

A Guide to the New Years 7–10 Syllabus

The new *Visual Arts Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 7 and Year 9 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- engage with practice and the frames in artmaking and critical and historical studies
- make artworks using a range of materials and techniques and various investigations of the world
- explore, enjoy and respond to a wide range of artists and artworks.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

The recent experience teachers have gained in implementing the *Visual Arts Stage 6 Syllabus* (1999) will assist in the implementation of the new *Visual Arts Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Visual Arts in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- The conceptual framework has been introduced as a way to understand and investigate the function of and relationships between the artist – artwork – world – audience.
- The building of a body of work has been introduced in Stage 5 to provide opportunities for students to make artworks in a sustained way.
- Specific requirements have been introduced for students to make artworks in a range of 2D, 3D and 4D forms.
- Outcomes and stage statements from Early Stage 1 to Stage 5 describe the continuum of learning in Visual Arts. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.
- Content additional to the essential syllabus content is included to help teachers address the needs and interests of students who have demonstrated Stages 4 and 5 outcomes in less than the indicative time.
- An overview statement is provided that shows how each cross-curriculum area is embedded in the essential content.
- Content relating to the use and understanding of information and communication technologies (ICT) is embedded in the syllabus content.

The features of the content pages

Visual Arts Years 7–10 Syllabus

7.3 Content for Stage 4

Objective
Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames.

Outcomes
A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between the artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks.

Stage 4 Artmaking – Practice

Students learn about:	Students learn to:
<ul style="list-style-type: none"> • the field of visual arts and design as comprising conventions, activities, traditions and customs shaped by different values and beliefs • the pleasure and enjoyment in making artworks • artists working individually, in groups and in collaboration with others 	<ul style="list-style-type: none"> • investigate the field of visual arts and design and approximate some conventions, activities, traditions and customs of the field to make art • reflect on and interpret actions and choices, and document these in their diaries • make informed personal choices to shape meaning

30

Objectives, outcomes and content assist teachers with planning and programming.

Content is expressed as *Students learn about* and *Students learn to* in a consistent format.

Specific advice about how practice, the conceptual framework and the frames can be understood as visual arts content is provided in the content overview.

Cross-curriculum content, such as ICT, Multicultural and Gender, has been embedded in the content statements.

- Life skills outcomes and content have been provided for those students with special education needs, particularly those with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.
- Built into the syllabus is the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Visual Arts. This syllabus encourages a model of programming that begins with outcomes, and it is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Visual Arts Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus, pp 12 and 13)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences to address the outcomes (see syllabus, pp 30–42) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content on page 15 of the syllabus will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

The inclusion of outcomes and stage statements that describe a continuum of learning from Early Stage 1 to Stage 5 will assist teachers to program for students in Years 7–10 who have not yet demonstrated Stage 3 outcomes.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Visual Arts Years 7–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<p>distributed with the syllabus</p>	<p>Phase 1</p> <ul style="list-style-type: none"> ■ this guide to the new <i>Visual Arts Years 7–10 Syllabus</i> ■ draft Descriptions of Levels of Achievement
<p>3 months after distribution of the syllabus</p>	<p>Phase 2</p> <ul style="list-style-type: none"> ■ advice on programming ■ sample units of work ■ sample assessment activities
<p>6 months after distribution of the syllabus</p>	<p>Phase 3 (incorporates Phases 1 and 2)</p> <ul style="list-style-type: none"> ■ annotated samples of student work
<p>12 months after implementation of the syllabus</p>	<p>Phase 4</p> <ul style="list-style-type: none"> ■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
