

## The Arts Levels 5–6 Visual Communication

In the Arts Levels 1–4 progression points focus on the arts disciplines of Art, Dance, Drama, Media and Music individually and/or in combination. From Level 5 progression points have been developed for the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication.

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### The Arts (Visual Communication) – Progressing towards Level 5

#### Progression point 4.25

*At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Creating and making

- generation and recording of ideas for visual communications
- awareness of selected design elements and design principles
- experimentation with media, materials and/or technologies
- awareness of presentation formats used to deliver visual messages
- awareness of appropriate technical drawing conventions

#### Progression point 4.5

*At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Creating and making

- plans, recorded in a visual diary, that develop ideas for visual communications from given stimulus material
- exploration of selected design elements and design principles
- development of technical skills for using selected media, materials and/or technologies
- exploration of how presentation formats are used to present visual messages
- use of a limited range of selected technical drawing conventions

#### Progression point 4.75

*At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

#### Creating and making

- recording of design alternatives in a visual diary, to show concepts and options for visual communications inspired by using stimulus material
- use of selected design elements and design principles to develop ideas for visual communications
- trialing of different ways of using media, materials and/or technologies to advance design skills to realise design ideas
- understanding of how different presentation formats are used to present visual messages for a specified audience
- use of appropriate technical drawing conventions for specific purposes

**Progression point 4.25**

*At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**Exploring and responding**

- awareness of characteristics of visual messages
- awareness of influences on a range of visual communications
- awareness of design language used to describe how visual messages are communicated

**Progression point 4.5**

*At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**Exploring and responding**

- contributions to discussion about ways of presenting visual messages
- understanding of ways that designers from different times and places have presented visual communications
- awareness of design language to describe how visual messages can be varied to communicate to different audiences

**Progression point 4.75**

*At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:*

**Exploring and responding**

- understanding of ways that their own and others' visual communications deliver visual messages
- understanding of ways that designers from different times and places have used design elements and design principles to present visual messages
- use of appropriate design language to describe how design elements and design principles are used to build messages into their own and others' visual communications

## The Arts – Level 5

### Creating and making

At Level 5, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas, and to develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

### Exploring and responding

At Level 5, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions, and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

**The Arts (Visual Communication) – Progressing towards Level 6**
**Progression point 5.25**

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Creating and making**

- collation and annotation in a visual diary, of stimulus material that can be used to plan and develop visual communication ideas and/or concepts
- use of design elements and design principles to generate a range of expressive ideas in response to stimulus material
- trialing of different ways of using media, materials and/or technologies to enhance drawing and design skills for specific purposes
- application of a visual communication message using a given presentation format type
- awareness of drawing conventions associated with a range of visual communications

**Exploring and responding**

- development of strategies to recognise and describe ways that their own and others' visual communications deliver visual messages
- awareness of ways that designers from different times and places have used design elements and design principles to express personal design style/s in visual communications

**Progression point 5.5**

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Creating and making**

- collection and organisation of visual information supported by annotations in a visual diary, that can be used to develop visual communication ideas and/or concepts
- use of design elements and design principles to plan and develop a range of expressive ideas for visual communications
- incorporation of freehand observational and constructed perspective drawings using a range of media, materials and/or technologies to develop established drawing and design skills
- experimentation with a range of presentation format types to select an appropriate context for delivery of the visual message
- use of appropriate drawing system conventions and Australian Standards; for example, third angle orthogonal drawing

**Exploring and responding**

- identification and interpretation of visual messages from the fields of communication, product and/or environmental design relevant to their own visual communications
- understanding of ways designers from different times and places have been influenced by shifts in values, attitudes and/or technologies

**Progression point 5.75**

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

**Creating and making**

- collection, organisation and evaluation in a visual diary of visual information, in planning, developing and refining visual communication ideas and/or concepts
- use of design elements and design principles to develop and refine design concepts to enhance the effectiveness of visual communications to a specific audience
- selection of appropriate media, materials and technologies to use with drawing and design skills to generate ideas and record objects through observation
- refinement of the selected presentation format to enhance delivery of the visual message
- use of selected Australian Standards, for example, AS 1100.101, when using drawing system conventions for two-dimensional and three-dimensional drawings

**Exploring and responding**

- analysis of visual messages from the fields of communication, product and/or environmental design relevant to their own visual communications
- exploration of ways media, materials and presentation styles have changed over time in response to changes in technology and cultural, social and historical factors

**Progression point 5.25**

*At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- use of appropriate design language to describe visual messages in their own visual communications

**Progression point 5.5**

*At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- analysis using appropriate design language, of ways methods, media and/or materials, in collaboration with design elements and design principles are used to build messages in own and others' visual communications

**Progression point 5.75**

*At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:*

- use of appropriate design language to analyse and evaluate the effectiveness of ways visual messages are delivered to specific audiences

**The Arts – Level 6****Creating and making**

At Level 6, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

**Exploring and responding**

At Level 6, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists, and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

**The Arts (Visual Communication) – Progressing beyond Level 6**
**Progression point 6.25**

*At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Creating and making**

- in a visual diary, use of a problem solving approach, when developing and refining concepts and/or ideas for specific visual communications
- understanding of ways that experimentation and practice with media, materials and/or ICT technologies, design elements and design principles can be used to develop a personal style to enhance visual solutions
- selection of appropriate presentation formats and use of considered placement of visual solution/s on to the format surface for a specified audience
- trials showing ways that conventions can be used to clarify meaning of information presented

**Progression point 6.5**

*At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Creating and making**

- in a visual diary, the use of a design process to show a range of design responses to feedback when developing, refining and producing specific visual communications
- use of diverse media, materials, ICT, design elements and design principles to further develop a personal style in seeking visual solutions through an emerging understanding of design aesthetics
- understanding how final presentations and final visual solutions are resolved through concurrent refinement to meet the needs of a specific audience
- application of conventions in ways that suit the context of the information being presented

**Progression point 6.75**

*At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

**Creating and making**

- application of decision making skills to link ongoing review with initial directions across all stages of a design process when producing visual communications to resolve a specific communication need
- enhancement of a personal design aesthetic consistent with emerging personal style by using a range of applications that collaboratively apply design elements and design principles, media, methods and materials
- production of visual solutions that demonstrate the application of a design aesthetic that effectively targets a specified audience using appropriate presentation format/s
- application of conventions to ensure effective delivery of the communication information for a targeted audience

**Exploring and responding**

- analysis of visual messages showing awareness of stylistic, technical and aesthetic decisions made by designers to create effective communications
- evaluation of ways that cultural, social and political trends impact their own and others' design decisions

**Exploring and responding**

- identification and evaluation of the effectiveness of strategies used by designers to clearly target a specific audience
- conceptualisation of ways that trends could be incorporated into their own design work to target contemporary audiences

**Exploring and responding**

- decoding strategies used by designers to deliver complex visual messages in a range of presentation formats
- evaluation of use of cultural, social and political trends in their own and others' visual communication designs

**Progression point 6.25**

*At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

- use of appropriate design language to analyse and evaluate stylistic characteristics of their own and others' visual communications

**Progression point 6.5**

*At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

- annotation of their own developmental work using appropriate design language to record how specific trends are reflected in design decisions taken

**Progression point 6.75**

*At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:*

- perceptive reflection through annotation using appropriate design language about decisions made to control the effective delivery of a visual communication solution