

Curriculum connections

The Arts (Visual Arts) learning area, level 7 and 8

Strand	VCAA content description	<i>Art Detective Third Edition</i>
Explore and express ideas	VCAVAE033	<p><i>Art Detective Third Edition</i> explores a rich diversity of historical and contemporary artworks from a range of cultures, and in many different artforms/media, to inspire students to develop themes, concepts and ideas in their own artwork.</p> <p>Questions and ‘Explore’ and ‘Discuss’ activities throughout the text actively engage students in exploring the diverse visual art practices represented in text.</p> <p>‘Create’ activities in Chapters 2–5 provide specific starting points for student artmaking activities related to different themes, concepts, ideas explored in text.</p> <p>‘Chapter 2: Materials, techniques and processes’ and ‘Chapter 3: Art elements and design principles’ introduce key visual arts practices used by artists to explore and develop themes, concepts, or ideas in artworks.</p> <p>‘Chapter 4: Subjects and themes’ and ‘Chapter 5: Styles and ideas’ include specific focus on themes, concepts and ideas as inspiration for artmaking.</p>
	VCAVAE034	<p><i>Art Detective Third Edition</i> includes artworks made from many different materials, techniques, technologies and processes.</p> <p>The relationship between artists’ intentions and their use of materials, techniques, technologies and processes is explicitly explored throughout the text and in learning activities including text questions and ‘Explore’ activities.</p> <p>‘Chapter 2: Materials, techniques and processes’ provides a focused exploration of key materials, techniques, technologies and processes including how they are used to realise artists’ intentions. This chapter introduces important vocabulary and concepts to support student learning related to materials, techniques, technologies and processes.</p>

Strand	VCAA content description	<i>Art Detective Third Edition</i>
Visual Arts practices	VCAVAV035	<p>The rich diversity of artworks throughout the text have been selected to inspire students to experiment with materials, techniques, technologies and processes to express ideas, concepts and themes in artworks.</p> <p>‘Exploring process and ideas’ units in Chapter 1 include a focus on experimenting and use of visual diaries support creative thinking and working.</p> <p>‘Create’ activities in Chapters 2–5 provide starting points for experimenting with materials, techniques, technologies and processes in a range of artforms to express, ideas, concepts and themes.</p>
	VCAVAV036	<p>Discussion of how artists plan and design artworks is included throughout text, especially ‘Chapter 2: Materials, techniques and processes’ and ‘Chapter 3: Art elements and design principles’.</p> <p>The focus on visual diaries in ‘Exploring process and ideas’ units in Chapter 1 includes an emphasis on documenting artistic practice, including use of graphic organisers.</p> <p>‘Create’ activities in Chapters 2–5 provide opportunity for development of skills in planning and designing artworks.</p>
Present and perform	VCAVAP037	<p>Discussion, text questions and ‘Explore’ and ‘Discuss’ activities throughout the text focus on how artists create and display artworks and express ideas to an audience.</p> <p>‘Chapter 6: Industry, audiences, issues’ includes specific focus on ideas and issues related to the display of art.</p> <p>‘Create’ activities through text with focus on how making and display of work communicates to an audience.</p>
Respond and interpret	VCAVAR038	<p>Discussion and questions, and ‘Explore’ and ‘Discuss’ activities throughout text encourage students to analyse how ideas and viewpoints are expressed in artworks and how audiences view them.</p> <p>Comparison and contrast of historical and contemporary artworks and artworks from different cultural contexts throughout text provide opportunity, supported by learning activities, for analysing different ways ideas and viewpoints are expressed in artworks and how they are viewed by audiences.</p> <p>‘Chapter 6: Industry, audiences and issues’ includes focus on issues related to the different viewpoints</p>

Strand	VCAA content description	<i>Art Detective Third Edition</i>
	<u>VCAVAR039</u>	Comparison of historical and contemporary artworks and artworks from different cultural contexts throughout text provide opportunity, supported by learning activities, to identify and connect specific features from visual artworks from different cultures and times.

Capabilities

Critical and creative thinking

Strand	VCAA content description	<i>Art Detective Third edition</i>
Questions and possibilities	VCCCTQ032	A variety of questions and activities are featured throughout <i>Art Detective Third Edition</i> . These include text questions, ‘Explore’ and ‘Discuss’ questions, and activities that actively engage students in different forms of thinking, research and responding.
	VCCCTQ033	A focus on philosophical and ethical dimensions of art in selected ‘Discuss’ activities and in the investigation of art issues in Chapter 6 encourages students to consider multiple perspectives and issues related to preconceptions.
	VCCCTQ034	‘Create’ activities throughout the text require student to apply their learning about art and artists and to think creatively to create original work.
Reasoning	VCCCTR035	<i>Art Detective Third Edition</i> includes questions and activities that require students to explain and justify opinions about artworks and art issues and ideas.
	VCCCTR036	
	VCCCTR037	‘Chapter 6: Industry, audiences and issues’ engages students in discussion and debate about art, including a consideration of different points of view and values and criteria applied in arguments and ideas about art.
	VCCCTR039	
Metacognition	VCCCTM040	<i>Art Detective Third Edition</i> includes learning activities and questions that model scaffolded responses to help students represent ideas and explain and justify their thinking to others.
	VCCCTM041	‘Chapter 1: Explore art’ introduces students to range of interpretive strategies and visual thinking tools, including graphic organisers and visual diaries to support the development of critical and creative thinking.
	VCCCTM042	

Ethical capability

Strand	VCAA content description	<i>Art Detective Third Edition</i>
Understanding concepts	VCECU014	Through a focus on artworks exploring social issues such as land rights or gender equality or art issues related to art prizes or controversial artworks, <i>Art Detective Third Edition</i> engages students in exploring contested concepts. Through artworks that represent a range of perspectives and viewpoints <i>Art Detective Third Edition</i> provides opportunity to explore why ethical principles differ between people and groups.
	VCECU015	
	VCECU016	
Decision-making and actions	VCECD017	Through a focus on artworks and exploring social issues, and a focus on art issues, <i>Art Detective Third Edition</i> engages students in analysing the role of context and experience in ethical decision-making and actions.
	VCECD018	

Intercultural capability

Strand	VCAA content description	<i>Art Detective Third Edition</i>
Cultural practices	VCICCB013	<i>Art Detective Third Edition</i> includes a culturally diverse selection of traditional and contemporary artworks that provide a valuable starting point for analysing the dynamic nature of cultural practices, the representation of cultural groups and the purpose and effect of those representations.
	VCICCB014	
Cultural diversity	VCICCD015	The culturally diverse selection of artworks in <i>Art Detective Third Edition</i> will support student's investigation and evaluation of cultural diversity and how and why it is important to the community.
	VCICCD016	

Personal and social capability

Strand	VCAA content description	<i>Art Detective Third Edition</i>
Self-awareness and management	VCPSCSE034	Through a focus on the expression of emotion and feeling in making and responding to art <i>Art Detective Third Edition</i> provides opportunity for students to develop emotional literacy.
Social awareness and management	VCPSCSO038	Through questions and activities that require students to express personal opinions about artworks and art issues and ideas, and to compare these to others <i>Art Detective Third Edition</i> provides opportunity for students to develop skills in social awareness and management.
	VCPSCSO041	Through collaborative and group activities <i>Art Detective Third Edition</i> provides opportunity for students to perform in a variety of team roles.

Cross-curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures

<http://ausvels.vcaa.vic.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures>

Organising ideas			<i>Art Detective Third Edition</i>
Country/Place	OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.	<p>Each chapter in <i>Art Detective Third Edition</i> includes multiple units featuring Indigenous Australian art and artists. (1.1, 1.2, 2.1, 2.6, 2.11, 2.16, 3.6, 3.8, 4.1, 4.9, 5.1, 5.2, 5.8, 6.1, 6.6, 6.8)</p> <p>Ideas and themes explored include</p> <ul style="list-style-type: none"> The special connection to and responsibility for Country/Place that is maintained by Indigenous Australian communities. Indigenous Australians' unique belief systems and spiritual connections to land, sea, sky and waterways. The diversity of Indigenous Australian communities, art and culture across Australia. Indigenous Australian art reflects unique cultural, social, historical and political insights. The role of tradition and innovation in Indigenous art and culture. The significant contribution of Indigenous Australian artists locally and internationally.
	OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.	
	OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.	
Culture	OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.	
	OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.	
	OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years, and their experiences can be viewed through historical, social and political lenses.	
People	OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.	
	OI.8	Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.	

Organising ideas		<i>Art Detective Third Edition</i>
	OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

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Asia and Australia's engagement with Asia

<http://ausvels.vcaa.vic.edu.au/CrossCurriculumPriorities/Asia-and-Australias-engagement-with-Asia>

Organising ideas			<i>Art Detective Third Edition</i>
Asia and its diversity	OI.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.	<p>Each chapter in <i>Art Detective Third edition</i> includes multiple units featuring Asian (Chinese, Japanese, Indian, Indonesian) or Asian–Australian art and artists</p> <p>(1.1, 1.2, 1.4, 2.3, 2.11, 2.14, 2.17, 2.20, 3.3, 3.17, 4.4, 4.7, 4.1, 4.11, 4.20, 5.4, 5.5, 5.7, 5.21, 6.4)</p> <p>Ideas and themes explored include</p> <ul style="list-style-type: none"> • The diversity of traditions, cultures, belief systems and religions in Asia • Contribution and influence of Asian art and artists to art and culture, including Australian art • Asian–Australian artists
	OI.2	Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.	
Achievements and contributions of the peoples of Asia	OI.3	The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.	
	OI.4	The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally.	
Asia-Australia engagement	OI.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.	
	OI.6	Australia is part of the Asia region and our histories from ancient times to the present are linked.	
	OI.7	Australians play a significant role in social, cultural, political and economic developments in the Asia region.	
	OI.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.	

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Organising ideas			<i>Art Detective Third Edition</i>
Systems	OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.	Selected units in <i>Art Detective Third Edition</i> focus on artists whose work reflects a focus on ideas or issues related to sustainability and the environment. (2.5, 2.16, 2.18, 3.6)
	OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.	
	OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.	
World views	OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.	
	OI.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.	
Futures	OI.6	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.	
	OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.	
	OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.	

Organising ideas		<i>Art Detective Third Edition</i>
	OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

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