**Sample Assessment Outline**

Visual Arts

Preliminary Unit 3 and Unit 4



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Sample assessment outline

Visual Arts – Preliminary

Unit 3

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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: Mono print series**Mono print drawings on water colour experiments | Week 3 | **✓** |  |  |  |  |
| **Task 2: Intaglio series**Personal object, still life intaglios | Week 6 | **✓** |  |  |  |  |
| **Task 3: Collagraph**Tactile collagraph print of an Australian landscape | Week 9 |  | **✓** |  |  |  |
| **Task 4: Stencil**Stencil print simplified from photo or drawing | Week 11 |  |  | **✓** |  |  |
| **Task 5: Gallery set up**Students prepare selected work for display | Week 16 |  |  |  | **✓** |  |
| **Task 6: Art responses**Students respond to Margaret Preston and Indigenous Australian artworks | Week 3Week 7 |  |  |  |  | **✓** |
| **Task 7: Reflection**Respond to individual and group artworks | Week 9Week 16 |  |  |  |  | **✓** |

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| **SAMPLE PLANNING CHECKLIST Visual Arts** **Preliminary Unit 3** (✓ = Unit content covered) | **Task 1**Monoprint series | **Task 2**Intaglio series | **Task 3**Collagraph print | **Task 4**Stencil print | **Task 5**Gallery display | **Task 6**Art responses  | **Task 7**Reflection |
| **Art making** |
| **Inquiry** |
| collation of ideas for design; for example, brainstorming, collage and mind mapping | **** | **** |  | **** |  |  |  |
| initial drawings as a means of inquiry and observation | **** | **** | **** | **** |  |  |  |
| materials to develop artworks; for example, making a collage of landscape using found objects for printmaking | **** | **** | **** | **** |  |  |  |
| experience techniques and processes to create artworks | **** | **** | **** | **** |  |  |  |
| **Visual language** |
| experiment with visual language to create artworks; for example, using line to create visual movement | **** | **** | **** | **** |  |  |  |
| visual language (elements and principles of art) to represent experiences and intention; for example, the use of red hue to represent the emotion of anger | **** | **** | **** | **** |  |  |  |
| **Art forms, media, techniques and influences** |
| colour mixing techniques to produce an outcome | **** | **** |  |  |  |  |  |
| use a variety of media to produce artworks; for example, acrylic paint on canvas/MDF board, or watercolour on paper  | **** | **** | **** | **** |  |  |  |
| media and demonstrated techniques; for example, blending and colour mixing  | **** | **** | **** | **** |  |  |  |
| techniques and processes associated with specific art forms; for example, wedging the clay to remove air bubbles | **** |  | **** | **** | **** |  |  |
| respond to artists and their work when producing artworks; for example, Eduard Munch’s use of colour in *The Scream* |  | **** | **** |  |  |  | **** |
| **Art practice** |
| techniques and processes to create artworks | **** | **** | **** | **** |  |  |  |
| demonstration to produce artworks |  |  | **** | **** |  |  |  |
| safe work practices  | **** | **** | **** | **** |  |  |  |
| respect own and others’ artworks | **** | **** | **** | **** |  |  |  |
| display finished artworks; for example, decision making as a group regarding how final artworks are displayed |  | **** |  |  | **** |  |  |
| **Art interpretation** |
| **Art responses** |
| reflect on individual and/or group evaluation of artworks | **** |  | **** | **** | **** | **** | **** |
| respond to artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone  |  | **** | **** |  |  | **** | **** |
| meaning and purpose in artworks; for example, respond to the narrative in artworks |  |  |  | **** |  | **** | **** |

Sample assessment outline

Visual Arts – Preliminary

Unit 4

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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: Large collage portrait**Use small artworks to create one large abstract artwork | Week 3 | **✓** |  |  |  |  |
| **Task 9: Large Picasso-inspired portrait**Use painting techniques learnt to make Picasso-inspired portrait | Week 6 | **✓** |  |  |  |  |
| **Task 10: 2D and 3D artwork**Create 3D elements added on to your large Picasso-inspired portrait | Week 9 |  | **✓** |  |  |  |
| **Task 11: Gallery set up**Students prepare selected work for display | Week 11 |  |  | **✓** |  |  |
| **Task 12: Art responses**Students respond to Jackson Pollock and Pablo Picasso artworks | Week 16 |  |  |  | **✓** |  |
| **Task 13: Reflection**Respond to individual and group artworks | Week 3Week 7 |  |  |  |  | **✓** |

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| **SAMPLE PLANNING CHECKLIST Visual Arts** **Preliminary Unit 4**(✓ = Unit content covered) | **Task 1**Large collage portrait | **Task 2**Large Picasso inspired portrait | **Task 3**2D and 3D artwork | **Task 4**Gallery display | **Task 5**Art responses | **Task 6**Reflection |
| **Art making** |
| **Inquiry** |
| collation of ideas for design; for example, brainstorming, collage or mind mapping | **** |  |  |  |  |  |
| drawing as a means of inquiry | **** |  | **** |  |  |  |
| ways of using materials to develop artworks; for example, manipulate clay for ceramics | **** | **** | **** |  |  |  |
| experience techniques and processes to create artworks | **** | **** | **** |  |  |  |
| **Visual language** |
| visual language to create artworks; for example, using repeated shapes to create a pattern | **** | **** | **** |  |  |  |
| visual language (elements and principles of art) to represent experiences and intention; for example, using colour to represent an emotion | **** | **** | **** |  |  |  |
| **Art forms, media, techniques and influences** |
| colour mixing techniques to produce artworks |  | **** |  |  |  |  |
| experience a variety of media; for example, embossing textured surfaces into clay  | **** | **** | **** |  |  |  |
| media and demonstrated techniques; for example, pinch pot or slab building  | **** | **** | **** |  |  |  |
| processes associated with specific art forms; for example, stretching the paper for water colour painting | **** | **** | **** | **** |  |  |
| exposure to artists and their work when producing artworks; for example, the smooth, curved, three dimensional form of Henry Moore’s *Reclining Figure* |  | **** |  |  | **** |  |
| **Art practice** |
| techniques and processes to create artworks | **** | **** |  |  |  |  |
| produce an artwork | **** | **** |  |  |  |  |
| safe work practices  | **** | **** |  |  |  |  |
| respect own and the artworks of others | **** | **** |  |  |  |  |
| display finished artworks; for example, decision making as a group regarding how the final artworks are displayed |  | **** | **** | **** |  |  |
| **Art interpretation** |
| **Art responses** |
| reflect on individual and/or group evaluation of artworks  | **** |  | **** | **** | **** | **** |
| respond to artworks referring to basic visual language; for example, line, colour, shape, texture and/or form |  | **** | **** |  | **** | **** |
| meaning and purpose in artworks; for example, responding to the narrative in artworks |  |  |  | **** | **** | **** |