

Years 9–10 assessment techniques and conditions


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	Examination
Description	An extended response assesses students' abilities to explore, respond to, analyse and interpret their own visual artworks either before, during or after their making, or in response to the visual artworks of others.	A practical and/or performance assesses students' abilities when making visual artworks.	An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.
	An extended response focuses on the responding strand and requires students to: <ul style="list-style-type: none"> • evaluate how representations communicate artistic intentions in artworks • evaluate artworks and displays from different cultures, times and places • analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas • identify influences of other artists on their own artworks. Responding can take the form of making, in response to research into artists' practices.	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 • manipulate materials, visual conventions, techniques and processes to communicate meaning. 	An examination 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. Stimulus materials may be seen or unseen. <ul style="list-style-type: none"> • Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials. • Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.
Formats (examples only)	Formats include: <ul style="list-style-type: none"> • written <ul style="list-style-type: none"> – reflective journal entry – visual diary – short response – critique/review/article for magazine or journal – analytical, persuasive or informative essay 	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 	Formats include: <ul style="list-style-type: none"> • short response items <ul style="list-style-type: none"> – paragraph response – simple description or explanation • extended response items <ul style="list-style-type: none"> – essay



Techniques	Extended response	Practical and/or performance	Examination
	<ul style="list-style-type: none"> - artist's statement - design brief or justification - annotated illustrations of resolved works - investigation involving making and responding processes - blog • spoken/signed or multimodal <ul style="list-style-type: none"> - interview - visual recording with audio commentary - seminar - proposal - webpage - podcast - slideshow - device applications. 	<ul style="list-style-type: none"> • individual or collaborative work, including <ul style="list-style-type: none"> - 2D media, e.g. drawings, paintings, printmaking, photographic art, collage - 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. 	<ul style="list-style-type: none"> • response to stimulus.
Conditions	<p>Suggested length:*</p> <p>Responding to own work/making</p> <ul style="list-style-type: none"> • artist's statement 100–150 words • written responses 200–400 words • spoken/signed responses 1–1½ minutes • multimodal responses 1–2 minutes. <p>Responding to work of others</p> <ul style="list-style-type: none"> • written responses 400–500 words • spoken/signed responses 1–2 minutes • multimodal responses 2–3 minutes. 	<p>Suggested length:*</p> <p>Making</p> <ul style="list-style-type: none"> • visual artworks: as negotiated with the teacher. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • up to 90 minutes, plus 10 minutes perusal. <p>Suggested length:*</p> <ul style="list-style-type: none"> • 200–500 words.
Notes			
Responses may be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			

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