



SAMPLE ASSESSMENT TASKS

VISUAL ARTS PRELIMINARY UNIT 1 AND UNIT 2

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment task

Visual Arts – Preliminary

Production

Task 1 – Unit 1

Conditions

Time for the task: three weeks

Period allowed for completion of the task: 16 weeks

Series of drawings relating to the theme of Australian Flora

Students will discover and experiment with different drawing styles. These drawings will be based on the unit's overall theme of Australian Flora. Students learn there a several ways to draw, document and express the subject matter. Students will experiment with different drawing styles to create a variety of effects using a range of media.

What you need to do

Inquiry

- Study images of Australian Flora, discuss the natural environment, colours, shape and form.
- Create a visual brainstorm around the theme of Australian Flora, using collage, drawing and text.
- Discuss the following: What are your favourite flowers/plants? What plants do you have at home? What flora have you noticed when you go walking around the park/bushland?
- Collect different samples of Australian Flora and bring into class. Students can collect flora as homework, walk around the school as a group, or collect flora during a school excursion.

Art forms, media, techniques and influences

- Using the samples of different flora collected, experiment with different drawing styles and media to create a series of drawings. As a class, discover and discuss the colours, textures, shape and form of the flora. Discuss how to represent these through drawings:
 - drawing styles: observation, blind contour, gestural and frottage
 - media: pencil, fine liner, coloured pencil and charcoal
- Try the different drawing styles with all different media to create a variety of different artworks.

Art practice

- Students create 5–10 drawings to create a small series of artworks based on discovering and exploring the Australian Flora they have collected. Students are to experiment with a variety of different media and drawing styles. Students should focus their drawings on capturing the shape and form of the flora.

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

- student visual brainstorm related to theme
- student discussion related to theme
- teacher observational notes on students' use of media
- student production work – series of drawings.

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 discussion relating to theme		

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 production work – series of drawings		

Unit outcome: present artworks

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

Teaching resources

Arrange a school excursion to local bushland to take photos or to a local nursery to collect samples of flora.

Suggested book

Capturing flora: 300 years of Australian botanical art, by Richard Aitken

Suggested website

www.studentartguide.com/articles/line-drawings

Sample assessment task

Visual Arts – Preliminary

Art interpretation

Task 7 – Unit 1

Conditions

Time for the task: Throughout unit

Period allowed for completion of the task: 16 weeks

Reflection – students continually reflect on artworks and theme of Australian Flora

Review progress achievements and success as an individual and a group. Learn and improve artwork from reflecting on experiences and production.

What you need to do

Art responses

- Reflect on individual and/or group artworks completed thus far. What do your drawings have in common with your peers and with the artists you 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?
- Look at all drawings created thus far. Reflect on individual body of work.
- Discuss ideas and personal thoughts and opinions on each artwork. Record key words from discussion; use these to create titles for each drawing.
- 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 and Principles in responding to an artwork
- recorded discussion on the meaning and purpose of artwork in relation to overall theme of Australian Flora
- student 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 and principles when discussing artwork		

Unit outcome: reflect on their own art experiences

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Students notes for individual reflection		
Teacher observation notes on student's reference to elements of visual arts and principles of design in own artwork		
Record of 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 artwork?
- 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?