**Sample Assessment Outline**

Visual Arts

Preliminary Unit 1 and Unit 2

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Sample assessment outline

Visual Arts – Preliminary

Unit 1

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| **Assessment task** | **Notional  due date** | **Unit outcome:**  develop art ideas  to  create artworks | **Unit outcome:**  use art media  and techniques to present personal observation in artworks | **Unit outcome:**  respond to  artworks | **Unit outcome:**  reflect on their  art experiences | **Unit outcome:**  present artworks |
| **Task 1: Series of drawings**  Experimenting with different drawing techniques | Week 3 | **✓** |  |  |  |  |
| **Task 2: Discovering colour**  Using colour in artworks | Week 6 | **✓** |  |  |  |  |
| **Task 3: Mosaic/collage**  Tactile colourful collage | Week 9 |  | **✓** |  |  |  |
| **Task 4: Pastel drawing**  Expressive gesture and line drawing | Week 11 |  |  | **✓** |  |  |
| **Task 5: Gallery set up**  Students prepare selected work for display | Week 16 |  |  |  |  | **✓** |
| **Task 6: Art responses**  Students respond to Leonie Norton and Jude Taylor | Week 6 |  |  |  | **✓** |  |
| **Task 7: Reflection**  Respond to individual and group artworks | Week 9  Week 16 |  |  |  | **✓** |  |

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| **SAMPLE PLANNING CHECKLIST  Visual Arts**  **Preliminary Unit 1**  (✓ = Unit content covered) | **Task 1**  Series of drawings | **Task 2**  Discovering colour | **Task 3**  Mosaic/  collage | **Task 4**  Pastel drawing | **Task 5**  Gallery display | **Task 6**  Art responses | **Task 7**  Reflection |
| **Art making** | | | | | | | |
| **Inquiry** | | | | | | | |
| collation of ideas for design; for example, brainstorming or mind mapping | **** |  |  |  |  |  |  |
| mark making for initial drawings/sketches: for example, different mark- making media, such as pencils, crayons, markers, brushes, fingers | **** | **** | **** |  |  |  |  |
| materials; for example, painting with different size brushes or with twigs or bamboo nibs; paint using different amounts of liquid medium, or on different weights and absorbency of paper | **** | **** | **** | **** |  |  |  |
| visual arts process in making artworks; for example, rolling out clay, impressing a clay surface with textured objects, and glazing a clay surface with liquid copper carbonate using sponges | **** | **** | **** | **** |  |  |  |
| **Visual language** | | | | | | | |
| visual elements (line, shape, colour and/or texture) to create artworks; for example, making patterns with textured stamps, or making a series of pinch pots, or making a monoprint using printmaking ink and simple torn stencils | **** | **** | **** | **** |  |  |  |
| **Art forms, media, techniques and influences** | | | | | | | |
| engage in colour mixing techniques |  | **** | **** |  |  |  |  |
| media and techniques in selected art forms; for example, applying paint with a brush or coiling with clay | **** | **** | **** | **** |  |  |  |
| materials and techniques; for example drawing with light, using large gestures to suggest an emotion | **** | **** | **** | **** |  |  |  |
| experience techniques, subject matter or approaches by other artists or teachers when making own artworks | **** | **** | **** | **** | **** |  |  |
| **Art practice** | | | | | | | |
| processes and techniques used to create artworks | **** | **** | **** | **** |  |  |  |
| produce artworks |  |  | **** | **** |  |  |  |
| safe work practices | **** | **** | **** | **** |  |  |  |
| respect own and the artworks of others | **** | **** | **** | **** |  |  |  |
| display finished artworks |  | **** |  |  | **** |  |  |

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| **SAMPLE PLANNING CHECKLIST  Visual Arts**  **Preliminary Unit 1**  (✓ = Unit content covered) | **Task 1**  Series of drawings | **Task 2**  Discovering colour | **Task 3**  Mosaic/  collage | **Task 4**  Pastel drawing | **Task 5**  Gallery display | **Task 6**  Art responses | **Task 7**  Reflection |
| **Art interpretation** | | | | | | | |
| **Art responses** | | | | | | | |
| reflect on own artworks and personal accomplishments | **** |  | **** | **** | **** | **** | **** |
| respond to artworks; for example, identify lines, shape, colour |  | **** | **** |  |  | **** | **** |
| personal response/reaction to artworks |  |  |  |  |  |  |  |
| meaning and purpose in artworks; for example, appreciate what artworks may be about |  |  |  | **** |  | **** | **** |

Sample assessment outline

Visual Arts – Preliminary

Unit 2

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| **Assessment task** | | **Notional  due date** | | **Unit outcome:**  develop art ideas  to  create artworks | | **Unit outcome:**  manipulate  art media  and techniques to present personal ideas in artworks | | **Unit outcome:**  respond to  artworks | | **Unit outcome:**  reflect on their  art experiences | | **Unit outcome:**  present artworks | |
| **Task 8: Designs and sketches of native fauna**  Research and draw several native fauna | Week 3 | | **✓** | |  | |  | |  | |  | |
| **Task 9: Two final designs**  Create two final designs of own animal characters | Week 5 | | **✓** | |  | |  | |  | |  | |
| **Task 10: Small clay sculpture of character**  Using clay as a medium, create small sculpture | Week 8 | |  | | **✓** | |  | |  | |  | |
| **Task 11: Large recycled sculpture**  Students use recycled materials to create sculpture | Week 12 | |  | | **✓** | |  | |  | |  | |
| **Task 12: Gallery set up**  Students prepare selected work for display | Week 16 | |  | |  | |  | |  | | **✓** | |
| **Task 13: Art responses**  Students respond to Sayaka Ganz artworks | Week 3  Week 9 | |  | |  | | **✓** | |  | |  | |
| **Task 14: Reflection**  Respond to individual and group artworks | Week 8  Week 16 | |  | |  | |  | | **✓** | |  | |

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| **SAMPLE PLANNING CHECKLIST  Visual Arts**  **Preliminary Unit 2**  (✓ = Unit content covered) | **Task 8**  Designs a sketch of native fauna | **Task 9**  Two final designs | **Task 10**  Small clay sculpture of character | **Task 11**  Large recycled sculpture | **Task 12**  Gallery display | **Task 13**  Art responses | **Task 14**  Reflection |
| **Art making** | | | | | | | |
| **Inquiry** | | | | | | | |
| collation of ideas for design; for example, brainstorming, collage or mind mapping | **** |  |  | **** |  |  |  |
| initial drawings to express themselves; use of drawing as a means of expression | **** |  | **** |  |  |  |  |
| materials to develop artworks; for example, bending wire to create a sculpture armature | **** | **** | **** | **** |  |  |  |
| steps and processes to create artworks | **** | **** | **** | **** |  |  |  |
| **Visual language** | | | | | | | |
| visual language to create artworks; for example, using contrasting colours | **** | **** | **** |  |  |  |  |
| visual language (elements and principles of art) to represent experiences and express feelings; for example, using line to capture movement | **** | **** | **** |  |  |  |  |
| **Art forms, media, techniques and influences** | | | | | | | |
| colour mixing techniques to produce an outcome |  | **** |  |  |  |  |  |
| variety of media to produce artworks; for example, textured surfaces for rubbings or prints | **** | **** | **** | **** |  |  |  |
| handle media and demonstrated techniques; for example, the use of crayon and wax resist techniques | **** | **** | **** | **** |  |  |  |
| adopt processes associated with specific art forms; for example, making more than one print from a plate | **** | **** | **** | **** | **** |  |  |
| exposure to artists and their work when producing artworks; for example, the textural paint qualities of *Starry Night* by Vincent Van Gogh |  | **** |  |  |  | **** |  |
| **Art practice** | | | | | | | |
| processes and techniques used to create artworks | **** | **** | **** | **** |  |  |  |
| produce artworks | **** | **** | **** | **** |  |  |  |
| safe work practices | **** | **** | **** | **** |  |  |  |
| respect own and the artworks of others | **** | **** | **** | **** |  |  |  |
| display finished artworks |  | **** | **** | **** | **** |  |  |

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| **SAMPLE PLANNING CHECKLIST  Visual Arts**  **Preliminary Unit 2**  (✓ = Unit content covered) | **Task 8**  Designs a sketch of native fauna | **Task 9**  Two final designs | **Task 10**  Small clay sculpture of character | **Task 11**  Large recycled sculpture | **Task 12**  Gallery display | **Task 13**  Art responses | **Task 14**  Reflection |
| **Art interpretation** | | | | | | | |
| **Art responses** | | | | | | | |
| reflect on individual and/or group evaluation of artworks |  |  | **** | **** | **** | **** | **** |
| respond to artworks with basic visual language; for example, line, colour, texture and/or shape |  | **** | **** |  |  | **** | **** |
| meaning and purpose in artworks; for example, respond to the narrative in artworks |  | **** | **** | **** |  | **** | **** |