

Years 3–4 assessment techniques and conditions

The Arts — Media Arts and Visual Arts (Non-Performing Arts)

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

	Techniques		
	Project — pre-produce media or develop ideas and/or make artwork/s	Project — produce media or make and display artwork/s	Short response
Description	focuses on responding to a problem, issue or scenario using a process in a relevant context to demonstrate learning. Students may be supported to expand on their thinking through question prompts given by the teacher.		focuses on responding in a targeted way to a task or stimulus.
Learning area advice	<p>Students pre-produce or develop ideas and/or make artwork/s through experimentation and/or planning to communicate ideas, perspectives and/or meaning. Students develop artwork/s considering audience, purpose and/or context. A project may be used to connect two or more assessment techniques to extend the creative process.</p> <p>Media Arts</p> <p>Students construct representations and develop ideas for media artwork/s using:</p> <ul style="list-style-type: none"> • concepts <ul style="list-style-type: none"> – representations of people, place, objects, time, groups – languages, e.g. technical codes and conventions to communicate ideas such as using colour, size of an image, setting – pre-production processes, e.g. ideas to develop a story/design idea such as a storyboard, image, or script. 	<p>Students produce, make and/or display artwork/s to communicate ideas, perspectives and/or meaning, considering audience, purpose and/or context. Students share, display or present their artwork/s in formal and/or informal settings and learn to be both an artist and an audience member. Students can display their work live or virtually. A project may be used to connect two or more assessment techniques to extend the creative process.</p> <p>Media Arts</p> <p>Students produce media artwork/s to present using:</p> <ul style="list-style-type: none"> • concepts <ul style="list-style-type: none"> – technologies, as available – representations – languages • production processes 	<p>Students respond to learning experiences as well as their own and/or others artwork to:</p> <p>Media Arts/ Visual Arts</p> <ul style="list-style-type: none"> • describe the use of <ul style="list-style-type: none"> – media languages and media technologies to construct representations – visual arts processes and/or materials • describe where, why and/or how <ul style="list-style-type: none"> – media arts works are created and/or distributed – visual artists create and/or display artworks <p>across cultures, times, places and/or other contexts</p> <ul style="list-style-type: none"> • inform the student’s own artmaking.



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	<p>Visual Arts</p> <p>Students develop ideas and/or make visual artwork/s using:</p> <ul style="list-style-type: none"> conventions <ul style="list-style-type: none"> elements of art/design, e.g. line, shape, form, space, texture, colour principles of art/design, e.g. balance, pattern, text, contrast processes as relevant to the materials used, e.g. drawing, painting, collage, printmaking, mixed media, sculpture. 	<ul style="list-style-type: none"> production, e.g. using technology to produce artwork such as greenscreen, camera or microphone. post-production, e.g. voiceover, editing, structuring elements. <ul style="list-style-type: none"> responsible media practice. <p>Visual Arts</p> <p>Students make visual artwork/s to share/display using:</p> <ul style="list-style-type: none"> conventions, e.g. line, shape, form, space, texture, colour processes as relevant to the materials used, e.g. drawing, painting, collage printmaking, mixed media, sculpture. 	
	<p>Additional evidence can be gathered within an assessment task through teacher observation. The teacher observes (views, listens, interprets and records) students' ability to demonstrate the application of their knowledge understanding and skills, when responding to the task. The teacher is required to document evidence of learning against relevant aspects of the achievement standard.</p>		
Mode	written, spoken/signed, practical [^] or multimodal	practical [^] or multimodal	written, spoken/signed or multimodal
Examples	<p>Examples may include:</p> <p>Media Arts</p> <ul style="list-style-type: none"> manipulating a given image or experiment with a style or genre to communicate an idea developing ideas for a movie poster to represent a character's perspective of an event, e.g. based on a focus novel creating a storyboard for a narrative from a character's perspective, e.g. fairy tale from a villain's perspective. 	<p>Examples may include:</p> <p>Media Arts</p> <ul style="list-style-type: none"> experimenting with images/shots and sequencing to communicate a perspective sharing a product or artwork for peer feedback presenting an artwork or product, e.g. using greenscreen video to promote a book or event. <p>Visual Arts</p> <ul style="list-style-type: none"> sharing artwork/s for peer feedback 	<p>Examples may include:</p> <p>Media Arts/ Visual Arts</p> <ul style="list-style-type: none"> group discussion artist statement describing choices in student's own work review or reflection, e.g. vlog, podcast/voice recording introduction to describe the idea, perspective or meaning in the student's own artwork before sharing or as displaying interview or response to questions.

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		Visual Arts <ul style="list-style-type: none"> developing ideas for a character portrait experimenting with a technique in a style or genre to communicate an idea. 	<ul style="list-style-type: none"> using skills to make artwork/s in a style or genre. 			
Conditions	Suggested time: <ul style="list-style-type: none"> may be broken into components and completed over multiple lessons. Suggested length:* Media Arts <ul style="list-style-type: none"> written responses <ul style="list-style-type: none"> treatments up to 200 words 3 column script up to 45 seconds of production (approximately 1 page) spoken/signed responses up to 45 seconds practical or multimodal responses <ul style="list-style-type: none"> storyboard up to 6 frames folio up to 4 x A4 pages or digital equivalent, e.g. annotated images, experiments, or practical components. Visual Arts <ul style="list-style-type: none"> written responses up to 100 words spoken/signed responses up to 45 seconds practical or multimodal responses as negotiated <ul style="list-style-type: none"> up to 4 images or up to 4 x A4 art journal pages/annotated experimentation or equivalent digital media up to 45 seconds. 	Suggested time: <ul style="list-style-type: none"> may be broken into components and completed over multiple lessons. Suggested length:* Media Arts <ul style="list-style-type: none"> practical or multimodal responses <ul style="list-style-type: none"> moving image up to 45 seconds 1 still image. Visual Arts <ul style="list-style-type: none"> practical or multimodal responses as negotiated <ul style="list-style-type: none"> 1 art journal page or equivalent digital media, up to 4 images or up to 45 seconds. 	Suggested time: <ul style="list-style-type: none"> may be broken into components and completed over multiple lessons. Suggested length:* Media Arts/Visual Arts <ul style="list-style-type: none"> written responses up to 100 words per item or up to 200 words for a folio spoken/signed responses up to 30 seconds per item or up to 1 minute for a folio multimodal response <ul style="list-style-type: none"> up to 100 words per item or up to 200 words for a folio up to 30 seconds per item or up to 1 minute for a folio. 			

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Other: Practical mode observed by the teacher during class time. Responses can be recorded or live and may be presented digitally. Questions or instructions can be read to students in whole class, group or individual situations.		

* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.

^All practical work must be organised with student safety in mind. Schools must ensure their practices meet current guidelines.



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