Prep 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 share 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 learning experiences by communicating ideas or information.

Learning area advice	Students develop ideas and/or make artwork/s to communicate ideas and feelings using play, imagination, arts knowledge, processes and/or skills. A project may be used to connect two or more assessment techniques to extend the creative process.
	Media Arts
	Students develop ideas for media artwork/s using:
	• concepts
	  – representations of people, places, objects
	  – 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.
		Students produce, make and share artwork/s to communicate ideas and feelings using play, imagination, arts knowledge, processes and/or skills. Students share their work in informal settings and learn to be both an artist and an audience member. A project may be used to connect two or more assessment techniques to extend the creative process.
		Media Arts
		Students produce media artwork/s using:
		• concepts
		  – technologies, as available
		  – representations
		  – languages
		• production processes, e.g. using technology to produce artwork such as a greenscreen or camera.
			Students respond to learning experiences as well as their own and/or others' artwork to:
			• describe experiences, observations, ideas and/or feelings about media arts or visual arts
			• inform the student's own artmaking.

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	Visual Arts Students develop ideas for a visual artwork using: • conventions, e.g. line, shape, space, colour, pattern • processes as relevant to the materials used, e.g. drawing, painting, collage, sculpture.	**Visual Arts** Students make a visual artwork to share/display using: • conventions, e.g. line, shape, space, colour, pattern • processes as relevant to the materials used, e.g. painting, drawing, collage, 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	spoken/signed, practical^ or multimodal	practical^ or multimodal	spoken/signed, practical^ or multimodal
Examples	Examples may include: **Media Arts** • sequencing images in an order to communicate a story idea • developing character ideas from a stimulus **Visual Arts** • experimenting with colour, shapes, and lines to communicate a mood or emotion • responding to a stimulus, e.g. music and drawing shapes, using colours, or expressing ideas for images that connect to the stimulus.	Examples may include: **Media Arts** • experimenting with using a greenscreen and voiceover or sound effects • producing a poster for a movie or nursery rhyme **Visual Arts** • using shapes or images to create a collage • sharing artwork/s with peers.	Examples may include: **Media Arts/ Visual Arts** • group discussion, sharing feelings and responses to class activities • pictorial representation • interview • verbal explanation by the student about the meaning or idea of their own artwork before displaying or sharing.

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Conditions	**Suggested time:** Assessments may be completed over multiple lessons or broken into components to suit the intent of the assessment or to reflect the needs of the learners. **Suggested length:** Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. **Other:** Practical mode observed by the teacher during class time. Responses can be recorded or live and may be presented digitally. Student responses may be dictated to a scribe to reduce the literacy demands of the assessment. Prompts may also be provided to support students to complete the assessment. However: • scribing or prompting should not compromise the purpose of the technique or change the way the assessment is judged or marked • details of the support must be provided on the student response. Questions or instructions can be read to students in whole class, group or individual situations.		

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