



## SAMPLE ASSESSMENT OUTLINE

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### VISUAL ARTS PRELIMINARY UNIT 1 AND UNIT 2

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## Sample assessment outline

### Visual Arts – Preliminary

#### Unit 1

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
<b>Task 1: Series of drawings</b> Experimenting with different drawing techniques	Week 3	✓				
<b>Task 2: Discovering colour</b> Using colour in artworks	Week 6	✓				
<b>Task 3: Mosaic/collage</b> Tactile colourful collage	Week 9		✓			
<b>Task 4: Pastel drawing</b> Expressive gesture and line drawing	Week 11			✓		
<b>Task 5: Gallery set up</b> Students prepare selected work for display	Week 16					✓
<b>Task 6: Art responses</b> Students respond to Leonie Norton and Jude Taylor	Week 6				✓	
<b>Task 7: Reflection</b> Respond to individual and group artworks	Week 9 Week 16				✓	

<b>SAMPLE PLANNING CHECKLIST</b> Visual Arts Preliminary Unit 1 (✓ = Unit content covered)	<b>Task 1</b> Series of drawings	<b>Task 2</b> Discovering colour	<b>Task 3</b> Mosaic/collage	<b>Task 4</b> Pastel drawing	<b>Task 5</b> Gallery display	<b>Task 6</b> Art responses	<b>Task 7</b> Reflection
<b>Art making</b>							
<b>Inquiry</b>							
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	✓	✓	✓	✓			
<b>Visual language</b>							
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	✓	✓	✓	✓			
<b>Art forms, media, techniques and influences</b>							
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	✓	✓	✓	✓	✓		
<b>Art practice</b>							
processes and techniques used to create artworks	✓	✓	✓	✓			
produce artworks			✓	✓			
safe work practices	✓	✓	✓	✓			
respect own and the artworks of others	✓	✓	✓	✓			
display finished artworks		✓			✓		

<b>SAMPLE PLANNING CHECKLIST</b> <b>Visual Arts</b> <b>Preliminary Unit 1</b> (✓ = Unit content covered)	<b>Task 1</b> Series of drawings	<b>Task 2</b> Discovering colour	<b>Task 3</b> Mosaic/collage	<b>Task 4</b> Pastel drawing	<b>Task 5</b> Gallery display	<b>Task 6</b> Art responses	<b>Task 7</b> Reflection
<b>Art interpretation</b>							
<b>Art responses</b>							
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

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
<b>Task 8: Designs and sketches of native fauna</b> Research and draw several native fauna	Week 3	✓				
<b>Task 9: Two final designs</b> Create two final designs of own animal characters	Week 5	✓				
<b>Task 10: Small clay sculpture of character</b> Using clay as a medium, create small sculpture	Week 8		✓			
<b>Task 11: Large recycled sculpture</b> Students use recycled materials to create sculpture	Week 12		✓			
<b>Task 12: Gallery set up</b> Students prepare selected work for display	Week 16					✓
<b>Task 13: Art responses</b> Students respond to Sayaka Ganz artworks	Week 3 Week 9			✓		
<b>Task 14: Reflection</b> Respond to individual and group artworks	Week 8 Week 16				✓	

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
<b>Art making</b>							
<b>Inquiry</b>							
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	✓	✓	✓	✓			
<b>Visual language</b>							
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	✓	✓	✓				
<b>Art forms, media, techniques and influences</b>							
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 <i>Starry Night</i> by Vincent Van Gogh		✓				✓	
<b>Art practice</b>							
processes and techniques used to create artworks	✓	✓	✓	✓			
produce artworks	✓	✓	✓	✓			
safe work practices	✓	✓	✓	✓			
respect own and the artworks of others	✓	✓	✓	✓			
display finished artworks		✓	✓	✓	✓		

<b>SAMPLE PLANNING CHECKLIST</b> <b>Visual Arts</b> <b>Preliminary Unit 2</b> (✓ = Unit content covered)	<b>Task 8</b> Designs a sketch of native fauna	<b>Task 9</b> Two final designs	<b>Task 10</b> Small clay sculpture of character	<b>Task 11</b> Large recycled sculpture	<b>Task 12</b> Gallery display	<b>Task 13</b> Art responses	<b>Task 14</b> Reflection
<b>Art interpretation</b>							
<b>Art responses</b>							
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		✓	✓	✓		✓	✓