

Years 7–8 assessment techniques and conditions

The Arts — Visual 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 and response conditions.

					Techniques							
					Project — develop ideas and make artwork/s	Project — make and display artwork/s	Short response	Examination				
Description					focuses on responding to a problem, question, stimulus and/or series of focused tasks within a scenario or context. This may involve using a process to solve a problem, or to inform new actions and/or understandings.		focuses on responding in a succinct and targeted way to a task or stimulus.		focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set timeframe. Assessment items may include question/s, scenario/s and/or problem/s.			
Learning area advice					<p>Students generate, document and develop ideas and/or make artwork/s to represent and/or communicate ideas, perspectives and/or meaning. They reflect on their practice and consider purpose, audience and/or context. Students develop ideas and/or make artwork by selecting and manipulating:</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, tone and value, colour, light, time, sound principles of art/design, e.g. movement, balance, 		<p>Considering purpose, audience and/or context, students curate and present exhibits and/or displays of their own or others' visual artwork/s, including an artist statement explaining and justifying choices to accompany the resolved artwork/s. Students can display their work live or virtually. Students resolve artwork/s by selecting and manipulating:</p> <ul style="list-style-type: none"> conventions, e.g. elements and principles of art/design, composition processes, as relevant to 2D, 3D or 4D artworks 		<p>Students respond to their own or others' artwork to provide a succinct and targeted response or a series of short responses. Assessment tasks may include responses that allow students to engage with the stimulus, ideas or information and use visual arts terminology, knowledge, understanding and skills to:</p> <ul style="list-style-type: none"> describe respectful approaches to creating and/or responding to artwork analyse how conventions, processes and materials are manipulated evaluate the ways that visual artists across cultures, times, 		<p>Students create one or more short responses, or an extended response based on items that are either seen or unseen. Students may respond through description, analysis, interpretation and/or evaluation. Items may be based on stimulus, e.g. photographs, paintings, films, contextual information.</p> <p>Note:</p> <ul style="list-style-type: none"> Seen stimulus should be provided with sufficient time for students to adequately engage with the materials prior to the examination. 	



Techniques				
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	<p>pattern, text, contrast, proportion, unity</p> <ul style="list-style-type: none"> – composition, e.g. parts of an artwork – contemporary approaches, e.g. repurposing found objects <ul style="list-style-type: none"> • processes, e.g. drawing, painting, printmaking, photography, collage, video, animation, sculpture. <p>A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.</p>	<ul style="list-style-type: none"> • materials, e.g. paint, pastels, ink, charcoal, fabric, paper, clay. <p>A project may be used to connect two or more assessment techniques to extend the creative process and/or broken into components and completed over multiple lessons.</p>	<p>places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice.</p> <p>Short responses may be broken into components and completed over multiple lessons.</p>	<ul style="list-style-type: none"> • Unseen stimulus should not have been directly used in class.
Mode	written, spoken/signed, practical [^] or multimodal	practical [^] or multimodal	written, spoken/signed or multimodal	written
Examples	<p>Examples may include:</p> <ul style="list-style-type: none"> • journal, annotated photographs, images to document ideas and processes • graphic organisers, e.g. mind maps, Venn diagram • folio of artworks. 	<p>Examples may include:</p> <ul style="list-style-type: none"> • resolved artwork • virtual or real display. 	<p>Examples may include:</p> <ul style="list-style-type: none"> • artist statement, e.g. analysing and/or evaluating choices in students' own artwork • panel discussion or interview • reflection • digital response, e.g. serialised narrative, vlog, journal. 	<p>Examples may include:</p> <ul style="list-style-type: none"> • analysis of the ways meaning is communicated in a stimulus • review of an artwork or a series of artworks • response to a series of questions relevant to the provided stimulus.

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Conditions	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses up to 300 words spoken/signed responses up to 1.5 minutes multimodal responses <ul style="list-style-type: none"> up to 6 annotated images or up to 4 x A4 art journal pages/ annotated experimentation or digital equivalent practical as negotiated. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> practical or multimodal as negotiated <ul style="list-style-type: none"> curated real or virtual display artist statement <ul style="list-style-type: none"> written responses up to 150 words spoken/signed responses up to 45 seconds. 	<p>Suggested length:*</p> <ul style="list-style-type: none"> written responses 50–150 words per item, up to 500 words for the task or folio of responses spoken/signed or multimodal responses 1–2 minutes. 	<p>Suggested time:</p> <ul style="list-style-type: none"> up to 70 minutes, plus 10 minutes planning over a single allocation of time or over several lessons, under supervised conditions. <p>Suggested length:*</p> <ul style="list-style-type: none"> short, extended or combination responses 200–400 words, comprising <ul style="list-style-type: none"> short responses 50–150 words per item extended responses 200–400 words per item.

* 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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