

Years 1–2 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	<p>Students develop ideas and/or make artwork/s to communicate ideas and feelings through play and experimentation. 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 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. storyboard. 	<p>Students produce, make and share artwork/s to communicate ideas and feelings. Responses are shared in informal settings and students 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.</p> <p>Media Arts</p> <p>Students produce and share media artwork/s using:</p> <ul style="list-style-type: none"> • concepts <ul style="list-style-type: none"> – technologies, as available – representations – languages • production processes <ul style="list-style-type: none"> – production, e.g. using technology to produce artwork such as greenscreen or camera 	<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"> • identify where they experience media arts or visual arts • describe where, why and/or how people across cultures, communities and/or contexts experience media arts or visual arts • 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 share artwork/s	Short response
	<p>Visual Arts Students develop ideas and/or make visual artwork/s using:</p> <ul style="list-style-type: none"> conventions, e.g. line, shape, space, colour, texture, pattern processes as relevant to the materials used, e.g. drawing, painting, collage, printmaking, sculpture. 	<p>– post-production, e.g. voice over, structuring elements.</p> <p>Visual Arts Students make and share visual artwork/s using:</p> <ul style="list-style-type: none"> conventions, e.g. line, shape, space, colour, texture, pattern processes as relevant to the materials used, e.g. drawing, painting, collage, printmaking, 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	practical^, multimodal, written or spoken/signed	practical^or multimodal	practical^, multimodal, written or spoken/signed
Examples	<p>Examples may include:</p> <p>Media Arts</p> <ul style="list-style-type: none"> developing ideas for a character from a stimulus designing ideas for a poster. <p>Visual Arts</p> <ul style="list-style-type: none"> experimenting with line, shape, space, colour, texture, pattern, texture to draw, e.g. character from a picture book or focus text experimenting with printing using shapes and texture to communicate an idea. 	<p>Examples may include:</p> <p>Media Arts</p> <ul style="list-style-type: none"> recording voice overs for an advertisement making images to sequence a narrative experimenting with greenscreen to produce a silent film or review a favourite toy/book/known place. <p>Visual Arts</p> <ul style="list-style-type: none"> making an artwork about family 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 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.

Techniques			
	Project — pre-produce media or develop ideas and/or make artwork/s	Project — produce media or make and share artwork/s	Short response
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"> – treatments up to 100 words – 3 column script up to 30 seconds of production (approximately ½ page) • spoken/signed responses up to 30 seconds • practical or multimodal responses <ul style="list-style-type: none"> – storyboard up to 4 frames – folio up to 2 x A4 pages or digital equivalent, e.g. annotated images, experiments, or practical components – up to 30 seconds. <p>Visual Arts</p> <ul style="list-style-type: none"> • written responses up to 50 words • spoken/signed responses up to 30 seconds • practical or multimedia responses as negotiated <ul style="list-style-type: none"> – up to 2 images or up to 2 x A4 art journal pages/annotated experimentation or equivalent digital media – up to 30 seconds. 	<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 30 seconds – 1 still image. <p>Visual Arts</p> <ul style="list-style-type: none"> • practical or multimodal responses as negotiated with the teacher <ul style="list-style-type: none"> – 1 art journal page or equivalent digital media, up to 4 images or up to 30 seconds. 	<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"> • length of student responses should be considered in the context of the assessment.

Techniques		
Project — pre-produce media or develop ideas and/or make artwork/s	Project — produce media or make and share artwork/s	Short response
<p>Other:</p> <p>Practical mode observed by the teacher during class time.</p> <p>Responses can be recorded or live and may be presented digitally.</p> <p>Student responses may be dictated to a scribe to reduce the literacy demands of the assessment.</p> <p>Prompts may also be provided to support students to complete the assessment.</p> <p>However:</p> <ul style="list-style-type: none"> • 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. <p>Questions or instructions can be read to students in whole class, group or individual situations.</p>		

* 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.



© State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution** (include the link): © State of Queensland (QCAA) 2023 www.qcaa.qld.edu.au/copyright.

Unless otherwise indicated material from the Australian Curriculum is © ACARA 2010–present, licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0). For the latest information and additional terms of use, please check the [Australian Curriculum website](http://www.australiancurriculum.edu.au) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright-notice).