

Years 3–4 assessment techniques and conditions v1.0

The Arts — Visual Arts

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Extended response	Practical and/or performance	Test
Description	An extended response assesses students' abilities to explore, respond to and explain visual artworks either before, during or after the making of their own visual artworks or in response to the visual artworks of others.	A practical and/or performance assesses students' abilities when making visual artworks.	A test assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. A test ensures student authorship.
	An extended response focuses on the responding strand and requires students to: <ul style="list-style-type: none"> • identify intended purposes and meanings in artworks using visual arts terminology • describe and discuss similarities and differences between artworks • discuss how they and others use visual conventions in artworks. Responding can take the form of making in response to research into artists' practice.	A practical and/or performance focuses on the making strand and requires students to: <ul style="list-style-type: none"> • plan, develop and resolve art-making in response to the exploration of techniques and processes • use visual conventions, techniques and processes to communicate ideas. 	A test requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.
Formats (examples only)	Responding formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – reflective journal entry – visual diary – short response – design justification – annotated illustrations of resolved works – investigation involving making and responding processes • spoken/signed or multimodal <ul style="list-style-type: none"> – visual recording with audio commentary – slideshow 	Making formats include: <ul style="list-style-type: none"> • folio, sketchbook or digital files that includes planning, development and resolved artworks • display of resolved artwork – virtual or real • contribution to an exhibition • individual or collaborative work, including: <ul style="list-style-type: none"> – 2D media, e.g. drawings, 	Formats include: <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – paragraph response – simple description or explanation • response to stimulus.

Techniques	Extended response	Practical and/or performance	Test
	<ul style="list-style-type: none"> - device application. 	paintings, printmaking, photographic art, collage <ul style="list-style-type: none"> - 3D objects, e.g. ceramics, fibre art, installation, sculpture, wearable art and body adornment - design, e.g. costume and stage design, curatorial design, graphic design and illustration, product design - time-based media, e.g. electronic imaging, film or animation. 	
Conditions	Suggested length:* Responding to own work/making <ul style="list-style-type: none"> • artist's statement 50–75 words • other written responses 100–200 words • spoken/signed responses up to 45 seconds • multimodal responses up to 1 minute. Responding to work of others <ul style="list-style-type: none"> • extended responses and/or investigations: <ul style="list-style-type: none"> - written responses 200–300 words - spoken/signed responses up to 1 minute - multimodal responses up to 1½ minutes. 	Suggested length:* Making <ul style="list-style-type: none"> • visual artworks: as negotiated with the teacher. 	Suggested time: <ul style="list-style-type: none"> • up to 60 minutes, plus 10 minutes perusal. Suggested length:* <ul style="list-style-type: none"> • 50–200 words.
Notes			
Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live and may be presented digitally.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			