

Years 5–6 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 for specific purposes and audiences using:</p> <ul style="list-style-type: none"> • concepts <ul style="list-style-type: none"> – representations of people, place, objects, time, groups, cultures • languages <ul style="list-style-type: none"> – technical codes and conventions to communicate ideas such as using colour, size of an image, setting, sound effects 	<p>Students produce, make and/or share 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 their own and/or others artwork/s to:</p> <p>Media Arts/ Visual Arts</p> <ul style="list-style-type: none"> • explain how <ul style="list-style-type: none"> – concepts (languages and technologies) and processes (Media Arts) – visual arts conventions are used to communicate ideas, perspectives and/or meaning (Visual Arts) • describe how artwork/s created across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning • describe how artwork is used to continue and revitalise culture/s • inform the student’s own artmaking.

Techniques			
	Project — pre-produce media or develop ideas and/or make artwork/s	Project — produce media or make and display artwork/s	Short response
	<ul style="list-style-type: none"> – symbolic codes and conventions to communicate ideas such as sound to create mood, silence, text • pre-production processes – ideas to develop a story/design idea such as a storyboard, image, script or pitch. <p>Visual Arts</p> <p>Students develop ideas and/or make visual artwork/s selecting and 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. <p>Students develop and document ideas for their artwork and present documentation for/with their final artwork/s.</p>	<ul style="list-style-type: none"> – production, e.g. using technology to produce artwork such as using greenscreen, camera, microphone, or applications, if applicable/available – post-production, e.g. voice over, editing, structuring elements • responsible media practice. <p>Visual Arts</p> <p>Students make a visual artwork/s to share/display using:</p> <ul style="list-style-type: none"> • conventions, e.g. elements and principles of art/design • composition • processes as relevant to the materials used, e.g. drawing, painting, collage, printmaking, mixed media, sculpture. 	
	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.		
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 • experimenting with ideas for an image using a style or genre 	<p>Examples may include:</p> <p>Media Arts</p> <ul style="list-style-type: none"> • experimenting with combining images and voice to communicate an idea such as an advertisement 	<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

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	<ul style="list-style-type: none"> – movie poster design, e.g. to represent a character’s perspective of an event • storyboard of a narrative, e.g. fairy tale from a villain’s perspective • script and shooting plan, e.g. movie or book trailer, news report. <p>Visual Arts</p> <ul style="list-style-type: none"> • experimentation with a focus style and/or technique to communicate an idea • brainstorm of ideas for a self-portrait • design for a family crest or coat-of-arms. 	<ul style="list-style-type: none"> • presentation of an artwork or product, e.g. poster, vlog, advertisement, podcast, video, mixed media. <p>Visual Arts</p> <ul style="list-style-type: none"> • using technical skills to make a visual artwork in style or genre for a themed class exhibition • presentation of artwork/s or a product, e.g. video, painting, sculpture, collage, print, mixed media. 	<ul style="list-style-type: none"> • review or reflection, e.g. vlog, podcast/voice recording • introduction to explain the idea, perspective or meaning in the student’s own artwork before sharing or as displaying • interview or response to questions.
Conditions	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <p>Media Arts</p> <ul style="list-style-type: none"> • written responses <ul style="list-style-type: none"> – treatment up to 300 words – 3 column script up to 1.5 minutes of production (approximately 1.5 pages) • spoken/signed responses up to 1 minute • practical or multimodal responses <ul style="list-style-type: none"> – storyboard up to 8 frames – folio up to 4 x A4 pages or digital equivalent, e.g. annotated images, experiments, or practical components – up to 1 minute. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <p>Media Arts</p> <ul style="list-style-type: none"> • practical or multimodal responses <ul style="list-style-type: none"> – moving image up to 1 minute – 1 still image. <p>Visual Arts</p> <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 1 minute. 	<p>Suggested time:</p> <ul style="list-style-type: none"> • may be broken into components and completed over multiple lessons. <p>Suggested length:*</p> <p>Media Arts/ Visual Arts</p> <ul style="list-style-type: none"> • written responses up to 150 words per item or up to 300 words for a folio • spoken/signed responses up 45 seconds per item or up to 1.5 minutes for a folio • multimodal responses <ul style="list-style-type: none"> – up to 150 words per item or up to 300 words for a folio – up to 45 seconds per item or up to 1.5 minutes for a folio.

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Visual Arts <ul style="list-style-type: none"> • written responses up to 300 words • spoken/signed up to 1 minute • practical or multimedia responses as negotiated <ul style="list-style-type: none"> – up to 6 images or up to 4 x A4 pages/annotated experimentation or equivalent digital media – up to 1 minute. 		
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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