

NAVA's Response to the Australian Curriculum Review

NAVA has prepared the following summary of common points raised through consultations with the visual arts, craft and design sector and Art Gallery of South Australia's teen Neo Ambassadors. You are welcome to use NAVA's responses to help inform your feedback via ACARA's online survey:

<https://www.australiancurriculum.edu.au/consultation/consultation-surveys/>

Strengths

- Emphasis on process, play, experimentation and impacts as key components of visual arts practice.
- Emphasis on listening to the voices of First Nations artists when students learn about cultural expressions, although this could be reinforced.
- Exploration of the various roles of professional arts worker careers.
- Classes are encouraged to visit art galleries.
- References to regional and national collections.
- Literacy is explored as a way to respond to visual arts.
- Focus on artistic concepts from across times and living cultures.
- Introduced learning on identifying and understanding copyright and Indigenous Cultural and Intellectual Property (ICIP).
- Activities that help students understand how to make ethical choices.
- Students encouraged to engage in self-assessment.
- References to resources that are co-created with First Nations people and groups.
- Emphasis on viewpoints and inquiry-based learning.

Opportunities

- Include guidelines to reinforce focus on teaching a diverse range of artists including local, living and First Nations artists.
- Encourage teachers to invite local artists to speak to their work.
- Facilitate greater access for teachers (especially for primary school teachers) to online visual arts teaching resources to support the delivery of the curriculum.
- Rephrase the use of unrelatable terms including changing 'arts works' to 'artworks', 'First Nations Australians' to 'First Nations artists/peoples', 'viewpoints' to 'perspectives', and 'conventions' to 'styles'. When referring to First Nations artistic output, change 'cultural expressions' to 'artworks'.
- Increase mentions of 3D and craft practice under the current elaborations as a guide for teachers in relation to the content descriptions.
- Demonstrate applications of art practice in other areas such as health and community development.
- Support arts organisations/institutions to better provide meaningful and reliable education kits/programs that align more closely and consistently with the national curriculum links. NAVA is keen to work with ACARA and national institutions to help arts organisations release mapped curriculum documents with unique or aligned elaborations for all current and future kits/programs. This could be through the development of a shared template for arts organisations and institutions to use when creating kits/programs.
- Support arts organisations/institutions in the preparation of detailed material when mapping to the new curriculum when rolled out.
- Support a national curriculum that reduces state-based differences (and the work required to respond to this in arts education programs).