



## SAMPLE ASSESSMENT TASKS

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VISUAL ARTS  
PRELIMINARY UNIT 3 AND UNIT 4

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## Sample assessment task

### Visual Arts – Preliminary

#### Production

#### Task 1 – Unit 3

##### **Conditions**

Time for the task: two weeks

Period allowed for completion of the task: 16 weeks

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Monoprint series – drawings on water colour experiments exploring the theme of Sense of Place

Students will create and design their own drawings from their personal understanding of the theme and of how colours can represent different Australian landscapes. Students will be introduced to the print media process of monoprinting, creating drawings in monoprints layered over their watercolour experiments.

##### **What you need to do**

###### **Inquiry**

- Create a visual brainstorm around the concept of home, using collage, drawing and text.
- Look at different images of Australian landscapes and houses.
- Respond to the following questions: Where do you live, near the beach/bushland? What makes you feel at home, family, belongings?
- Draw own representations of home. Use a visual brainstorm, images or direct observations of landscapes or objects.

###### **Art forms, media and techniques**

- Experiment with coloured inks or watercolour paints, creating colour blending to represent different Australian landscapes; for example, ocean: blue hues, bushland: green hues, desert: orange hues.
- Look at Australian printmaker Margaret Preston's artworks and how she creates artworks from the world around her: her home, Australian landscapes and objects in her home.

###### **Art practice**

- Create a monoprint, using initial drawings of home as a reference point. Using an inked up sheet of plastic (polyethylene), draw into the ink using rags or cotton buds. Focus on the lines and movements they create in the ink to portray the image.
- Print the monoprint onto the colour experiments previously made to create a small series of work.

Your progress in this task will be documented in the following ways:

- student visual brainstorm related to theme
- student drawings related to theme for design work
- student water colour experiments, blending colours
- teacher observational notes on student's use of media
- student print experimentation
- student production work – print series.

## Task 1 – Completion checklist

Unit outcome: develop art ideas to create artworks

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student's visual brainstorm related to theme		
Student's drawings related to theme for design work		

Unit outcome: use of media and techniques to present personal observation in artworks

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Teacher observational notes on student use of media		
Student's water colour experiments, blending colours		
Student's print experimentation		
Student's production work – print series		

Unit outcome: present artworks

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student's production work – print series		

### Teaching resources

#### Monoprinting

Monoprinting is a printmaking process in which a drawing or painting is created on a flat, unworked printing plate or other surface. The ink is transferred, through pressure, on to a sheet of paper. Only one strong impression can be taken, hence the term *monoprint*.

#### Books

- Printmaking handbook, *Printmaking for Beginners* by Jane Stobart
- Printmaking handbook, *Monoprinting* by Jackie Newell & Dee Whittington

Contact local print media artists for insight in to different printing techniques. Arrange a school visit for students to meet and learn from a professional printmaking artist.

#### Websites

- Printmakers association of WA: [www.pawa.org.au/](http://www.pawa.org.au/)
- Oxlades: [www.oxlades.com.au/](http://www.oxlades.com.au/)

## Sample assessment task

### Visual Arts – Preliminary

#### Art interpretation

#### Task 7 – Unit 3

##### **Conditions**

Time for the task: throughout unit

Period allowed for completion of the task: 16 weeks

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Reflection – students continually reflect on process of creating artwork based on the theme of Sense of Place

Students will review progress achievements and success as an individual and a group to learn and improve artwork.

##### **What you need to do**

##### **Art responses**

- Reflect on individual and/or group artworks completed thus far. What do their prints have in common with their peers' and with the artists they have studied?
- Respond to artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone, what has worked effectively, what have students enjoyed?
- Discuss meaning and purpose in artworks; do they portray a 'sense of place', home, what are some ways to improve?
- Look at all prints created thus far; reflect on individual body of work.
- Respond to artworks referring to basic visual language; for example, line, colour, shape, form, texture and/or tone.
- Discuss ideas and personal thoughts and opinions on each artwork. Record key words from discussion; use these to create titles for each series of prints.
- Reflect on individual body of work; students consider ways to further improve or change their artworks.
- Reflect on individual and/or group achievements throughout the semester, what they enjoyed, what artwork is their favourite, do they understand the ideas explored, do they have personal stories linked to the artworks they have made?
- Create notes or recordings of students' reflections to be used as artist statements to accompany the artwork on display.

Your progress in this task will be documented in the following ways:

- audio/video of individual and group reflection when responding to artworks
- teacher observational notes on student reference to elements of visual art and principles of design in responding to an artwork
- recorded discussion on the meaning and purpose of artwork in relation to overall theme of Sense of Place
- student's notes for individual reflection
- record of final reflection in written or audio format to be used as artist statement for artwork on display
- teacher observation notes on student reference to elements of visual art and principles of design in own artwork.

## Task 7 – Completion checklist

Unit outcome: respond to artworks

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Audio/video of individual and/or group discussion/reflection		
Teacher observational notes to refer to the use of elements of visual art and principles of design when discussing artwork		
Discussion recorded on meaning and purpose of artwork in relation to overall theme of Sense of Place		

Unit outcome: reflect on their own art experiences

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student's notes for individual reflection		
Teacher observation notes on students reference to elements of visual art and principles of design in own artwork		
Record final reflection in written or audio format		

### Teaching resources

#### Possible reflection questions to ask:

- Describe the medium or materials used in this piece of artwork.
- What steps did you take to create your art piece?
- What part was the hardest/easiest?
- What were your feelings as you created the art piece?
- How are colour, line, shapes, textures, values and spaces used in your artwork?
- Where have you seen similar work? Does your art piece represent an artist?
- What excited you about this project? Why?
- What were you uneasy or unsure about? Why?
- What part of the process did you not like? Why?
- What part of the process did you enjoy the most? Why?
- What was frustrating for you? Why?
- What would you add? Why would you add this?
- Did anything remind you about something in your own life?
- What idea or message are you trying to get across?
- How has this piece of work inspired you?

- How would you summarise your art work?
- How can you improve your artwork?
- What rating between one and 10 would you give your art work and why?
- What have you learned from creating this art piece?
- Were you happy with the final result? Why or why not?
- Did you enjoy the project? Why or why not?
- Have any of your art skills improved during this project? Did you learn new skills? Which ones?
- Is there anything you could have done to improve any of your work? Explain.
- Tell me about the colours you used and why you used them? What do they symbolise?