

Literacy learning progression and The Arts: Visual Arts



Purpose of the literacy and numeracy learning progressions

The purpose and intent of the learning progressions are to provide a tool to:

- locate the literacy and numeracy development of students
- plan for student progress in literacy and numeracy
- facilitate shared professional understanding of literacy and numeracy development
- support a whole school approach to literacy and numeracy development.

Literacy and numeracy in the learning areas

The learning areas provide rich opportunities for extending and enriching literacy and numeracy. To effectively plan for differentiated teaching of literacy and numeracy in the learning areas, teachers draw on their knowledge of the Australian Curriculum and their knowledge of their students. Recognising that students learn at different rates; the learning progressions provide a continuum for teachers to identify and build on students' literacy and numeracy skills. The intention is that students will develop their literacy and numeracy expertise purposefully, in meaningful contexts.

Literacy and numeracy in The Arts

Arts learning programs based on Australian Curriculum: The Arts Years 7-10 can provide opportunities for students to:

- develop aspects of the literacy and numeracy identified in the learning progressions that are also associated with specific arts practices, forms, skills, techniques and processes including processes for analysing, evaluating, critiquing and reflecting and interpreting ideas, meanings and messages
- apply and build on literacy and numeracy capability acquired in other learning areas and in earlier years of schooling. This might involve applying knowledge and skills in different contexts, for different purposes or deepening and broadening prior learning to explore new aspects of a concept or skill.

Through Arts learning students develop verbal and auditory working memory, visuo-spatial reasoning and their ability to interpret and use symbols and symbol systems to create meaning. These skills are transferrable across learning contexts and support development of literacy and numeracy capabilities.

Using this advice and the learning progressions to plan for student progress in literacy and numeracy

This advice illustrates how the learning progressions can be used in Visual Arts to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the learning progressions that are most relevant to studying Visual Arts

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- identifies some aspects of an achievement standard that include literacy or numeracy demands
- lists some relevant indicators at one or more levels of the learning progressions to illustrate how the learning progressions might be unpacked to support student progress in literacy and numeracy in the study of Visual Arts
- identifies how students can develop literacy and numeracy capabilities purposefully and in meaningful contexts through Visual Arts.

Figure 1 illustrates how the learning progressions are to be used by teachers to identify where students are positioned on the literacy and numeracy continuum and plan for their ongoing development within the learning area. Therefore, this advice can support use of the learning progressions in developing explicit and targeted programs to ensure students are able to access discipline-specific knowledge, concepts, understanding and skills. While advice is provided on the most relevant sub-elements of each learning progression for the discipline of Visual Arts, whole school planning may address other sub-elements to progress students' literacy and numeracy.

Targeted Achievement Standard	Indicators of literacy development related to the standard		
A. Year 9	B. Level LIS2	C. Level LIS5	D. Level LIS8
Students: <ul style="list-style-type: none"> interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions 	<ul style="list-style-type: none"> responds to spoken texts (uses facial expressions, movements, turns towards the speaker) responds to spoken phrases relying on key words, tone of voice and intonation follows a simple sequence of instructions recognises one-syllable words (see Phonological awareness) repeats familiar words heard in a text or conversation 	<ul style="list-style-type: none"> listens to texts to engage with learning area content recalls specific information from learning area text attempts to sequence and report ideas 	<ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets speeches and uses own words to identify key historical events and arguments)

Figure 1: Annotated example of how to use learning area advice and the progressions to progress learning

Literacy in Visual Arts

Learning in Visual Arts, aligns with, supports and reinforces students' development of their literacy capability. Students develop literacy capability as they make 2D, 3D and 4D art, craft and design works that represent their ideas and experiences. They use and develop their literacy as they engage with visual, written, spoken, audio-visual, multi-modal and digital artworks and texts to explore ideas and practices. Students learn to communicate effectively for a variety of purposes to different audiences. They share their own ideas and opinions and evaluate the viewpoints of others across multiple modes of discourse as artist and as audience.

Using the literacy learning progression to support students in Visual Arts

The most relevant sub-elements of the literacy learning progression for Visual Arts are *Interacting*, *Speaking*, *Understanding texts* and *Creating texts*. These sub-elements are essential for students to develop discipline-specific knowledge, understanding and skills and to demonstrate the learning described in the Visual Arts achievement standards. The following descriptions of the role of each sub-element in Visual Arts are organised by productive and receptive modes:

- Receptive – *Understanding texts*
- Productive – *Interacting, Speaking and Creating texts*.

Receptive Modes

Understanding texts

This sub-element involves students using skills and strategies to understand meaning that is communicated through images, words and sounds. In the study of Visual Arts, students interpret, respond to, analyse and critically evaluate a range of artworks and texts. They read and view to access and explore different viewpoints and imagine new possibilities. Students learn about how language can be used to describe, interpret, analyse and evaluate ideas, such as how the subject matter is represented, how skills, techniques, processes and materials are applied, how visual conventions are used and to explore multiple viewpoints about art and art-making.

Artworks and texts reflect the contexts in which they are created, read or viewed. Engaging with these texts helps students to understand visual arts practice and the impact of visual arts across cultures, times and places. Students engage with these texts both artist and audience and recognise how images, language and sound can be used to make and manipulate meaning.

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
<p>Year 8</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and analyse how other artists use visual conventions and viewpoints to communicate ideas • explain how an artwork is displayed to enhance its meaning • evaluate how they and others are influenced by artworks from different cultures, times and places • plan their art making in response to exploration of techniques and processes used in their own and others' artworks. 	<p>UnT8</p> <p>A student:</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Reads and views some moderately complex texts (reads information about an artist or artwork related to the artwork/s they are making) • Accurately retells a text including most relevant details, for example, reads a text about an artist or art-making process and retells this information to a group or the whole class) <p>Processes</p> <ul style="list-style-type: none"> • Uses knowledge of the features and conventions of the type of text to build meaning, (for example, identifies information such as title, artist, size, date and media used to describe an artwork in a written text) • Skims and scans texts for key words to identify the main idea <p>Vocabulary</p> <ul style="list-style-type: none"> • Understands the precise meaning of words with similar connotations (for example, words to describe texture – rough, sandy, spiky, stony).
<p>Year 10</p> <p>Students:</p> <ul style="list-style-type: none"> • evaluate how representations communicate artistic intentions in artworks they make and view • evaluate artworks and displays from different cultures, times and places • analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas • identify influences of other artists on their own artworks • manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. 	<p>Level UnT10</p> <p>A student:</p> <p>Comprehension</p> <ul style="list-style-type: none"> • interprets abstract or more remote content (identifies and analyses use of techniques and processes and explores those of interest for use in own artworks) • analyses visual text to identify and/or interpret a point of view (views art works from different cultures, times and places and analyses uses of visual conventions to communicate ideas) • synthesises information from a variety of complex texts (researches an artist's work using texts written by the artist and others) <p>Vocabulary</p> <ul style="list-style-type: none"> • demonstrates an understanding of nuances and subtleties in words of similar meaning (considers a range of synonymous terms used in an art text and comments on their usage (intricate, complex, elaborate, convoluted).

Productive modes

Interacting, Speaking and Creating texts

In Visual Arts interaction occurs when students create formal and informal texts as part of their classroom learning experiences including through group and class discussions that explore and investigate learning area topics. These skills can be developed through classroom conversations, discussions and debates where students analyse, interpret and evaluate visual arts practice and artworks. Students also interact when they collaborate to create, or present visual artworks.

Students create spoken, written or multimodal texts such as charts, graphs or diagrams in print or digital formats to, for example, present or evaluate visual artworks or analyse how visual artists from different cultures, times and places use similar materials or visual conventions in different ways.

Table 1 outlines different types of texts students might compose for a variety of purposes and for different audiences.

Refer to the Grammar indicators for guidance on how grammar can support students to produce effective texts.

Table 1: Text types and purpose of the range of texts students may develop in Years 7-10 Visual Arts¹

Broad text purpose	Text type family	Text type	Purpose
Informative	Procedural	Procedure	to instruct someone how to do something through a sequence of steps such as explaining the steps in a print-making or digital-editing process
		Protocol	a list of conditions under which something is to be done, such as the protocols relating to appropriation of traditional iconography used by artists from Aboriginal and Torres Strait Island communities
		Procedural recount/ design brief	to record the steps taken to carry out a procedure, such as developing a design brief for an artwork to be installed in a public place
	Chronicling	Factual recount	to record information and data and to evaluate their significance such as recording audience responses to an art work and evaluating the extent to which intended meanings were communicated in a journal/diary with a critical/reflective focus
		Historical recount	to recount events from the past before making a judgement or drawing conclusions about change over time, such as the role the visual arts have played historically in defining cultures and cultural identities
	Reporting	Factual description	to describe the characteristic features of people, places and objects, such as identifying the use of visual conventions in art works from a specific time, place or culture
		Descriptive report	to describe and provide generalised information about visual arts, such as describing how an art work is presented in an exhibition space or how the elements and principles of art are arranged in an artwork for a particular purpose
	Explaining	Sequential explanation	to explain in a sequence the phases of a process to reveal how the process occurs, such as describing decisions made when creating a visual artwork
		Causal explanation	to explain why a process occurs, including cause and effect, such as explaining an aspect of colour theory or how visual principles such as contrast, balance, harmony, emphasis, direction can be manipulated to create effects
		Factorial explanation	to explain the multiple causes of one outcome such as suggesting and analysing a variety of factors and situations that could influence a particular negative or positive emotion
		Consequential explanation	to explain the multiple outcomes or effects of one phenomenon such as explaining why people respond to art works differently depending on their experiences of the world or why an artist created an artwork in response to their historical or cultural context

¹ Adapted from Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and Meaning*. Newtown, NSW: Primary English Teaching Association Australia.

Broad text purpose	Text type family	Text type	Purpose
Persuasive	Persuading	Exposition (analytical)	to argue for a particular point of view substantiated with evidence (persuading that), for example, using evidence from a visual artwork to explain their emotional response to the work or considering the language (visual or text) that is appropriate for a particular audience
		Exposition (hortatory)	to argue that a particular action should be taken (persuading to), for example, that a group's artwork should take one form rather than another
		Discussion	to discuss two or more points of view before making a judgement, for example, discussing different options for displaying visual artworks within an exhibition space
		Challenge	to argue against a point of view such as why an art work should or shouldn't be exhibited in a public place or whether graffiti should be considered as vandalism or art

Interacting

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 10	InT6/7
<p>Students:</p> <ul style="list-style-type: none"> evaluate how representations communicate artistic intentions in artworks they make and view evaluate artworks and displays from different cultures, times and places analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. identify influences of other artists on their own artworks manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks. 	<p>A student:</p> <ul style="list-style-type: none"> synthesises ideas from group discussion into a common theme or hypothesis (synthesises ideas generated from group discussion to develop ideas for a group visual artwork or exhibition) poses problems, hypothesises and formulates questions about abstract ideas in group situations (initiates and contributes to group discussions about the meanings each person takes from a visual artwork) interacts with school or the broader community, adjusting language and responses to suit purpose and audience (uses everyday language to unpack visual arts terminology when preparing an artist's statement for an exhibition in a community setting) justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation (uses evidences from commentaries to justify a personal interpretation of a visual artwork during a class discussion) gives an extended explanation and evaluation of a complex concept, issue or process (for example, annotates the processes used to make an artwork or the art process).

Speaking

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student literacy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	SpK7
<p>Students:</p> <ul style="list-style-type: none"> • identify and analyse how other artists use visual conventions and viewpoints to communicate ideas • explain how an artwork is displayed to enhance its meaning • evaluate how they and others are influenced by artworks from different cultures, times and places • plan their art making in response to exploration of techniques and processes used in their own and others' artworks. 	<p>A student:</p> <ul style="list-style-type: none"> • speaks on topics which explore issues drawn from research or learning area content (contributes personal responses/observations about a visual artwork to class discussions) • uses technologies and multimodal resources to enhance meaning and effect in presentations (using a combination of images, videos and written text to enhance spoken presentations) <p>Vocabulary</p> <ul style="list-style-type: none"> • selects vocabulary to intensify and sharpen the focus (intense, dynamic, mosaic-like, sculptural, bold, strong use of line or texture, juxtaposition) • uses a range of evaluative language to express opinions or convey emotion (in a similar style to, intended to evoke feelings of ...) • uses a range of emotive language appropriate to topic, purpose and audience (glorious, magnificent, startling, harsh) • uses rich, evocative descriptive language (playful reassemblage, strongly outlined).

Creating texts

Targeted Achievement Standard	Examples of how indicators relate to the AC standard	
	Informative texts	Persuasive texts
Year 10	CrT11	CrT11
<p>Students:</p> <ul style="list-style-type: none"> evaluate how representations communicate artistic intentions in artworks they make and view evaluate artworks and displays from different cultures, times and places analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas identify influences of other artists on their own artworks. 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities (evaluates ways that artworks confirm or challenge stereotypes) writes texts with forms and features combined strategically for purpose (writes texts that combine written and visual elements to document influences on their work) uses evidence and references (cites sources and includes quotes to, for example, describe how artists are connecting with their communities by exhibiting in public spaces) <p>Text forms and features</p> <ul style="list-style-type: none"> uses extended noun groups including adjectival phrases (the subtle yet intriguing effect of the shaded layers of colour) <p>Vocabulary</p> <ul style="list-style-type: none"> uses complex abstractions (post-structural, symbolic, re-assemblage). 	<p>A student:</p> <p>Crafting ideas</p> <ul style="list-style-type: none"> uses classification to organise ideas and information (a realist painter, types of glazes) writes texts with forms and features combined strategically for purpose (describes how an artist has represented an historical event) strategically selects multimodal resources to position the reader/viewer (uses a range of multimodal resources such as photographs, video clips and quotes when curating their work for online presentation) <p>Text forms and features</p> <ul style="list-style-type: none"> uses sophisticated evaluative language (this influential work reveals new insights into the world of the artist and her community) <p>Vocabulary</p> <ul style="list-style-type: none"> uses vocabulary for precision (the decorative effect of the intricate pleating on the ceramic vase).