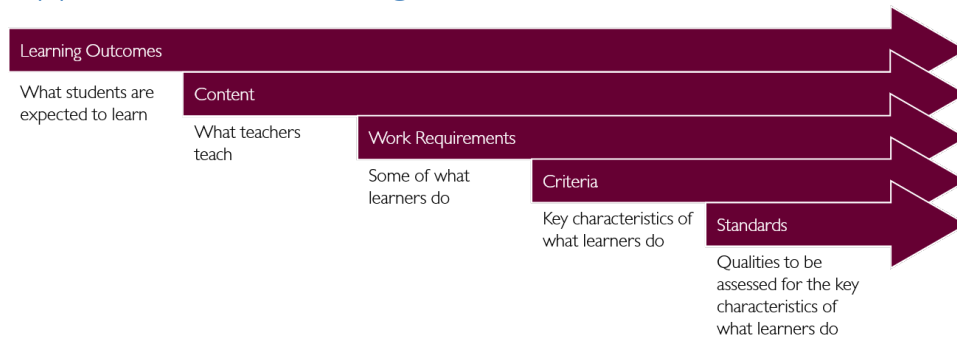
Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Identify and appropriately select and use elements and principles of design to solve problems .	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. Use appropriate technologies, techniques and conventions.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Communicate ideas, emotions and information successfully to others when creating personal and unique artworks.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. Respond reflectively on traditional, modern and contemporary art forms and assess art ideas and information.	Module 1	Module 1	C 4	E 1, 2, 3	GC:
5. Observe, reflect on and respond to a range of cultural influences and art works.	Module 2	Module 2	C 5	E 1, 2, 3	GC:
6. Create a body of artwork.	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 visual diary/ Journal

Mode /Format: Extended response

Learning Outcomes: 1, 2, 3

Description: A visual diary is a collection of visual references reflecting idea generation, relevant artist research and annotations documenting the developmental process throughout the year of study. Personal reflection process documentation and artistic influences planning sketches and inspirations. Reference materials random and specific postcards images from magazines found objects things from nature experiments with materials responses to exhibitions and gallery visits.

Size: 18 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: selected artist

Mode /Format: 1 X Short response

Learning Outcomes: 4

Description: Response* to how a selected artist creates meaning through artwork

Size: 6 hours on task

Relevant Criterion/criteria:

- Criterion 4: (all standard elements)

*Responses throughout course must include at least one (2) written responses (300-700) words. Other responses may include oral report, power point, annotated works, video, exhibition, interview or equivalent.

Focus Area: Discipline-based Study

Title of Work Requirement One (1) x artwork

Mode /Format: 1 X Extended response

Learning Outcomes: 1, 2 and 3

Description: Completed artwork

Size: 6 hours on task

Relevant Criterion/criteria:

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

Module 2 Work Requirements Specifications

Focus Area: Discipline-based Study

Title of Work Requirement One (1) x visual diary/ Journal

Mode /Format: 2 X extended response

Learning Outcomes: 1, 2 and 3

Description: A visual diary is a collection of visual references reflecting idea generation, relevant artist research and annotations documenting the developmental process throughout the year of study. Personal reflection process documentation and artistic influences planning sketches and inspirations. Reference materials random and specific postcards images from magazines found objects things from nature experiments with materials responses to exhibitions and gallery visits.

Size: 12 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: time/place/culture

Mode /Format: 1 X Short response

Learning Outcomes: 5

Description: Response* to how a selected time/place/culture affected or influenced artmaking

Size: 6 hours on task

Relevant Criterion/criteria:

- Criterion 5: (all standard elements)

* Responses throughout course must include at least one (2) written responses (300-700) words. Other responses may include oral report, power point, annotated works, video, exhibition, interview or equivalent.

Focus Area: Discipline-based Study

Title of Work Requirement Two (2) x Artwork

Mode /Format: 2 X Extended response

Learning Outcomes: 1, 2 and 3

Description: Competed artwork

Size: 12 hours on task

Relevant Criterion/criteria:

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

Module 3 Work Requirements Specifications

Focus Area: Discipline-based Study

Title of Work Requirement One (1) x visual diary/ Journal

Mode /Format: 1 X extended response

Learning Outcomes: 1, 2 and 3

Description: A visual diary is a collection of visual references reflecting idea generation, relevant artist research and annotations documenting the developmental process throughout the year of study. Personal reflection process documentation and artistic influences planning sketches and inspirations.

Reference materials random and specific postcards images from magazines found objects things from nature experiments with materials responses to exhibitions and gallery visits.

Size: 6 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: Realisation of Idea
Mode /Format: 1 X Short response
Learning Outcomes: 6
Description: Response* to the realisation of an idea or concept and the characteristics of cohesion in a selected body of work
Size: 6 hours on task
Relevant Criterion/criteria:
- Criterion 6: (Elements 1 and 2)

* Responses throughout course must include at least one (2) written responses (300-700) words. Other responses may include oral report, power point, annotated works, video, exhibition, interview or equivalent.

Focus Area: Discipline-based Study
Title of Work Requirement: Reflection on Process
Mode /Format: 1 X Short response
Learning Outcomes: 6
Description: Response* on the process of creation and completion of own body of work
Size: 6 hours on task
Relevant Criterion/criteria:
- Criterion 6: (Elements 1 and 2)

* Responses throughout course must include at least one (2) written responses (300-700) words. Other responses may include oral report, power point, annotated works, video, exhibition, interview or equivalent.

Focus Area: Discipline-based Study
Title of Work Requirement Six (6) x Artwork (three of which from previous modules)
Mode /Format: 6 X Extended response
Learning Outcomes: 6
Description: Competed artwork
Size: 18 hours on task
Relevant Criterion/criteria:
- Criterion 3: (all standard elements)
- 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.