INTRODUCTION

The draft Australian Curriculum: The Arts Foundation to Year 10 reflects the directions described in the Shape of the Australian Curriculum: The Arts (August 2011). The Shape paper was finalised following national consultation and additional targeted consultation with key stakeholders, although ACARA acknowledges that the approved Shape Paper did not reflect the views of all stakeholders.

In developing this draft Arts Curriculum, we have worked to ensure that it: values the traditions and distinct features of the five Arts subjects – Dance, Drama, Media Arts, Music and Visual Arts; recognises the ways in which artists draw on technologies; ensures that all students will benefit from learning about and working with traditional, contemporary and emerging art forms and associated evolving technologies; and provides the flexibility required for teaching and learning programs in schools that meet contemporary and future needs.

This draft Arts Curriculum provides the first opportunity for all interested in Arts learning in Australian schools to see the directions described in the Shape paper realised in a curriculum document. ACARA anticipates that responses will reflect a range of views and perspectives and welcomes your feedback and suggestions for improvement.

ABOUT THE QUESTIONNAIRE

The purpose of this questionnaire is to enable individuals and groups to provide both broad and more specific feedback on the draft Australian Curriculum: The Arts Foundation to Year 10.

Broad feedback is sought on the Arts curriculum in relation to:

- rationale and aims for the Arts learning area
- structure of the curriculum
- manageability of content for teachers
- flexibility for teachers in developing teaching and learning programs.

More specific feedback in each Arts subject is sought in relation to:

- the rationale and aims
- coverage, clarity and pitch of curriculum content and sequence across the band levels
- pitch, sequence, clarity, usability and coherence of the achievement standards
- representation of key concepts, general capabilities and cross-curriculum priorities.

The first section of the questionnaire seeks background information that is required for purposes of analysis. You can then choose to provide feedback on any other section of the questionnaire. You can skip the sections you do not wish to provide feedback on. This will enable you to focus on the sections most relevant to your expertise and omit other sections. The sections of the questionnaire are as follows:

- Background
- Arts Rationale & Aims
- Organisation of the Arts Learning Area
- Dance
- Drama
- Media Arts
- Music
- Visual Arts
For each section reviewed, please provide a rating for all the key statements. If you wish to elaborate on your rating, provide examples, disagree with any of the statements or outline why and how you believe improvements can be made, there are opportunities to include comments. Comments are optional and can be accessed following completion of the ratings. If you wish to prepare more detailed feedback, submissions can be forwarded to TheArts@acara.edu.au with the essential cover sheet.

CONSULTATION CLOSES

The Arts consultation website closes on 23 September 2012.

Note: This site is intended to gather feedback on the draft Australian Curriculum: The Arts Foundation to Year 10. A questionnaire can be completed by an individual or by a group of people, e.g. an association or a school authority. Please note that ACARA may make any feedback provided during the consultation process publicly available. Please visit the terms and conditions of the website at http://www.australiancurriculum.edu.au/Home/Copyright.

BACKGROUND INFORMATION

1. Please indicate your state or territory: _________________

INDIVIDUAL RESPONSE:

2. Which CATEGORY OF RESPONDENT best describes your perspective?

   Primary Teacher
   Secondary Teacher
   School leader
   Academic
   Arts educator (that is arts industry)
   Parent
   School student
   Tertiary student
   Employer
   Other (please specify): _________________

3. If you have identified yourself as a teacher or school leader, which sector of schooling best describes your view:

   Catholic
   Independent
   Government
   Other (please specify): _________________

GROUP RESPONSE:

4. If you are providing a group or institutional response which category of respondent best describes the group’s perspective?

   School
   Professional association
   University faculty
   Education authority
   Arts organisation
   Community group
   Other, please specify: _________________
5. Please indicate the name of the group: ________________

6. How many people have contributed directly to this response? ________________

7. If other organisations or affiliates have contributed to this response, please list below:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
SCALE – 4 POINT SCALE FOR ALL QUESTIONS - CURRENT CONSULTATION

THE ARTS RATIONALE AND AIMS

8. The rationale for the Arts learning area is clear about the nature and importance of learning in The Arts for all Australian students.

9. The aims for the learning area clearly state the intent for the draft Australian Curriculum: The Arts Foundation to Year 10.

Comments:

ORGANISATION OF THE ARTS LEARNING AREA

10. The organisation of the learning area provides a coherent view of the key components and features of the Arts curriculum.

CONTENT STRUCTURE

11. The Content Structure for the learning area is appropriate.

12. The inter-related strand structure of Making and Responding is appropriate for organising the curriculum content.

Comments:

THE ARTS ACROSS FOUNDATION TO YEAR 10

13. The description of learning in The Arts across year-groupings is appropriate.

Comments:

ACHIEVEMENT STANDARDS

14. The explanation of the nature of achievement standards in The Arts is clear.

Comments:

DIVERSITY OF LEARNERS

15. The explanation of the ways in which the Australian Curriculum caters for the diversity of leaners is clear.

Comments:

GENERAL CAPABILITIES

The relationship described between the learning area and each of the following general capabilities is evident in the curriculum content:

16. Literacy
17. Numeracy
18. Information and Communication technology capability
19. Critical and creative thinking
20. Ethical behaviour
21. Personal and social capability
22. Intercultural understanding

Comments:
CROSS-CURRICULUM PRIORITIES

The relationship described between the learning area and each of the following cross-curriculum priorities is evident in the curriculum content:

23. Aboriginal and Torres Strait Islander histories and cultures
24. Asia and Australia’s engagement with Asia
25. Sustainability

Comments:

LINKS TO OTHER LEARNING AREAS

26. The links between The Arts and other learning areas are appropriate.

Comments:

IMPLICATIONS FOR IMPLEMENTATION

27. The ways in which teachers can implement the Arts curriculum to support student learning are clear.
28. The ways in which teachers can implement the Arts curriculum to support assessment of student learning are clear.

Comments:

THE ARTS CURRICULUM

The draft content descriptions across the five Arts subjects:

29. cover the important content for the learning area
30. are coherent as a set, that is clearly articulated across strands and band levels
31. are manageable in terms of implementation
32. provide flexibility for implementation
33. provide opportunities to explore connections between the art forms
34. enable teachers to cater for needs of all students
35. together with the achievement standards provide clarity about the depth of teaching and learning required.

The achievement standards across the five Arts subjects
36. set challenging but realistic standards.
37. are consistent in pitch or level of expectation at each band level.

GLOSSARY

38. The glossary is comprehensive.
39. The glossary definitions are helpful.

Comments:

Comments (please indicate specific strengths and/or definitions for improvement):

OTHER COMMENTS

40. Please provide any additional comments on the draft Australian Curriculum: The Arts (for example, strengths, priority areas for improvement).
DANCE

RATIONALE

1. The Dance rationale provides a clear foundation and direction for the draft Australian Curriculum in Dance.
   
   Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content in the Dance rationale:

AIMS

2. The Dance aims describe the intended learning in the subject.
   
   Comments: Please indicate specific strengths and/or areas for improvement with particular reference to Dance aims.

LEARNING IN DANCE

3. The two-strand structure Making and Responding is clearly explained for Dance.
4. The elements of dance are clearly explained.

Comments: Please indicate specific strengths and/or areas for improvement in the Learning in Dance section.

FOUNDATION TO YEAR 2

BAND DESCRIPTION

The band description:
5. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description:

CONTENT DESCRIPTIONS

The draft content descriptions:
6. are clear, that is explain in understandable language what is to be taught and learned.
7. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
8. illustrate the content descriptions effectively.
9. are clear, that is explained in understandable language.
10. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations:

ACHIEVEMENT STANDARDS

The draft achievement standard:
11. is clear, that is explains in understandable language what students should know and be able to do in Dance by the end of Year 2.
12. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard:
YEARS 3 AND 4

BAND DESCRIPTION

The band description:
13. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
14. are clear, that is explain in understandable language what is to be taught and learned.
15. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
16. illustrate the content descriptions effectively.
17. are clear, that is explained in understandable language.
18. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
19. is clear, that is explained in understandable language what student should know and be able to do in Dance by the end of Year 4.
20. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 5 AND 6

BAND DESCRIPTION

The band description:
21. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
22. are clear, that is explain in understandable language what is to be taught and learned.
23. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
24. illustrate the content descriptions effectively.
25. are clear, that is explained in understandable language.
26. are relevant to the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

**ACHIEVEMENT STANDARD**

The draft achievement standard:
27. is clear, that is explain in understandable language what student should know and be able to do in Dance by the end of Year 6.
28. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

**Comments:** Please indicate realistic and challenging areas for improvement in the achievement standard.

**YEARS 7 AND 8**

**BAND DESCRIPTION**

The band description:
29. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

**Comments:** Please indicate specific strengths and/or areas for improvement in the band description.

**CONTENT DESCRIPTIONS**

The draft content descriptions:
30. are clear, that is explain in understandable language what is to be taught and learned.
31. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

**Comments:** Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

**CONTENT ELABORATIONS**

The draft content elaborations:
32. illustrate the content descriptions effectively
33. are clear, that is explained in understandable language
34. are relevant to the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

**ACHIEVEMENT STANDARD**

The draft achievement standard:
35. is clear, that is explain in understandable language what students should know and be able to do in Dance by the end of Year 8.
36. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

**Comments:** Please indicate realistic and challenging areas for improvement in the achievement standard.

**YEARS 9 AND 10**

**BAND DESCRIPTION**

The band description:
37. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

**Comments:** Please indicate specific strengths and/or areas for improvement in the band description.
CONTENT DESCRIPTIONS

The draft content descriptions:
38. are clear, that is explain in understandable language what is to be taught and learned.
39. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
40. illustrate the content descriptions effectively.
41. are clear, that is explained in understandable language.
42. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
43. is clear, that is explain in understandable language what student should be able to do in Dance by the end of Year 10.
44. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

DANCE ACROSS FOUNDATION TO YEAR 10

Across the band levels for Dance, draft content descriptions:
45. cover the important learning for this subject.
46. show appropriate progression of knowledge, understanding and skills
47. provide coherence and continuity.

Across the band levels for Dance, draft achievement standards:
48. are sequenced appropriately, that is in an order consistent with your experience
49. present increasingly complex understanding and skills.

DRAMA

RATIONALE

1. The Drama rationale provides a clear foundation and direction for the draft Australian Curriculum in Drama.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content in the Drama rationale:

AIMS

2. The Drama aims describe the intended learning in the subject.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to Drama aims.

LEARNING IN DRAMA

3. The two-strand structure Making and Responding is clearly explained for Drama.
4. The elements of drama are clearly explained.
Comments: Please indicate specific strengths and/or areas for improvement in the Learning in Drama section.

FOUNDATION TO YEAR 2

BAND DESCRIPTION

The band description:
5. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description:

CONTENT DESCRIPTIONS

The draft content descriptions:
6. are clear, that is explain in understandable language what is to be taught and learned.
7. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
8. illustrate the content descriptions effectively.
9. are clear, that is explained in understandable language.
10. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations:

ACHIEVEMENT STANDARDS

The draft achievement standard:
11. is clear, that is explains in understandable language what students should know and be able to do in Drama by the end of Year 2.
12. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard:

YEARS 3 AND 4

BAND DESCRIPTION

The band description:
13. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
14. are clear, that is explain in understandable language what is to be taught and learned.
15. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.
CONTENT ELABORATIONS

The draft content elaborations:
16. illustrate the content descriptions effectively.
17. are clear, that is explained in understandable language.
18. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
19. is clear, that is explained in understandable language what student should know and be able to do in Drama by the end of Year 4.
20. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 5 AND 6

BAND DESCRIPTION

The band description:
21. is clear, that is explains in understandable language the breadth of learning to be covered in the band

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
22. are clear, that is explain in understandable language what is to be taught and learned.
23. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/ should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
24. illustrate the content descriptions effectively.
25. are clear, that is explained in understandable language.
26. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
27. is clear, that is explain in understandable language what student should know and be able to do in Drama by the end of Year 6.
28. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 7 AND 8

BAND DESCRIPTION

The band description:
29. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
30. are clear, that is explain in understandable language what is to be taught and learned.
31. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
32. illustrate the content descriptions effectively
33. are clear, that is explained in understandable language
34. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
35. is clear, that is explain in understandable language what students should know and be able to do in Drama by the end of Year 8.
36. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 9 AND 10

BAND DESCRIPTION

The band description:
37. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
38. are clear, that is explain in understandable language what is to be taught and learned.
39. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
40. illustrate the content descriptions effectively
41. are clear, that is explained in understandable language
42. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.
ACHIEVEMENT STANDARD

The draft achievement standard:
43. is clear, that is explain in understandable language what student should be able to do in Drama by the end of Year 10.
44. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

DRAMA ACROSS FOUNDATION TO YEAR 10

Across the band levels for Drama, draft content descriptions:
45. cover the important learning for this subject.
46. show appropriate progression of knowledge, understanding and skills
47. provide coherence and continuity.

Across the band levels for Drama, draft achievement standards:
48. are sequenced appropriately, that is in an order consistent with your experience
49. present increasingly complex understanding and skills.

MEDIA ARTS

RATIONALE
1. The Media arts rationale provides a clear foundation and direction for the draft Australian Curriculum in Media arts.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content in the Media arts rationale:

AIMS
2. The Media arts aims describe the intended learning in the subject.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to Media arts aims.

LEARNING IN MEDIA ARTS
3. The two-strand structure Making and Responding is clearly explained for Media Arts.
4. The key concepts, codes and conventions of media arts are clearly explained.

Comments: Please indicate specific strengths and/or areas for improvement in the Learning in Media Arts section.

FOUNDATION TO YEAR 2

BAND DESCRIPTION

The band description:
5. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description:

CONTENT DESCRIPTIONS

The draft content descriptions:
6. are clear, that is explain in understandable language what is to be taught and learned.
7. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.
Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
8. illustrate the content descriptions effectively.
9. are clear, that is explained in understandable language.
10. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARDS

The draft achievement standard:
11. is clear, that is explains in understandable language what students should know and be able to do in Media Arts by the end of Year 2.
12. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard:

YEARS 3 AND 4

BAND DESCRIPTION

The band description:
13. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
14. are clear, that is explain in understandable language what is to be taught and learned.
15. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
16. illustrate the content descriptions effectively.
17. are clear, that is explained in understandable language.
18. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
19. is clear, that is explained in understandable language what student should know and be able to do in Media Arts by the end of Year 4.
20. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.
Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 5 AND 6

BAND DESCRIPTION

The band description:
21. is clear, that is explains in understandable language the breadth of learning to be covered in the band

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
22. are clear, that is explain in understandable language what is to be taught and learned.
23. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
24. illustrate the content descriptions effectively.
25. are clear, that is explained in understandable language.
26. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
27. is clear, that is explain in understandable language what student should know and be able to do in Media Arts by the end of Year 6.
28. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 7 AND 8

BAND DESCRIPTION

The band description:
29. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
30. are clear, that is explain in understandable language what is to be taught and learned.
31. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
32. illustrate the content descriptions effectively 
33. are clear, that is explained in understandable language 
34. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
35. is clear, that is explain in understandable language what students should know and be able to do in Media Arts by the end of Year 8.
36. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 9 AND 10

BAND DESCRIPTION

The band description:
37. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
38. are clear, that is explain in understandable language what is to be taught and learned.
39. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/ should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
40. illustrate the content descriptions effectively.
41. are clear, that is explained in understandable language.
42. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
43. is clear, that is explain in understandable language what student should be able to do in Media Arts by the end of Year 10.
44. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

MEDIA ARTS ACROSS FOUNDATION TO YEAR 10

Across the band levels for Media arts, draft content descriptions:
45. cover the important learning for this subject.
46. show appropriate progression of knowledge, understanding and skills
47. provide coherence and continuity.
Across the band levels for Media arts, draft achievement standards:

48. are sequenced appropriately, that is in an order consistent with your experience
49. present increasingly complex understanding and skills.

**MUSIC**

**RATIONALE**

1. The Music rationale provides a clear foundation and direction for the draft Australian Curriculum in Music.

*Comments:* Please indicate specific strengths and/or areas for improvement with particular reference to specific content in the Music rationale:

**AIMS**

2. The Music aims describe the intended learning in the subject.

*Comments:* Please indicate specific strengths and/or areas for improvement with particular reference to Music aims.

**LEARNING IN MUSIC**

3. The two-strand structure *Making* and *Responding* is clearly explained for Music.
4. The elements of music are clearly explained.

*Comments:* Please indicate specific strengths and/or areas for improvement in the Learning in Music section.

**FOUNDATION TO YEAR 2**

**BAND DESCRIPTION**

The band description:

5. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

*Comments:* Please indicate specific strengths and/or areas for improvement in the band description:

**CONTENT DESCRIPTIONS**

The draft content descriptions:

6. are clear, that is explain in understandable language what is to be taught and learned.
7. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

*Comments:* Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

**CONTENT ELABORATIONS**

The draft content elaborations:

8. illustrate the content descriptions effectively.
9. are clear, that is explained in understandable language.
10. are relevant to the band level.

*Comments:* Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations:

**ACHIEVEMENT STANDARDS**

The draft achievement standard:

11. is clear, that is explains in understandable language what students should know and be able to do in Music by the end of Year 2.
12. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement in the achievement standard:

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**YEARS 3 AND 4**

**BAND DESCRIPTION**

The band description:

13. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

**Comments:** Please indicate specific strengths and/or areas for improvement in the band description.

**CONTENT DESCRIPTIONS**

The draft content descriptions:

14. are clear, that is explain in understandable language what is to be taught and learned.
15. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

**Comments:** Please identify any content using the content description number that you believe should/ should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

**CONTENT ELABORATIONS**

The draft content elaborations:

16. illustrate the content descriptions effectively.
17. are clear, that is explained in understandable language.
18. are relevant to the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

**ACHIEVEMENT STANDARD**

The draft achievement standard:

19. is clear, that is explained in understandable language what student should know and be able to do in Music by the end of Year 4.
20. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement in the achievement standard.

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**YEARS 5 AND 6**

**BAND DESCRIPTION**

The band description:

21. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

**Comments:** Please indicate specific strengths and/or areas for improvement in the band description.

**CONTENT DESCRIPTIONS**

The draft content descriptions:

22. are clear, that is explain in understandable language what is to be taught and learned.
23. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.
Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
24. illustrate the content descriptions effectively.
25. are clear, that is explained in understandable language.
26. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
27. is clear, that is explain in understandable language what student should know and be able to do in Music by the end of Year 6.
28. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 7 AND 8

BAND DESCRIPTION

The band description:
29. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
30. are clear, that is explain in understandable language what is to be taught and learned.
31. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
32. illustrate the content descriptions effectively
33. are clear, that is explained in understandable language
34. are relevant to the band level

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
35. is clear, that is explain in understandable language what students should know and be able to do in Music by the end of Year 8.
36. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 9 AND 10
BAND DESCRIPTION

The band description:
37. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
38. are clear, that is explain in understandable language what is to be taught and learned.
39. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
40. illustrate the content descriptions effectively.
41. are clear, that is explained in understandable language.
42. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
43. is clear, that is explain in understandable language what student should be able to do in Music by the end of Year 10.
44. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

MUSIC ACROSS FOUNDATION TO YEAR 10

Across the band levels for Music, draft content descriptions:
45. cover the important learning for this subject.
46. show appropriate progression of knowledge, understanding and skills
47. provide coherence and continuity.

Across the band levels for Music, draft achievement standards:
48. are sequenced appropriately, that is in an order consistent with your experience
49. present increasingly complex understanding and skills.

VISUAL ARTS

RATIONALE

1. The Visual Arts rationale provides a clear foundation and direction for the draft Australian Curriculum in Visual Arts.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content in the Visual Arts rationale:

AIMS

2. The Visual Arts aims describe the intended learning in the subject.
**Comments:** Please indicate specific strengths and/or areas for improvement with particular reference to Visual arts aims.

**LEARNING IN VISUAL ARTS**

3. The two-strand structure *Making* and *Responding* is clearly explained for Visual Arts.
4. The viewpoints and practices through which students can access visual arts are clearly explained.

**Comments:** Please indicate specific strengths and/or areas for improvement in the Learning in Visual Arts section.

**FOUNDATION TO YEAR 2**

**BAND DESCRIPTION**

The band description:
5. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

**Comments:** Please indicate specific strengths and/or areas for improvement in the band description:

**CONTENT DESCRIPTIONS**

The draft content descriptions:
6. are clear, that is explain in understandable language what is to be taught and learned.
7. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

**Comments:** Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

**CONTENT ELABORATIONS**

The draft content elaborations:
8. illustrate the content descriptions effectively.
9. are clear, that is explained in understandable language.
10. are relevant to the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations:

**ACHIEVEMENT STANDARDS**

The draft achievement standard:
11. is clear, that is explains in understandable language what students should know and be able to do in Visual Arts by the end of Year 2.
12. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement in the achievement standard:

**YEARS 3 AND 4**

**BAND DESCRIPTION**

The band description:
13. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

**Comments:** Please indicate specific strengths and/or areas for improvement in the band description.

**CONTENT DESCRIPTIONS**

The draft content descriptions:
14. are clear, that is explain in understandable language what is to be taught and learned.
15. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

**Comments:** Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

**CONTENT ELABORATIONS**

The draft content elaborations:
16. illustrate the content descriptions effectively.
17. are clear, that is explained in understandable language.
18. are relevant to the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

**ACHIEVEMENT STANDARD**

The draft achievement standard:
19. is clear, that is explained in understandable language what student should know and be able to do in Visual Arts by the end of Year 4.
20. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement in the achievement standard.

**YEARS 5 AND 6**

**BAND DESCRIPTION**

The band description:
21. is clear, that is explains in understandable language the breadth of learning to be covered in the band

**Comments:** Please indicate specific strengths and/or areas for improvement in the band description.

**CONTENT DESCRIPTIONS**

The draft content descriptions:
22. are clear, that is explain in understandable language what is to be taught and learned.
23. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

**Comments:** Please identify any content using the content description number that you believe should/should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

**CONTENT ELABORATIONS**

The draft content elaborations:
24. illustrate the content descriptions effectively.
25. are clear, that is explained in understandable language.
26. are relevant to the band level.

**Comments:** Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

**ACHIEVEMENT STANDARD**

The draft achievement standard:
27. is clear, that is explain in understandable language what student should know and be able to do in Visual Arts by the end of Year 6.
28. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.
Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 7 AND 8

BAND DESCRIPTION

The band description:
29. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
30. are clear, that is explain in understandable language what is to be taught and learned.
31. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/ should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
32. illustrate the content descriptions effectively
33. are clear, that is explained in understandable language
34. are relevant to the bband level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
35. is clear, that is explain in understandable language what students should know and be able to do in Visual Arts by the end of Year 8.
36. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

YEARS 9 AND 10

BAND DESCRIPTION

The band description:
37. is clear, that is explains in understandable language the breadth of learning to be covered in the band.

Comments: Please indicate specific strengths and/or areas for improvement in the band description.

CONTENT DESCRIPTIONS

The draft content descriptions:
38. are clear, that is explain in understandable language what is to be taught and learned.
39. are pitched appropriately, that is realistic yet sufficiently challenging for students this band level.

Comments: Please identify any content using the content description number that you believe should/ should not be included in the draft curriculum. Give reasons for your selection such as specific strengths and/or areas for improvement.

CONTENT ELABORATIONS

The draft content elaborations:
40. illustrate the content descriptions effectively.
41. are clear, that is explained in understandable language.
42. are relevant to the band level.

Comments: Please indicate specific strengths and/or areas for improvement with particular reference to specific content elaborations.

ACHIEVEMENT STANDARD

The draft achievement standard:
43. is clear, that is explain in understandable language what student should be able to do in Visual Arts by the end of Year 10.
44. is pitched appropriately, that is realistic yet sufficiently challenging for students at the band level.

Comments: Please indicate specific strengths and/or areas for improvement in the achievement standard.

VISUAL ARTS ACROSS FOUNDATION TO YEAR 10

Across the band levels for Visual Arts, draft content descriptions:

45. cover the important learning for this subject.
46. show appropriate progression of knowledge, understanding and skills
47. provide coherence and continuity.

Across the band levels for Visual Arts, draft achievement standards:

48. are sequenced appropriately, that is in an order consistent with your experience
49. present increasingly complex understanding and skills.