

Prep Year to Year 2 The Arts

Australian Curriculum in Queensland — assessment and reporting advice and guidelines

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Queensland Curriculum and Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia
Level 7, 154 Melbourne Street, South Brisbane

Phone: +61 7 3864 0299

Fax: +61 7 3221 2553

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

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1 Assessment

This document includes:

Curriculum requirements	Advice, guidelines and resources
Achievement standards	Standards elaborations on a five-point scale
	Assessment advice and guidelines
	Reporting advice and guidelines
Requirements are taken directly from the Australian Curriculum: The Arts developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This material is presented in blue text . Links to Australian Curriculum support materials are also provided where appropriate.	Advice, guidelines and resources are based on the Australian Curriculum band level descriptions and organisation sections. They have been developed by the Queensland Curriculum and Assessment Authority (QCAA) to assist teachers in their planning and assessment and include links to Queensland-developed supporting resources and templates.

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about children's achievements. An awareness of what learning is assessed and how it is assessed helps both children and parents/carers develop an understanding of what is valued and where to focus attention.

Assessment is used for a variety of purposes, but its most important use is in supporting children's learning.

Sufficient and suitable evidence is collected to enable fair judgments to be made about children's learning. Once the evidence is collected and analysed, it is summarised and presented in ways that are meaningful and useful to:

- help children achieve the highest standards they can
- promote, assist and improve teaching and learning
- build a shared understanding of the qualities of children's work and communicate meaningful information about children's progress and achievements to children, teachers, parents/carers and the system.

Principles of assessment for schools to use as a basis for local decisions about specific approaches to assessment are provided in [Appendix 1: Principles of assessment](#)

[Assessment of the Australian Curriculum: The Arts \(F–10\) takes place for different purposes, including:](#)

- [ongoing formative assessment to monitor learning and provide feedback to teachers to enhance their teaching, and for students to improve their learning](#)
- [summative assessment to assist schools in reporting the progress and achievement of students to parents and carers.](#)

[Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.](#)

1.1 Standards-based assessment

The Australian Curriculum is standards-based.

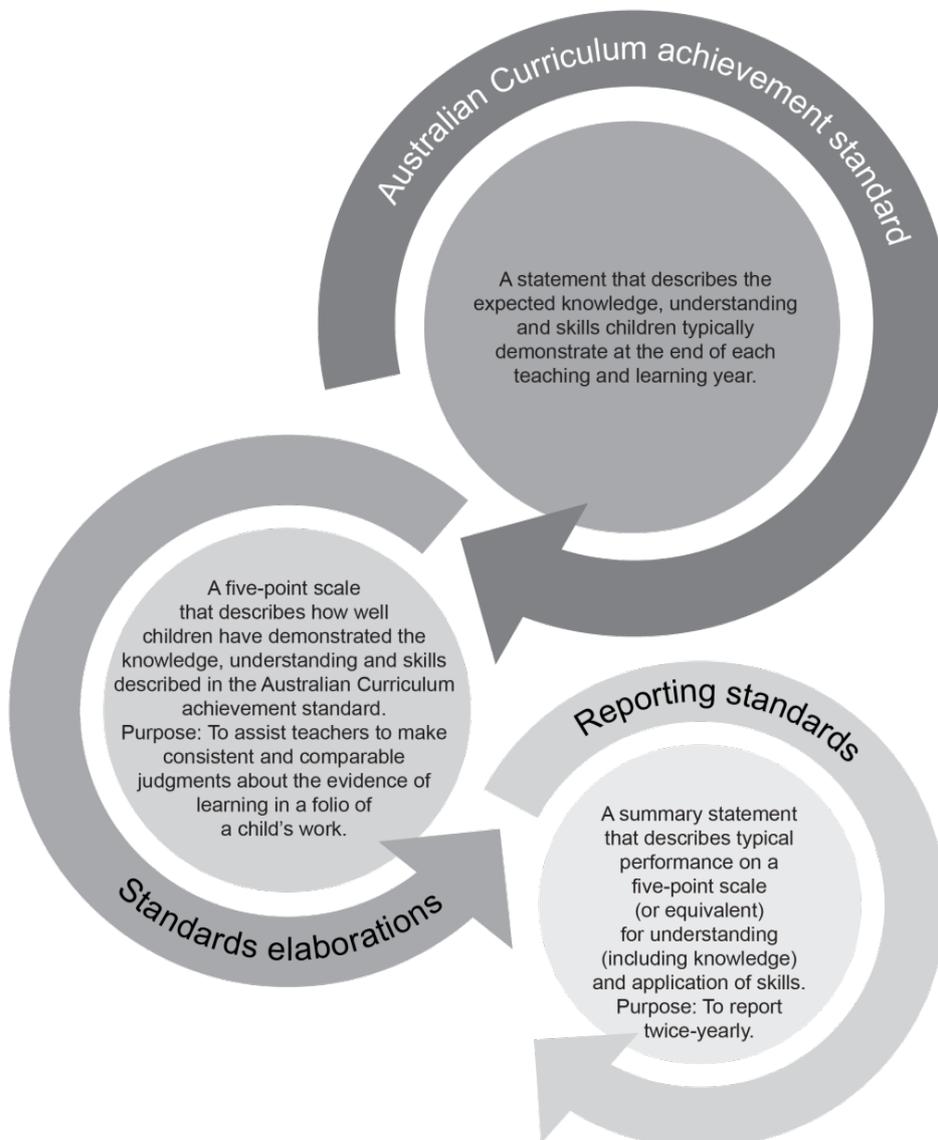
Teacher judgment is guided by achievement standards that are fixed reference points used to describe what is valued as important for young people to know, understand and do. The standards describe the expected qualities of children’s work and give a common frame of reference and a shared language to describe children’s achievement.

Standards-based assessment is an integral part of the teaching and learning process that is planned and ongoing.

The diagram below shows the relationship between the Australian Curriculum achievement standard, standard elaborations and the reporting standards.

1.1.1 Applying the Australian Curriculum achievement standards

Figure 1: The relationship between the Australian Curriculum achievement standard, standard elaborations and the reporting standards



1.1.2 Achievement standard

The Australian Curriculum achievement standards and the content descriptions are the **mandatory aspects** of the Australian Curriculum for schools to implement. In The Arts they are organised under two valued features **responding** and **making** and describe a broad sequence of expected learning across P–10.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

The achievement standards for Australian Curriculum: The Arts can be found for each subject in the relevant section. See subject-specific sections for:

- Dance (Section 3.1)
- Media Arts (Section 5.1)
- Visual Arts (Section 7.1).
- Drama (Section 4.1)
- Music (Section 6.1)

1.1.3 Standard elaborations

The Arts standard elaborations provide a basis for judging how well children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. It is a resource to assist teachers to make consistent and comparable evidence-based AP to BA judgments.

The standard elaborations (SEs) use the two strands common to all Australian Curriculum: The Arts — Responding and Making. Within these, the SEs:

- identify the valued features of each Australian Curriculum Arts subjects drawn from the achievement standard and the content descriptions
- describe the characteristics of children’s work to assist teachers to make judgments about the evidence of learning in children’s work.

The SEs have been developed using the Australian Curriculum achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **Working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills.

The SEs promote:

- alignment of curriculum, assessment and reporting, connecting curriculum and evidence in assessment, so that what is assessed relates directly to what children have had the opportunity to learn
- continuity of skill development from one band to another.

Subject-specific advice about The Arts standard elaborations can be found for each subject in the relevant section. See subject-specific sections for:

- Dance (Section 3.1.1)
- Media Arts (Section 5.1.1)
- Visual Arts (Section 7.1.1).
- Drama (Section 4.1.1)
- Music (Section 6.1.1)

1.2 School-based assessment

School-based assessment involves individual teachers or groups of teachers making informed decisions about what evidence of learning will be collected at suitable intervals as part of the teaching and learning program.

School-based assessment puts teachers' professional knowledge and practice at the centre of aligning what is taught, how it is taught, how children's learning is assessed and how learning is reported.

1.3 Developing an assessment program

An assessment program is planned at the same time as the teaching and learning program and is developed using the achievement standard and the content descriptions.

A planned assessment program will:

- guide and support targeted teaching and learning
- ensure children have opportunities to demonstrate the depth and breadth of their learning in all aspects of the achievement standard
- provide regular feedback to children about how they can improve their learning
- clarify future teaching and learning needs
- ensure teachers have sufficient evidence of learning to make defensible on-balance judgments about the quality of children's work against the standard.

The assessment program includes:

- a range and balance of assessment categories, techniques and conditions appropriate for the learning area, the year level, the school context and the children's cohort
- opportunities for children to become familiar with the assessment techniques and for teachers to monitor children's achievement and provide feedback to children.

Table 1: Relationship between types and purposes of assessment

Types of assessment	Purposes of assessment
Diagnostic assessment	Assessment for learning
Provides opportunities to use assessment to determine the nature of children's learning as a basis for providing feedback or intervention, e.g. literacy and numeracy indicators	Enables teachers to use information about children's progress to inform their teaching, e.g. using feedback from a previous unit to inform learning in the current unit
Formative assessment	Assessment as learning
Focuses on monitoring to improve children's learning, e.g. practising an assessment technique	Enables children to reflect on and monitor their own progress to inform their future learning goals, e.g. opportunities to reflect on an inquiry process
Summative assessment	Assessment of learning
Indicates standards achieved at particular points for reporting purposes, e.g. an assessment that contributes to a reported result	Assists teachers to use evidence of children's learning to assess children's achievement against standards, e.g. the assessments contained in the targeted folio for reporting

1.4 Assessment folio

The planned assessment program specifies the evidence of learning that is summative assessment or assessment of learning and when it will be collected. This collection of children's responses to assessments makes up a targeted assessment folio.

The targeted assessment folio contains sufficient evidence of learning on which to make a defensible on-balance judgment AP to BA (or equivalent five-point scale) about how well the evidence of children's learning matches the standard for the reporting period.

For advice, see Section 2.2: [Making an on-balance judgment on a folio](#) and the video [Using the standards elaborations to assist in developing an assessment program](#) available at: www.qcaa.qld.edu.au/31525.html.

A Prep¹ Year to Year 2 Arts assessment folio includes children's responses that demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understandings and skills in the content and achievement standard.

Table 2: Range and balance

Range	Balance
Range is informed by:	balance is achieved by including:
<ul style="list-style-type: none"> • content descriptions 	<ul style="list-style-type: none"> • all aspects of the curriculum content across the two strands — Responding and Making
<ul style="list-style-type: none"> • categories of response <ul style="list-style-type: none"> – written – spoken/signed – multimodal (integrating visual, print and/or audio feature) – recorded or live 	<ul style="list-style-type: none"> • all aspects of the Australian Curriculum achievement standard
<ul style="list-style-type: none"> • assessment techniques <ul style="list-style-type: none"> – making artworks – responding to artworks 	<ul style="list-style-type: none"> • a variety of categories of response, assessment techniques and conditions.
<ul style="list-style-type: none"> • assessment conditions <ul style="list-style-type: none"> – supervised – open. 	

See subject-specific sections for advice about the range and balance of an assessment folio in:

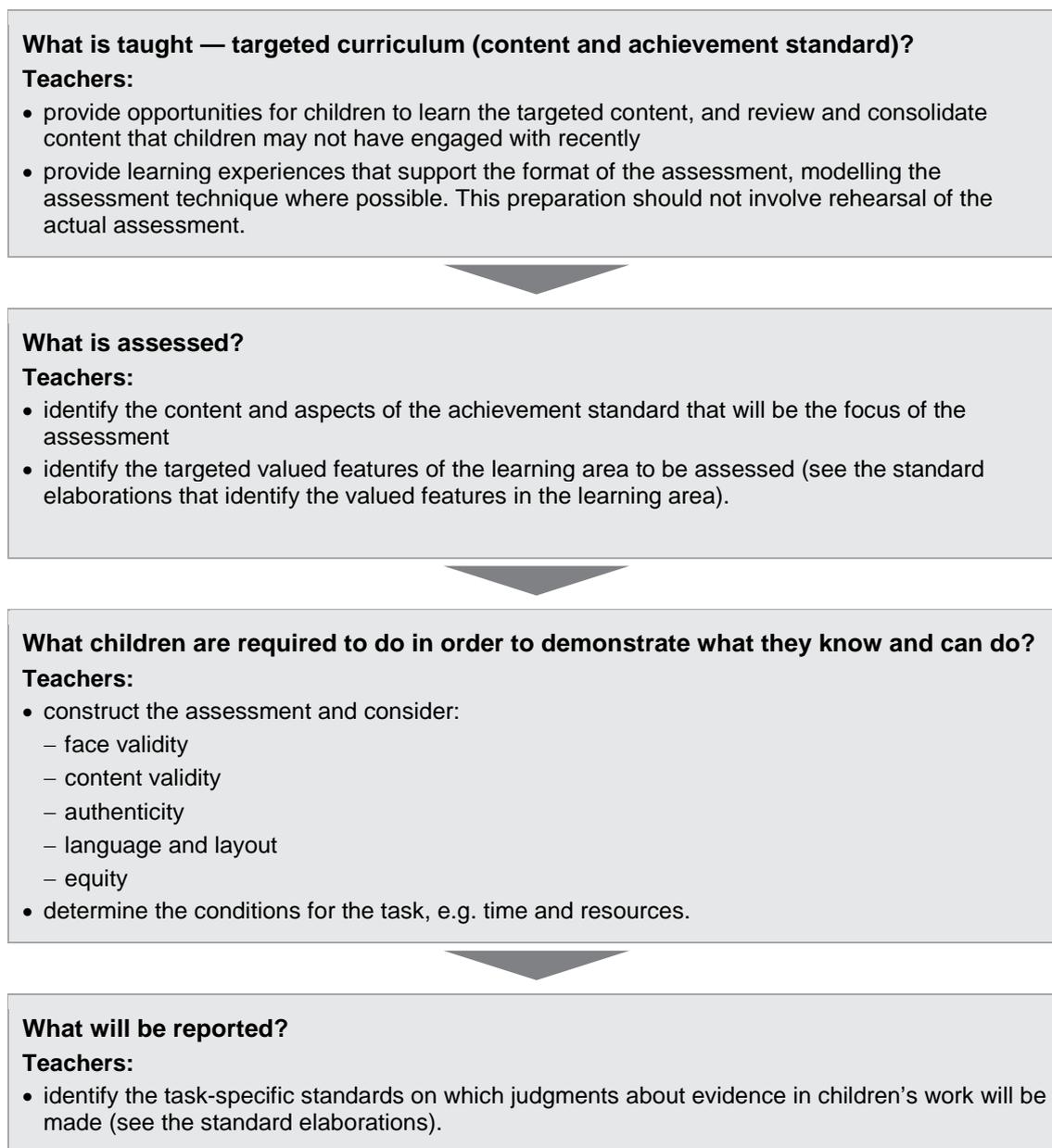
- Dance (Section 3.2)
- Media Arts (Section 5.2)
- Visual Arts (Section 7.2).
- Drama (Section 4.2)
- Music (Section 6.2)

¹ Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June.

1.4.1 Developing assessments

When developing assessment, teachers construct assessments that show the alignment between what has been taught (curriculum), how it is taught (pedagogy), how children are assessed and how the learning is reported. [Figure 2](#) shows the process of alignment.

Figure 2: Aligning assessment



‘Working the assessment’ to confirm the alignment

The following characteristics of effective assessment can be used to assist and support schools with reviewing and evaluating their assessments.

Figure 3: Assessment evaluation using the characteristics of effective assessment

Check the assessment for:	
<p>Face validity The extent to which an assessment appears to assess (on face value) what it intends to assess.</p>	<ul style="list-style-type: none"> Identify the specific content descriptions and aspects of the achievement standard being assessed to determine what is being assessed. Consider whether children’s responses to the assessment will provide evidence of learning for the intended curriculum.
<p>Content validity The extent to which the assessment measures what it claims to measure (either the subject-matter content or behaviour).</p>	<ul style="list-style-type: none"> Review the assessment to determine what is valued in the assessment. Check that it is clear what children are expected to know and be able to do to complete this assessment. Ensure children will be able to demonstrate the full range of standards AP to BA in their responses to the assessment. For example, does the assessment require sufficient depth and breadth of the targeted knowledge, understanding and skills? Does it encourage children to demonstrate a range of thinking skills? Use the standard elaborations to confirm that the assessment provides opportunities for children to demonstrate their achievement in particular targeted aspects of the curriculum content and achievement standard.
<p>Authenticity The extent to which children will find the assessment engaging.</p>	<ul style="list-style-type: none"> Use an appropriate and meaningful context to engage children. Ensure the assessment is pitched appropriately for the year level.
<p>Language and layout The extent to which the assessment clearly communicates to children what is needed for producing their best performance.</p>	<ul style="list-style-type: none"> Identify specific terms children are required to know and consider whether children are likely to understand the terms or not. Check the level of language required to interpret the assessment and consider how well children will be able to understand what the assessment requires them to do. Consider the clarity of the instructions, cues, format, diagrams, illustrations and graphics and how well they assist children to understand what they are required to do.
<p>Equity The extent to which the assessment provides opportunities for all children to demonstrate what they know and can do.</p>	<ul style="list-style-type: none"> Check for any cultural, gender or social references and stereotypes. List aspects of the task that might need adjusting for verified children (see Appendix 2: Educational equity). Note that adjustments to the task should not impact on judgments made about children’s achievement.

Additional resources:

- Designing good assessment (video): www.qcaa.qld.edu.au/19788.html
- Scaffolding — supporting student performance:
www.qcaa.qld.edu.au/downloads/p_10/as_scaffolding.docx
- Thinking like an assessor vs. activity designer:
www.qcaa.qld.edu.au/downloads/p_10/as_assessor_vs_designer.docx.

1.5 Making judgments

When making judgments about the evidence in children’s work, teachers are advised to use task-specific standards. Task-specific standards give teachers:

- a tool for directly matching the evidence of learning in the child’s response to the standards
- a focal point for discussing children’s responses
- a tool to help provide feedback to children.

Task-specific standards are not a checklist; rather they are a guide that:

- highlights the valued features that are being targeted in the assessment and the qualities that will inform the overall judgment
- specifies particular targeted aspects of the curriculum content and achievement standard — the alignment between the valued feature, the task-specific descriptor and the assessment must be obvious and strong
- clarifies the curriculum expectations for learning at each of the five grades (AP to BA) and shows the connections between what children are expected to know and do, and how their responses will be judged
- allows teachers to make consistent and comparable on-balance judgments about children’s work by matching the qualities of children’s responses with the descriptors
- supports evidence-based discussions to help children gain a better understanding of how they can critique their own responses and achievements and identify the qualities needed to improve
- increases the likelihood of children communicating confidently about their achievement with teachers and parents/carers and asking relevant questions about their own progress
- encourages and provides the basis for conversations among teachers, children and parents/carers about the quality of children’s work and curriculum expectations and related standards.

The standard elaborations are a resource that can be used to inform the development of task-specific standards.

Subject-specific advice about The Arts standard elaborations can be found for each subject in the relevant section. See subject-specific sections for:

- Dance (Section [3.1.1](#))
- Drama (Section [4.1.1](#))
- Media Arts (Section [5.1.1](#))
- Music (Section [6.1.1](#))
- Visual Arts (Section [7.1.1](#)).

See the short videos:

- Developing task-specific standards
- Making an on-balance judgment on an individual assessment.

These videos are available at: www.qcaa.qld.edu.au/31525.html.

Task-specific standards can be prepared as a matrix or continua. Templates are available with features shown for all year levels and subjects. Teachers select the relevant year:

- Continua:
www.qcaa.qld.edu.au/downloads/p_10/ac_arts_tss_continua.dotx
- Matrix:
www.qcaa.qld.edu.au/downloads/p_10/ac_arts_tss_matrix.dotx.

1.6 Using feedback

Feedback is defined as the process of seeking and interpreting evidence for use by children and their teachers to decide where the children are in their learning, where they need to go and how best to get there.

Feedback gathered throughout the teaching and learning cycle informs future teaching learning and assessment. Its purpose is to recognise, encourage and improve children's learning.

Assessment feedback is most helpful if the specific elements of the content (knowledge, understanding and skills) are identified and specific suggestions are provided. The standard elaborations provide a resource for developing specific feedback to children about the valued features in the content and achievement standards:

- Dance (Section [3.1.1](#))
- Drama (Section [4.1.1](#))
- Media Arts (Section [5.1.1](#))
- Music (Section [6.1.1](#))
- Visual Arts (Section [7.1.1](#)).

Assessment alone will not contribute to improved learning. It is what teachers and children do with assessment and other available information that makes a difference.

2 Reporting

Schools are required to provide parents/carers with plain-language reports twice a year. In most schools, this takes place at the end of each semester. The report must:

- be readily understandable and give an accurate and objective assessment of the child’s progress and achievement
- include a judgment of the child’s achievement reported as AP, MC, WW, EX or BA (or equivalent five-point scale), clearly defined against the Australian Curriculum achievement standards.

2.1 Reporting standards

The reporting standards are summary statements that succinctly describe typical performance at each of the five levels (AP to BA) for the two dimensions of the Australian Curriculum achievement standards — understanding (including knowledge) and application of skills for the purpose of reporting twice-yearly.

Table 3: Reporting standards

Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The child applies the curriculum content and demonstrates a thorough understanding of the required knowledge. The child demonstrates a high level of skill that can be transferred to new situations.	The child makes connections using the curriculum content and demonstrates a clear understanding of the required knowledge. The child applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations.	The child can work with the curriculum content and demonstrates understanding of the required knowledge. The child applies skills in situations familiar to them.	The child is exploring the curriculum content and demonstrates understanding of aspects of the required knowledge. The child uses a varying level of skills in situations familiar to them.	The child is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required knowledge. The child is beginning to use skills in situations familiar to them.

The key purpose of reporting children’s achievement and progress is to improve children’s learning. The following principles underpin reporting school-based, standards-based assessment:

- alignment of teaching, learning, assessment and reporting: what is taught (curriculum) must inform how it is taught (pedagogy), how children are assessed (assessment) and how the learning is reported
- a collection of evidence or folio of children’s work: summative judgments for reporting purposes are based on a planned and targeted selection of evidence of children’s learning collected over the reporting period (see Section 1.4: [Assessment folio](#))
- on-balance judgments: professional decisions made by teachers about the overall quality of a child’s work in a range of assessments that best matches the valued features of a learning area described in the achievement standards at the time of reporting

- moderation: making consistent judgments about children’s achievements within and between schools occurs when teachers develop shared understandings of the curriculum content and achievement standards. Moderation provides children and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent.

Children’s achievement is reported against the Australian Curriculum achievement standard for the year level they are taught.

Teachers make reasonable adjustments during the cycle of teaching, learning and assessment to support the learning of children with disabilities, e.g. adjustments to presentation, response, timing, scheduling and location. In most instances, the required curriculum content, achievement and reporting standards will be used for these children. (See [Appendix 2: Educational equity](#) for inclusive strategies.)

School sectors and schools make decisions following negotiation with parents/carers about the provision of modified or accelerated learning and assessment programs to meet the learning needs of some children. Reporting achievement for these children should clearly indicate the year level of the curriculum content and the achievement standards against which judgments about children’s achievement have been made.

Achievement in a learning area is only one source of information on children’s achievement and progress. Schools may report on other important aspects of children’s engagement at school separate from achievement in a learning area such as:

- children’s participation and skills in school-based extracurricular activities
- children’s attributes such as effort, punctuality, and social and behavioural skills
- children’s attendance
- other school or system priorities.

2.2 Making an on-balance judgment on a folio

By the end of the year, a planned and targeted assessment program will result in an assessment folio of evidence of children’s learning (summative assessment) on which the overall standard is awarded. (See [Figure 4: Making on-balance judgments](#).)

The range and balance of assessment in the folio ensures there is sufficient evidence of achievement in both valued features of the Australian Curriculum achievement standard — Responding and Making — to make an on-balance judgment for reporting.

An on-balance judgment involves a teacher, or a group of teachers, making a professional decision about how the pattern of evidence in the folio best matches the standards. See the short video *Making an on-balance judgment on a folio of student work*, available at: www.qcaa.qld.edu.au/27974.html.

An on-balance judgment does not involve averaging grades across different assessments or ticking every box. Rather it is a professional judgment that considers all the evidence of achievement in the folio.

The standard elaborations (SEs) assist in making the on-balance decision. The SEs describe *how well* on a five-point scale children have demonstrated what they know, understand and can do using the Australian Curriculum achievement standard. The SEs assist teachers to make consistent and comparable evidence-based AP to BA judgments about the patterns of evidence in a folio of work. They provide transparency about how decisions about grades are made, and for conversations among teachers, children and parents/carers about the qualities in children’s work matched to the valued features in the curriculum expectations and the standards.

2.2.1 Making an on-balance judgment for mid-year reporting

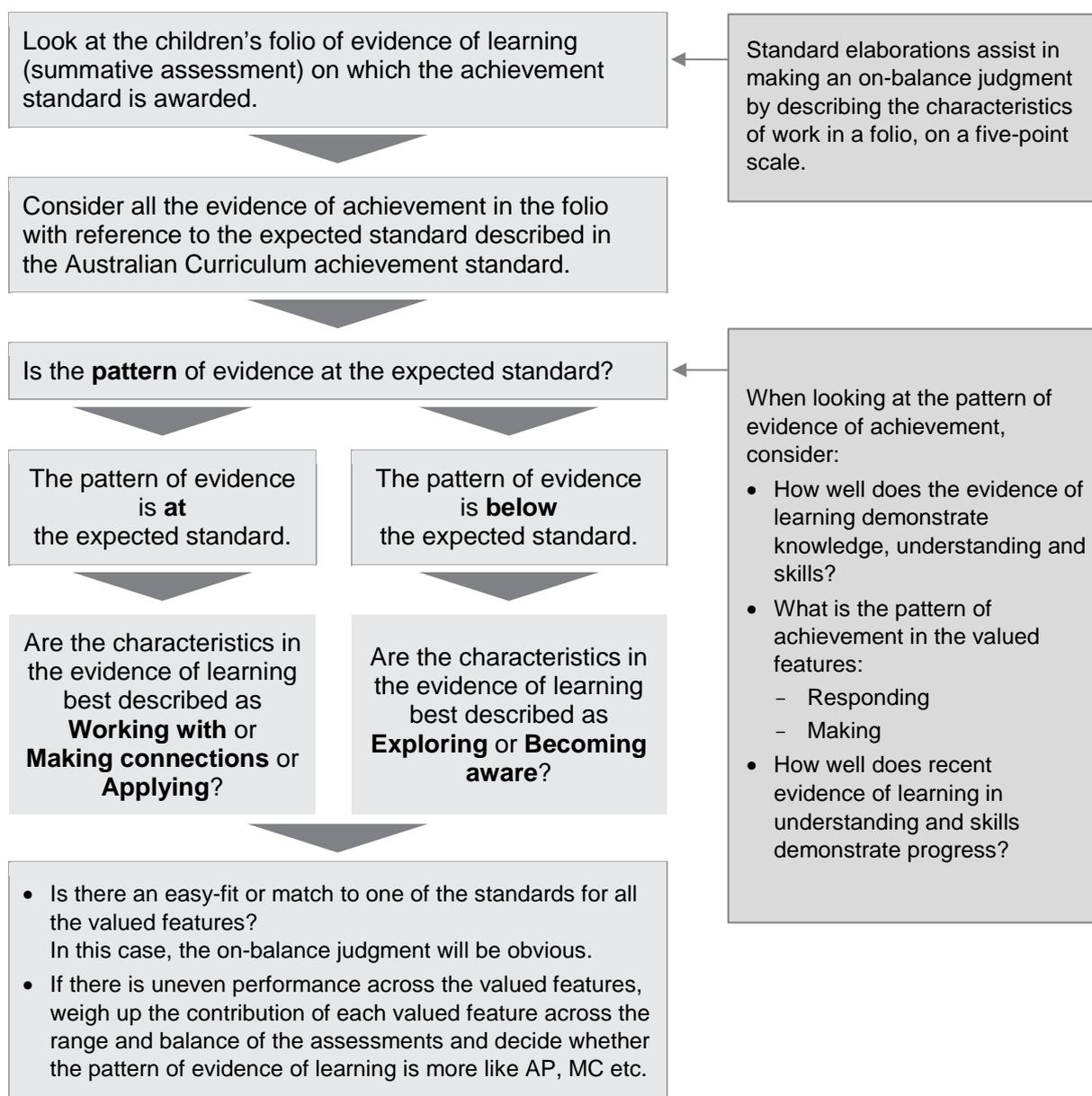
For mid-year reporting, the on-balance judgment is based on the pattern of evidence of children's achievement and progress *at the time of reporting* and in relation to what has been taught and assessed during the reporting period.

The application of the Australian Curriculum achievement standard during the year requires a judgment based on matching qualities in children's work rather than checking coverage.

The standard elaborations (Section 1.1.3) assist in making an on-balance judgment for mid-year reporting.

The process for assessing and making judgments about children's achievement may be assisted by progressively recording children's achievement for each assessment on a child's profile or similar.

Figure 4: Making on-balance judgments



2.2.2 Moderation

The achievement standards guide teacher judgment about how well children have achieved. The most effective way to build consistent and comparable on-balance teacher judgment is through planned activities when teachers — in a partnership or team situation — engage in focused professional dialogue to discuss and analyse the quality of children’s work, compare their judgments about children’s achievement and determine the match between the evidence in children’s work and standards. This process is known as moderation.

Professional dialogue increases teachers’ awareness about the variety of ways in which children may respond to the assessment and the types of evidence that may be available to support teacher judgments. In this way, teachers gain valuable insights about how the standards can be demonstrated in children’s work. They build a shared understanding about the match of evidence to standards, enhancing classroom practice and supporting the alignment of curriculum and assessment.

Moderation provides children and their parents/carers with confidence that the standards awarded are defensible judgments of achievement and that the report is meaningful, professional and consistent.

See the following factsheets for more information:

- Consistency of judgments — Calibration model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_calibration.doc
- Consistency of judgments — Conferencing model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_conferencing.doc
- Consistency of judgments — Expert model:
www.qcaa.qld.edu.au/downloads/p_10/as_coj_expert.docx.

3 Dance

3.1 Dance achievement standard

The Australian Curriculum achievement standards and content descriptions are the **mandatory aspects** of the Australian Curriculum for schools to implement. They are organised under two valued features, **responding** and **making**, and describe a broad sequence of expected learning across P–10.

The achievement standard should be read in conjunction with the content descriptions, available from: www.australiancurriculum.edu.au/the-arts/dance/curriculum/f-10?layout=1.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Table 4: The Australian Curriculum: Dance achievement standard

Valued feature	What children are expected to know and do
<p>Responding <i>includes exploring, responding to, analysing and interpreting artworks.</i></p>	<p>By the end of Year 2</p> <p>Students describe the effect of the elements in dance they make, perform and view and where and why people dance.</p>
<p>Making <i>includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.</i></p>	<p>By the end of Year 2</p> <p>Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</p>

3.1.1 Dance standard elaborations

The SEs have been developed using the Australian Curriculum: Dance achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **Working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills.

Teachers can use the SEs to:

- match the evidence of learning in a folio or collection of children's work gathered over the reporting period to determine how well a child has achieved against the achievement standard on a five-point scale (see Section 2: [Reporting](#))
- inform the development of an assessment program and individual assessments (see Section 1.4: [Assessment folio](#))
- inform the development of task-specific standards (see Section 1.4: [Assessment folio](#) and Section 1.5: [Making judgments](#)).

Using the SEs

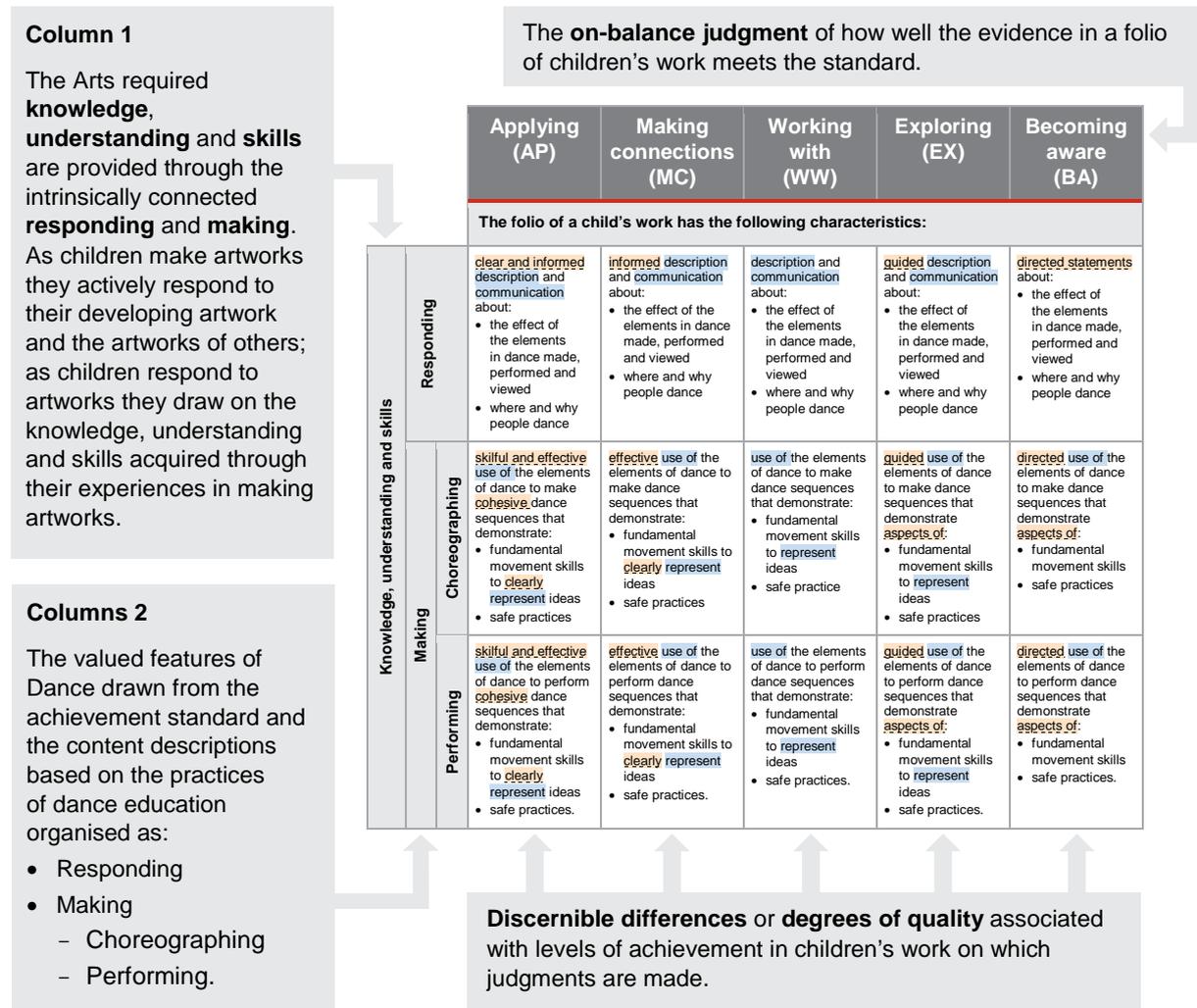
The valued features in the content descriptions and the achievement standards determine the structure of the SEs. (See [Figure 5: The structure of the Dance standard elaborations](#).)

The Dance SEs for Prep Year to Year 2 are available from the QCAA website: www.qcaa.qld.edu.au/34892.html.

The QCAA have produced four short videos (available at www.qcaa.qld.edu.au/31525.html) which outline the purpose and use of the Australian Curriculum standards elaborations:

- Using the standards elaborations to assist in developing an assessment program
- Developing task-specific standards
- Making an on-balance judgment on an individual assessment
- Making an on-balance judgment on a folio of student work.

Figure 5: The structure of the Dance standard elaborations



3.2 Dance assessment

3.2.1 Assessment techniques, tasks/formats and categories

The following table provides information and examples about assessment techniques, formats and categories for developing a range and balance within an assessment program. The techniques, task/format and categories of response used should consider the age and capacity of the child.

[Appendix 4: Glossary](#) provides a glossary of terms used throughout the assessment techniques.

Schools have the option to combine techniques in a single assessment. As children make artworks, they actively respond to their developing artwork and the artworks of others; as children respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Table 5: Assessment techniques, tasks/formats and categories of response for Dance

Technique: Making artworks	Technique: Responding to artworks
This technique is used to assess children's abilities when making and/or performing dance works.	This technique is used to assess children's abilities to explore, respond to, analyse and interpret dance works.
Description	
<ul style="list-style-type: none"> Making artworks in Prep Year to Year 2 Dance enables children to demonstrate their ability to use the elements of dance to choreograph and perform dance sequences to demonstrate fundamental movement skills. In a Prep Year to Year 2 context, the process of making artworks is guided and involves teachers supporting children to represent ideas and demonstrate safe practices. 	<ul style="list-style-type: none"> Responding to artworks in Prep Year to Year 2 Dance requires children to describe: <ul style="list-style-type: none"> the effects of the elements in the dances they make, perform and view where and why people dance. In a Prep Year to Year 2 context, teachers guide and collaborate with children to make task requirements explicit.
Task/Format	
Examples of formats include: <ul style="list-style-type: none"> annotated diagrammatic representation of choreographic ideas freeze frames and/or storyboards of the choreographic process sharing choreographed sequences throughout the making process (live or recorded) performing teacher-choreographed or child-choreographed sequences. 	Examples of formats include: <ul style="list-style-type: none"> describing the effects of dance elements and where and why people dance using: <ul style="list-style-type: none"> annotated pictures, diagrams and/or photographs oral and/or written responses reflective journal entries visual recordings with audio commentary digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials.
Categories	
Responses can be recorded, live, written spoken/signed or multimodal (integrate visual, print and/or audio features).	

Recording devices to gather evidence

Observation records allow teachers to record evidence of children's learning in a range of contexts. In Prep Year to Year 2, observation records may be particularly useful in enabling teachers to document the understanding and skills children demonstrate through the assessment techniques listed in [Table 5: Assessment techniques, tasks/formats and categories of response for Dance](#). Additionally, observation records may be used to record evidence that children are only capable of demonstrating physically or verbally. Observation records may be digital and/or written. Example formats may include:

- teacher annotation of children's work samples
- anecdotal records/note-taking of observed behaviours
- whole class, small group and individual questioning
- informal and/or guided discussions with children about their work
- understanding and skills checklists.

3.2.2 Assessment conditions

In Prep Year to Year 2, teachers consider the context of the task and the year level of the children to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no prescribed times or lengths for tasks in Prep Year to Year 2. The length of responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Physical performances are to be observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance made iteratively.

4 Drama

4.1 Drama achievement standard

The Australian Curriculum achievement standards are the **mandatory aspects** of the Australian Curriculum for schools to implement. They are organised under two valued features, **responding** and **making**, and describe a broad sequence of expected learning across P–10.

The achievement standard should be read in conjunction with the content descriptions, available from: www.australiancurriculum.edu.au/the-arts/drama/curriculum/f-10?layout=1.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Table 6: The Australian Curriculum: Drama achievement standard

Valued feature	What children are expected to know and do
<p>Responding <i>includes exploring, responding to, analysing and interpreting artworks.</i></p>	<p>By the end of Year 2</p> <p>Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.</p>
<p>Making <i>includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions</i></p>	<p>By the end of Year 2</p> <p>Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p>

4.1.1 Drama standard elaborations

The SEs have been developed using the Australian Curriculum: Drama achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **Working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills.

Teachers can use the SEs to:

- match the evidence of learning in a folio or collection of children's work gathered over the reporting period to determine how well a child has achieved against the achievement standard on a five-point scale (see Section 2: [Reporting](#))
- inform the development of an assessment program and individual assessments (see Section 1.4: [Assessment folio](#))
- inform the development of task-specific standards (see Section 1.4: [Assessment folio](#) and Section 1.5: [Making judgments](#)).

Using the SEs

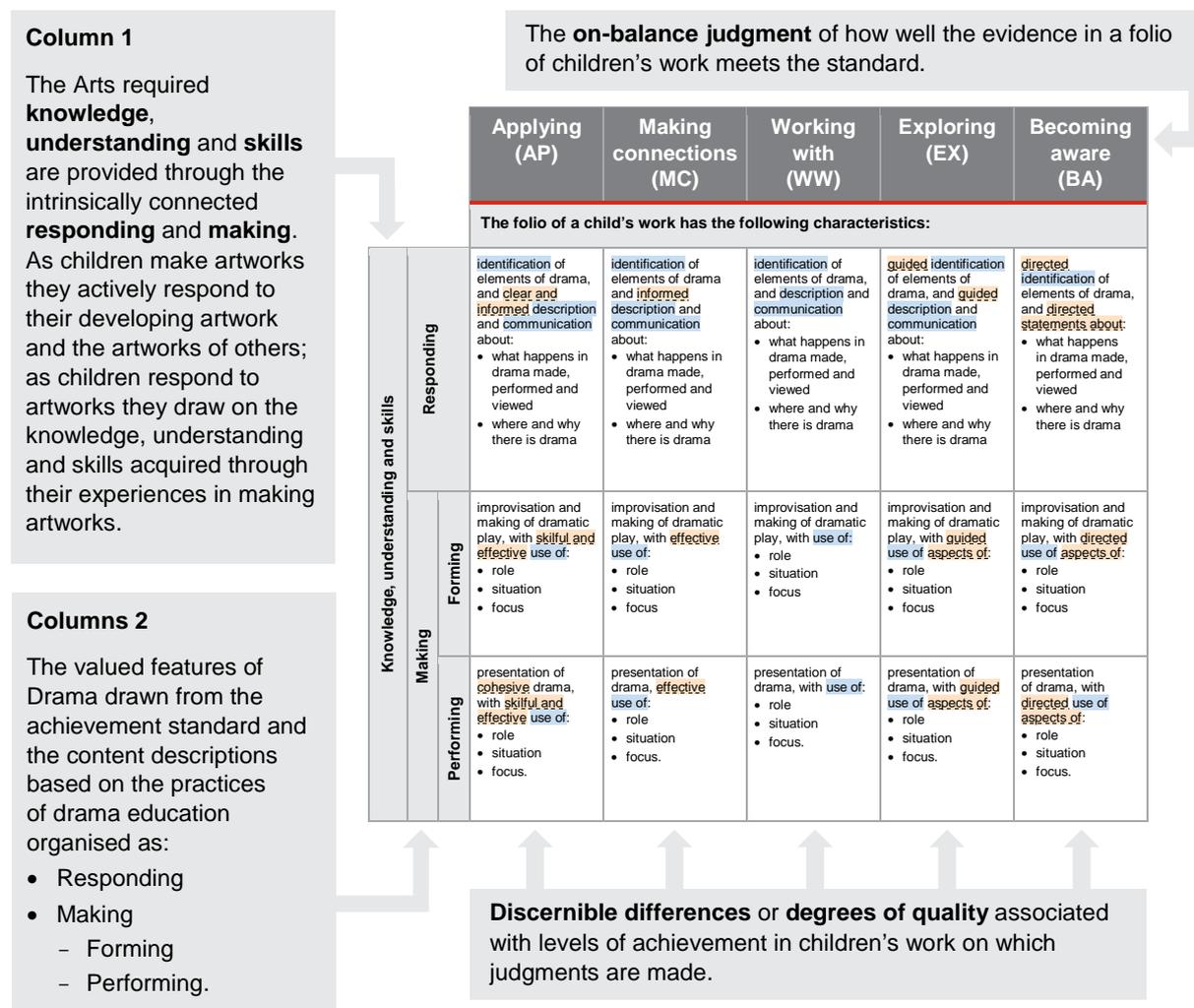
The valued features in the content descriptions and the achievement standards determine the structure of the SEs. (See [Figure 6: The structure of the Drama standard elaborations.](#))

The Drama SEs for Prep Year to Year 2 are available from the QCAA website: www.qcaa.qld.edu.au/34892.html.

The QCAA have produced four short videos (available at www.qcaa.qld.edu.au/31525.html) which outline the purpose and use of the Australian Curriculum standards elaborations:

- Using the standards elaborations to assist in developing an assessment program
- Developing task-specific standards
- Making an on-balance judgment on an individual assessment
- Making an on-balance judgment on a folio of student work.

Figure 6: The structure of the Drama standard elaborations



4.2 Drama assessment

4.2.1 Assessment techniques, tasks/formats and categories

The following table provides information and examples about assessment techniques, formats and categories for developing a range and balance within an assessment program. The techniques, task/format and categories of response used should consider the age and capacity of the child.

[Appendix 4: Glossary](#) provides a glossary of terms used throughout the assessment techniques.

Schools have the option to combine techniques in a single assessment. As children make artworks they actively respond to their developing artwork and the artworks of others; as children respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Table 7: Assessment techniques, tasks/formats and categories of response for Drama

Technique: Making artworks	Technique: Responding to artworks
This technique is used to assess children's abilities when making and/or performing drama works.	This technique is used to assess children's abilities to explore, respond to, analyse and interpret drama works.
Description	
<ul style="list-style-type: none"> • Making artworks in Prep Year to Year 2 Drama enables children to demonstrate their ability to form and perform drama using the elements of drama — role, situation and focus. • In a Prep Year to Year 2 context, the process of making artworks is guided and involves teachers supporting children to form and perform drama through improvisation and dramatic play. 	<ul style="list-style-type: none"> • Responding to artworks in Prep Year to Year 2 Drama requires children to identify the elements of drama and describe: <ul style="list-style-type: none"> – what happens in the drama they make, perform and view – where and why there is drama. • In a Prep Year to Year 2 context, teachers guide and collaborate with children to make task requirements explicit.
Task/Format	
Examples of formats include: <ul style="list-style-type: none"> • dramatic play • improvisation • play building and roleplay • freeze frames and/or storyboards • sharing drama works throughout the making process (live or recorded) • performing child-devised drama or scripted drama (Year 1 and Year 2). 	Examples of formats include: <ul style="list-style-type: none"> • identifying the elements of drama and describing what happens in drama and where and why there is drama using: <ul style="list-style-type: none"> – annotated pictures, diagrams and/or photographs – oral and/or written responses – reflective journal entries – visual recordings with audio commentary – digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials.
Categories	
Responses can be recorded, live, written spoken/signed or multimodal (integrate visual, print and/or audio features).	

Recording devices to gather evidence

Observation records allow teachers to record evidence of children's learning in a range of contexts. In Prep Year to Year 2, observation records may be particularly useful in enabling teachers to document the understanding and skills children demonstrate through the assessment techniques listed in [Table 7: Assessment techniques, tasks/formats and categories of response for Drama](#). Additionally, observation records may be used to record evidence that children are only capable of demonstrating physically or verbally. Observation records may be digital and/or written. Example formats may include:

- teacher annotation of children's work samples
- anecdotal records/note-taking of observed behaviours
- whole class, small group and individual questioning
- informal and/or guided discussions with children about their work
- understanding and skills checklists.

4.2.2 Assessment conditions

In Prep Year to Year 2, teachers consider the context of the task and the year level of the children to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no prescribed times or lengths for tasks in Prep Year to Year 2. The length of responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Physical performances are to be observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance made iteratively.

5 Media Arts

5.1 Media Arts achievement standard

The Australian Curriculum achievement standards are the **mandatory aspects** of the Australian Curriculum for schools to implement. They are organised under two valued features, **responding** and **making**, and describe a broad sequence of expected learning across P–10.

The achievement standard should be read in conjunction with the content descriptions, available from: www.australiancurriculum.edu.au/the-arts/media-arts/curriculum/f-10?layout=1.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Table 8: The Australian Curriculum: Media Arts achievement standard

Valued feature	What children are expected to know and do
Responding <i>includes exploring, responding to, analysing and interpreting artworks.</i>	By the end of Year 2 Students communicate about media artworks they make and view, and where and why media artworks are made.
	By the end of Year 2 Students make and share media artworks using story principles, composition, sound and technologies.
Making <i>includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.</i>	

5.1.1 Media Arts standard elaborations

The SEs have been developed using the Australian Curriculum: Media Arts achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **Working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills.

Teachers can use the SEs to:

- match the evidence of learning in a folio or collection of children's work gathered over the reporting period to determine how well a child has achieved against the achievement standard on a five-point scale (see Section 2: [Reporting](#))
- inform the development of an assessment program and individual assessments (see Section 1.4: [Assessment folio](#))
- inform the development of task-specific standards (see Section 1.4: [Assessment folio](#) and Section 1.5: [Making judgments](#)).

Using the SEs

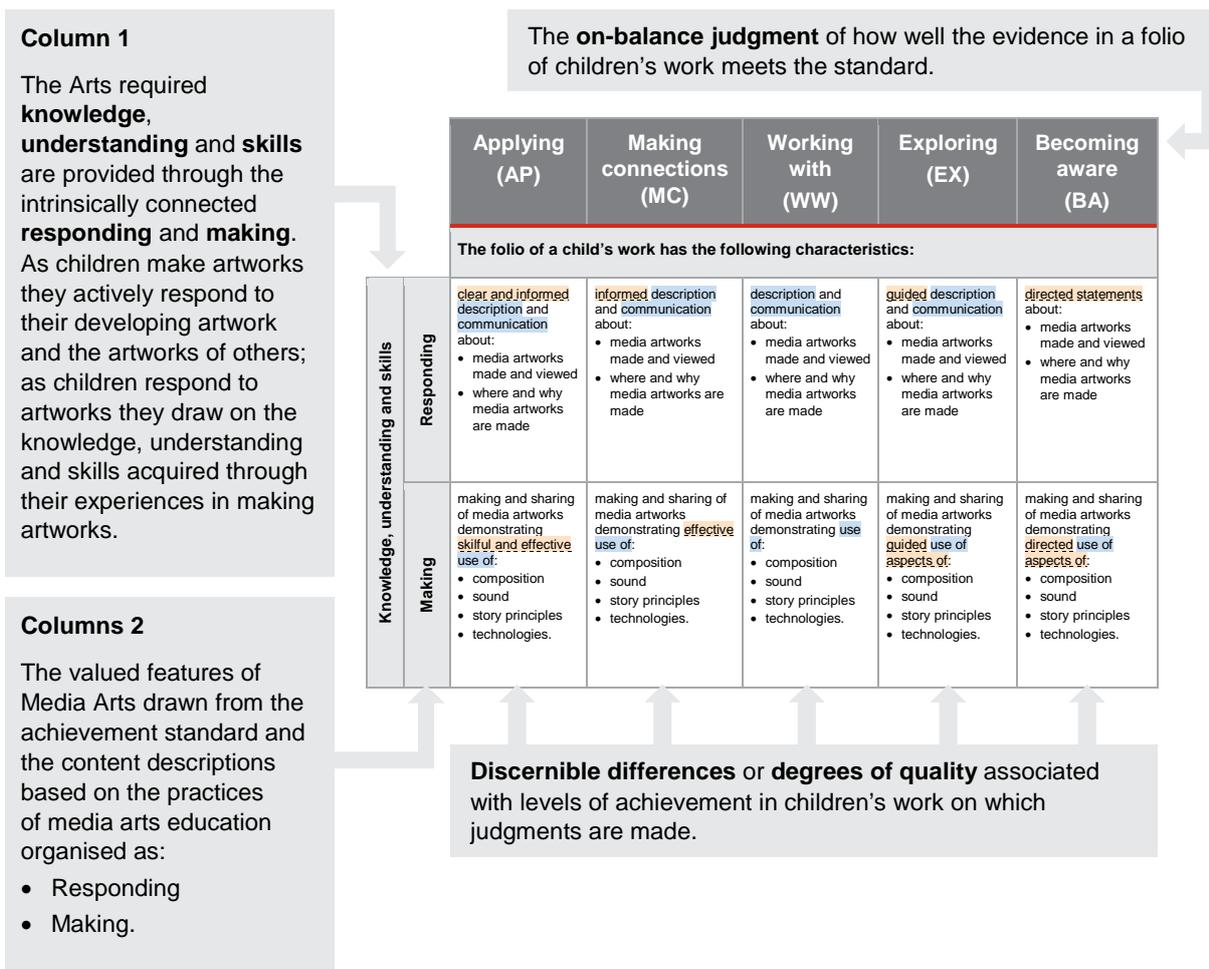
The valued features in the content descriptions and the achievement standards determine the structure of the SEs. (See [Figure 7: The structure of the Media Arts standard elaborations.](#))

The Media Arts SEs for Prep Year to Year 2 are available from the QCAA website: www.qcaa.qld.edu.au/34892.html.

The QCAA have produced four short videos (available at www.qcaa.qld.edu.au/31525.html) which outline the purpose and use of the Australian Curriculum standards elaborations:

- Using the standards elaborations to assist in developing an assessment program
- Developing task-specific standards
- Making an on-balance judgment on an individual assessment
- Making an on-balance judgment on a folio of student work.

Figure 7: The structure of the Media Arts standard elaborations



5.2 Media Arts assessment

5.2.1 Assessment techniques, tasks/formats and categories

The following table provides information and examples about assessment techniques, formats and categories for developing a range and balance within an assessment program. The techniques, task/format and categories of response used should consider the age and capacity of the child.

[Appendix 4: Glossary](#) provides a glossary of terms used throughout the assessment techniques.

Schools have the option to combine techniques in a single assessment. As children make artworks they actively respond to their developing artwork and the artworks of others; as children respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Table 9: Assessment techniques, tasks/formats and categories of response for Media Arts

Technique: Making artworks	Technique: Responding to artworks
This technique is used to assess children's abilities when making media arts works.	This technique is used to assess children's abilities to explore, respond to, analyse and interpret media arts works.
Description	
<ul style="list-style-type: none"> Making artworks in Prep Year to Year 2 Media Arts enables children to demonstrate their ability to make and share media arts works demonstrating use of composition, sound, story principles and technologies. In a Prep Year to Year 2 context, the process of making artworks is guided and involves teachers supporting children to make and share media arts works. 	<ul style="list-style-type: none"> Responding to arts works in Prep Year to Year 2 Media Arts requires children to describe: <ul style="list-style-type: none"> media arts works they make and view where and why media arts works are made. In a Prep Year to Year 2 context, teachers guide and collaborate with children to make task requirements explicit.
Task/Format	
Examples of formats include: <ul style="list-style-type: none"> storyboards and/or scripts to develop ideas, characters and settings sharing the development of arts works throughout the making process photographs/still images (with or without text and/or sound) moving images (with or without text and/or sound) animations (with or without text and/or sound). 	Examples of formats include: <ul style="list-style-type: none"> describing media arts works and where and why media arts works are made using: <ul style="list-style-type: none"> annotated pictures, diagrams and/or photographs oral and/or written responses reflective journal entries digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials.
Categories	
Responses can be recorded, live, written spoken/signed or multimodal (integrate visual, print and/or audio features).	

Recording devices to gather evidence

Observation records allow teachers to record evidence of children's learning in a range of contexts. In Prep Year to Year 2, observation records may be particularly useful in enabling teachers to document the understanding and skills children demonstrate through the assessment techniques listed in [Table 9: Assessment techniques, tasks/formats and categories of response for Media Arts](#). Additionally, observation records may be used to record evidence that children are only capable of demonstrating physically or verbally. Observation records may be digital and/or written. Example formats may include:

- teacher annotation of children's work samples
- anecdotal records/note-taking of observed behaviours
- whole class, small group and individual questioning
- informal and/or guided discussions with children about their work
- understanding and skills checklists.

5.2.2 Assessment conditions

In Prep Year to Year 2, teachers consider the context of the task and the year level of the children to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no prescribed times or lengths for tasks in Prep Year to Year 2. The length of responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Physical performances are to be observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance made iteratively.

6 Music

6.1 Music achievement standard

The Australian Curriculum achievement standards are the **mandatory aspects** of the Australian Curriculum for schools to implement. They are organised under two valued features **responding** and **making** and describe a broad sequence of expected learning across P–10.

The achievement standard should be read in conjunction with the content descriptions, available from: www.australiancurriculum.edu.au/the-arts/music/curriculum/f-10?layout=1.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Table 10: The Australian Curriculum: Music achievement standard

Valued feature	What children are expected to know and do
<p>Responding <i>includes exploring, responding to, analysing and interpreting artworks.</i></p>	<p>By the end of Year 2</p> <p>Students communicate about the music they listen to, make and perform and where and why people make music.</p>
<p>Making <i>includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.</i></p>	<p>By the end of Year 2</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.</p>

6.1.1 Music standard elaborations

The SEs have been developed using the Australian Curriculum: Music achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **Working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills.

Teachers can use the SEs to:

- match the evidence of learning in a folio or collection of children's work gathered over the reporting period to determine how well a child has achieved against the achievement standard on a five-point scale (see Section 2: [Reporting](#))
- inform the development of an assessment program and individual assessments (see Section 1.4: [Assessment folio](#))
- inform the development of task-specific standards (see Section 1.4: [Assessment folio](#) and Section 1.5: [Making judgments](#)).

Using the SEs

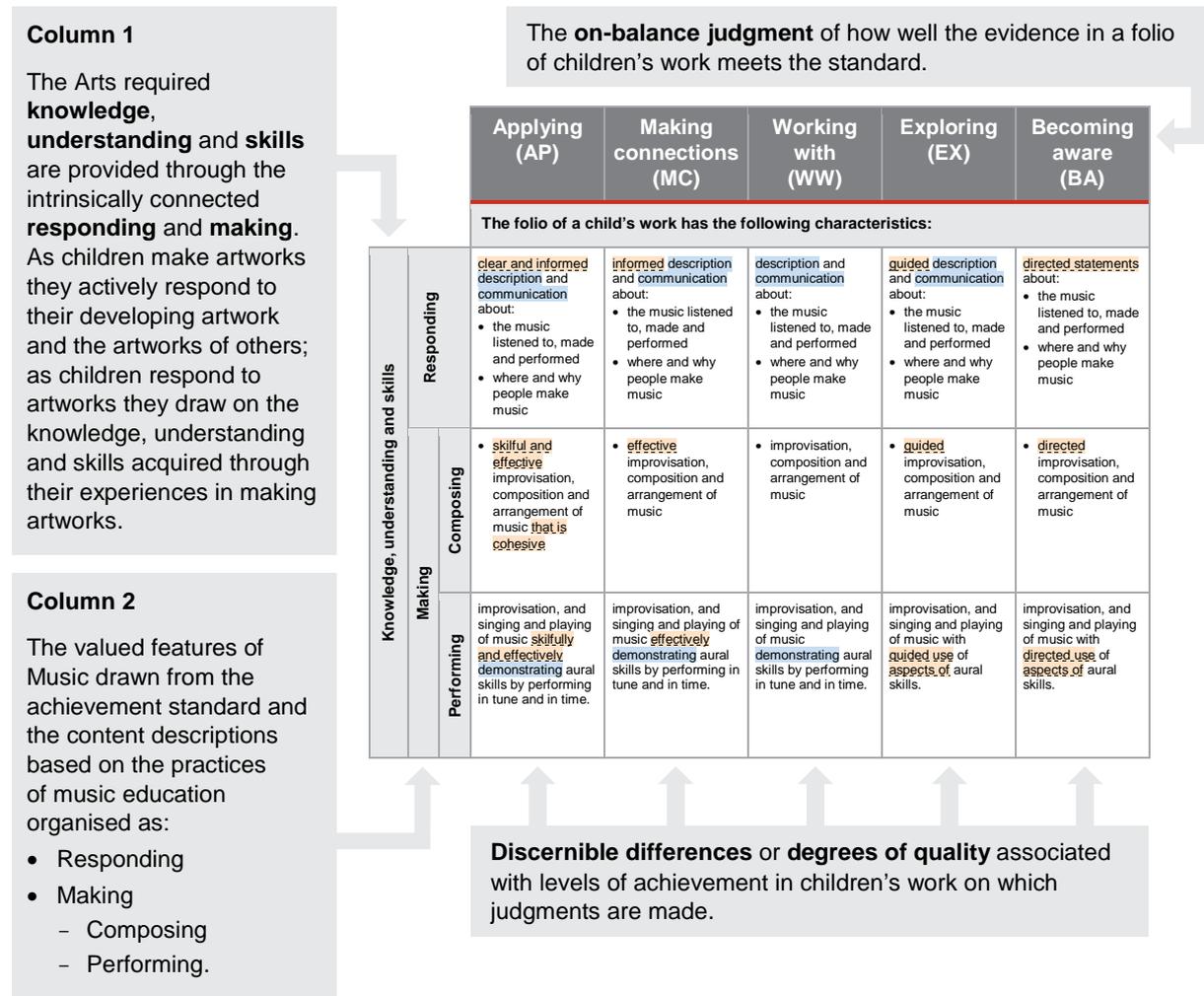
The valued features in the content descriptions and the achievement standards determine the structure of the SEs. (See [Figure 8: The structure of the Music standard elaborations](#).)

The Music SEs for Prep Year to Year 2 are available from the QCAA website: www.qcaa.qld.edu.au/34892.html.

The QCAA have produced four short videos (available at www.qcaa.qld.edu.au/31525.html) which outline the purpose and use of the Australian Curriculum standards elaborations:

- Using the standards elaborations to assist in developing an assessment program
- Developing task-specific standards
- Making an on-balance judgment on an individual assessment
- Making an on-balance judgment on a folio of student work.

Figure 8: The structure of the Music standard elaborations



6.2 Music assessment

6.2.1 Assessment techniques, tasks/formats and categories

The following table provides information and examples about assessment techniques, formats and categories for developing a range and balance within an assessment program. The techniques, task/format and categories of response used should consider the age and capacity of the child.

[Appendix 4: Glossary](#) provides a glossary of terms used throughout the assessment techniques.

Schools have the option to combine techniques in a single assessment. As children make artworks they actively respond to their developing artwork and the artworks of others; as children respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Table 11: Assessment techniques, tasks/formats and categories of response for Music

Technique: Making arts works	Technique: Responding to arts works
This technique is used to assess children's abilities when making and/or performing music works.	This technique is used to assess children's abilities to explore, respond to, analyse and interpret music works.
Description	
<ul style="list-style-type: none"> Making artworks in Prep Year to Year 2 Music enables children to demonstrate their ability to: <ul style="list-style-type: none"> improvise, compose and arrange music demonstrate aural skills when performing music. In a Prep Year to Year 2 Music context, the process of making arts works is guided and involves teachers supporting children to compose and perform music. 	<ul style="list-style-type: none"> Responding to artworks in Prep Year to Year 2 Music requires children to describe: <ul style="list-style-type: none"> the music they listen to, make and perform where and why people make music. In a Prep Year to Year 2 Music context, teachers guide and collaborate with children to make task requirements explicit.
Task/Format	
Examples of formats include: <ul style="list-style-type: none"> journals documenting the composing process sharing musical works throughout the composition process (live or recorded) sound recordings of musical compositions live performances of own or others musical compositions playing instruments solo and/or in an ensemble singing solo and/or in an ensemble 	Examples of formats include: <ul style="list-style-type: none"> describing music and where and why people make music using: <ul style="list-style-type: none"> written responses, e.g. reflective journal spoken responses with auditory and/or visual prompts, e.g. sound sources, musical scores digital responses combining appropriate technologies, e.g. images, sound bites and embedded videos.
Categories	
Responses can be recorded, live, written spoken/signed or multimodal (integrate visual, print and/or audio features).	

Recording devices to gather evidence

Observation records allow teachers to record evidence of children's learning in a range of contexts. In Prep Year to Year 2, observation records may be particularly useful in enabling teachers to document the understanding and skills children demonstrate through the assessment techniques listed in [Table 11: Assessment techniques, tasks/formats and categories of response for Music](#). Additionally, observation records may be used to record evidence that children are only capable of demonstrating physically or verbally. Observation records may be digital and/or written. Example formats may include:

- teacher annotation of children's work samples
- anecdotal records/note-taking of observed behaviours
- whole class, small group and individual questioning
- informal and/or guided discussions with children about their work
- understanding and skills checklists.

6.2.2 Assessment conditions

In Prep Year to Year 2, teachers consider the context of the task and the year level of the children to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no prescribed times or lengths for tasks in Prep Year to Year 2. The length of responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Physical performances are to be observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance made iteratively.

7 Visual Arts

7.1 Visual Arts achievement standard

The Australian Curriculum achievement standards are the **mandatory aspects** of the Australian Curriculum for schools to implement. They are organised under two valued features **responding** and **making** and describe a broad sequence of expected learning across P–10.

The achievement standard should be read in conjunction with the content descriptions, available from: www.australiancurriculum.edu.au/the-arts/visual-arts/curriculum/f-10?layout=1.

The achievement standards describe expected student learning at each band level. They emphasise the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students.

Teachers use the achievement standards during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

Table 12: The Australian Curriculum: Visual Arts achievement standard

Valued feature	What children are expected to know and do
Responding <i>includes exploring, responding to, analysing and interpreting artworks.</i>	By the end of Year 2 Students describe artworks they make and view and where and why artworks are made and presented.
	By the end of Year 2 Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.
Making <i>includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.</i>	By the end of Year 2 Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

7.1.1 Visual Arts standard elaborations

The SEs have been developed using the Australian Curriculum: Visual Arts achievement standard. In Queensland, the Australian Curriculum achievement standard represents a **Working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills.

Teachers can use the SEs to:

- match the evidence of learning in a folio or collection of children's work gathered over the reporting period to determine how well a child has achieved against the achievement standard on a five-point scale (see Section 2: [Reporting](#))
- inform the development of an assessment program and individual assessments (see Section 1.4: [Assessment folio](#))
- inform the development of task-specific standards (see Section 1.4: [Assessment folio](#) and Section 1.5: [Making judgments](#)).

Using the SEs

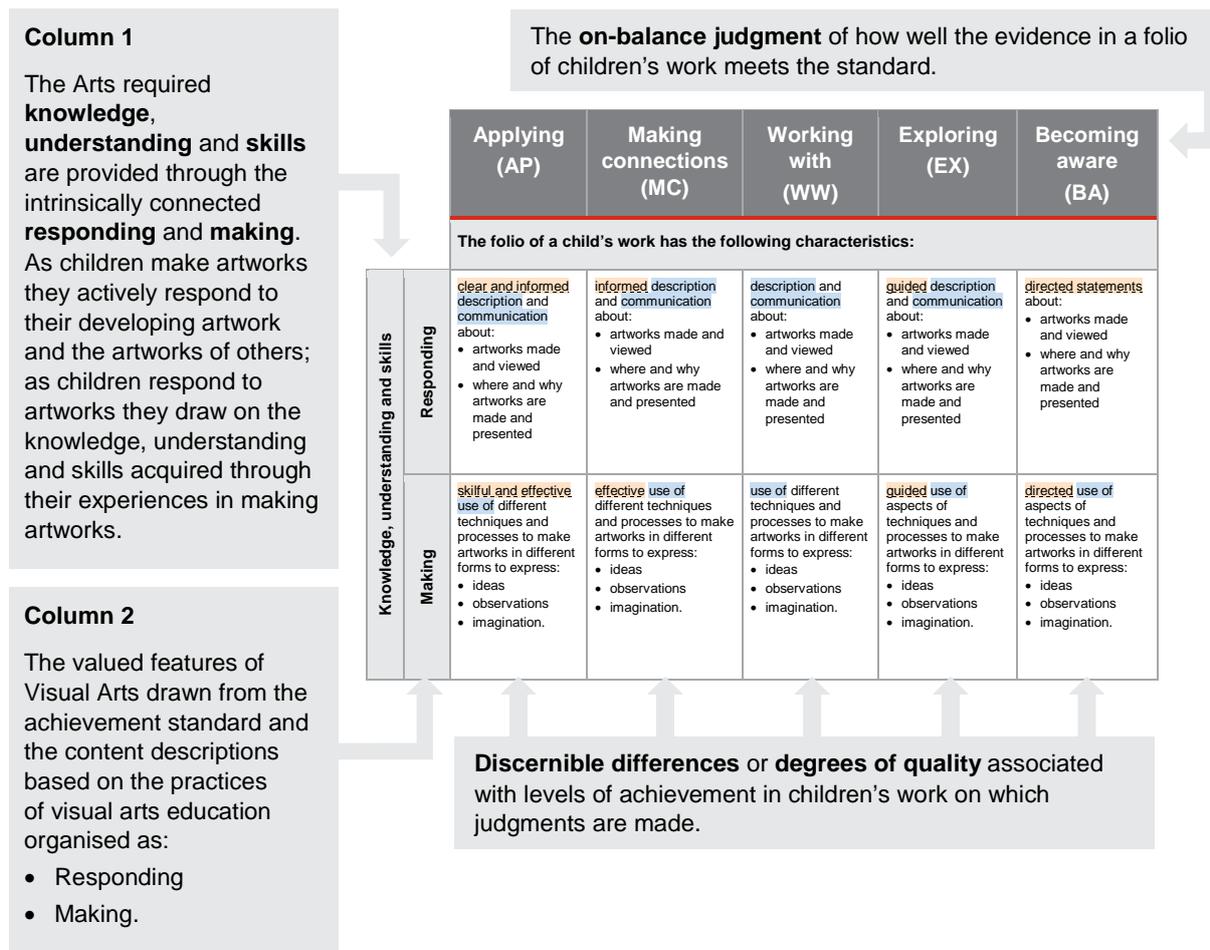
The valued features in the content descriptions and the achievement standards determine the structure of the SEs. (See [Figure 9: The structure of the Visual Arts standard elaborations.](#))

The Visual Arts SEs for Prep Year to Year 2 are available from the QCAA website: www.qcaa.qld.edu.au/34892.html.

The QCAA have produced four short videos (available at www.qcaa.qld.edu.au/31525.html) which outline the purpose and use of the Australian Curriculum standards elaborations:

- Using the standards elaborations to assist in developing an assessment program
- Developing task-specific standards
- Making an on-balance judgment on an individual assessment
- Making an on-balance judgment on a folio of student work.

Figure 9: The structure of the Visual Arts standard elaborations



7.2 Assessment in Visual Arts

7.2.1 Assessment techniques, tasks/formats and categories

The following table provides information and examples about assessment techniques, formats and categories for developing a range and balance within an assessment program. The techniques, task/format and categories of response used should consider the age and capacity of the child.

[Appendix 4: Glossary](#) provides a glossary of terms used throughout the assessment techniques.

Schools have the option to combine techniques in a single assessment. As children make artworks they actively respond to their developing artwork and the artworks of others; as children respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Table 13: Assessment techniques, tasks/formats and categories of response for Visual Arts

Technique: Making artworks	Technique: Responding to artworks
This technique is used to assess children's abilities when making visual arts works.	This technique is used to assess children's abilities to explore, respond to, analyse and interpret visual arts works.
Description	
<ul style="list-style-type: none"> • Making artworks in Prep Year to Year 2 Visual Arts enables children to demonstrate their ability to use different techniques and processes to make artworks in different forms to express their ideas, observations and imagination. • In a Prep Year to Year 2 context, the process of making artworks is guided and involves teachers supporting children to explore different techniques and processes. 	<ul style="list-style-type: none"> • Responding to artworks in Prep Year to Year 2 Visual Arts requires children to describe: <ul style="list-style-type: none"> – artworks they make and view – where and why artworks are made and presented. • In a Prep Year to Year 2 context, teachers guide and collaborate with children to make task requirements explicit.
Formats	
Examples of formats include: <ul style="list-style-type: none"> • sharing the development of artworks throughout the making process • a folio inclusive of planning, development and resolved artworks • a display of resolved artworks • individual or collaborative artworks including: <ul style="list-style-type: none"> – 2D media e.g. drawings, paintings – 3D objects e.g. fibre art, sculptures – design e.g. graphic design and illustrations, product design – time-based media e.g. electronic imaging, sound art. 	Examples of formats include: <ul style="list-style-type: none"> • describing visual artworks and where and why artworks are made and presented using: <ul style="list-style-type: none"> – annotated pictures, diagrams and/or photographs – oral and/or written responses – reflective journal entries – digital presentations using ICTs, e.g. PowerPoint, iPad applications, interactive whiteboard tutorials.
Categories	
Responses can be recorded, live, written spoken/signed or multimodal (integrate visual, print and/or audio features).	

Recording devices to gather evidence

Observation records allow teachers to record evidence of children's learning in a range of contexts. In Prep Year to Year 2, observation records may be particularly useful in enabling teachers to document the understanding and skills children demonstrate through the assessment techniques listed in [Table 13: Assessment techniques, tasks/formats and categories of response for Visual Arts](#). Additionally, observation records may be used to record evidence that children are only capable of demonstrating physically or verbally. Observation records may be digital and/or written. Example formats may include:

- teacher annotation of children's work samples
- anecdotal records/note-taking of observed behaviours
- whole class, small group and individual questioning
- informal and/or guided discussions with children about their work
- understanding and skills checklists.

7.2.2 Assessment conditions

In Prep Year to Year 2, teachers consider the context of the task and the year level of the children to make decisions about the length of time and conditions under which assessment tasks are conducted. There are no prescribed times or lengths for tasks in Prep Year to Year 2. The length of responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement. Physical performances are to be observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance made iteratively.

Appendix 1: Principles of assessment

The following principles were developed to inform the policy context of the national curriculum and provide a basis on which local decisions about specific approaches to assessment can be built.

1. The main purposes of assessment are to inform teaching, improve learning and report on the achievement of standards.
2. Assessment is underpinned by principles of equity and excellence. It takes account of the diverse needs of children and contexts of education, and the goal of promoting equity and excellence in Australian schooling.
3. Assessment is aligned with curriculum, pedagogy and reporting. Quality assessment has curricular and instructional validity — what is taught informs what is assessed, and what is assessed informs what is reported.
4. Assessment aligned with curriculum, pedagogy and reporting includes assessment of deep knowledge of core concepts within and across the disciplines, problem solving, collaboration, analysis, synthesis and critical thinking.
5. Assessment involves collecting evidence about expected learning as the basis for judgments about the achieved quality of that learning. Quality is judged with reference to published standards and is based on evidence.
6. Assessment evidence should come from a range of assessment activities. The assessment activity is selected because of its relevance to the knowledge, skills and understanding to be assessed, and the purpose of the assessment.
7. Information collected through assessment activities is sufficient and suitable to enable defensible judgments to be made. To show the depth and breadth of the children's learning, evidence of children's learning is compiled over time. Standards are reviewed periodically and adjusted according to evidence to facilitate continuous improvement.
8. Approaches to assessment are consistent with and responsive to local and jurisdictional policies, priorities and contexts. It is important that schools have the freedom and support to develop quality assessment practices and programs that suit their particular circumstances and those of the children they are assessing.
9. Assessment practices and reporting are transparent. It is important that there is professional and public confidence in the processes used, the information obtained and the decisions made.

Appendix 2: Educational equity

Equity means fair treatment of all.

In developing teaching, learning and assessment programs, teachers provide opportunities for all children to demonstrate what they know and what they can do.

Catering for diversity

Schools and school sectors determine which children require special provisions, applying principles of participation and equity. Consideration should be given to:

- adjustments and supports for children who have been identified as having specific educational requirements to make participation possible in all or part of the teaching and learning experiences and assessments
- interpreter or educational devices (e.g. pictures, electronic whiteboards, interactive devices) to assist children for whom English is not their first language and who are assessed as not achieving a reading level appropriate to complete the assessment.

In exceptional circumstances, the school, in consultation with staff and parents/carers, may make decisions about the level of children's engagement with a particular assessment, according to school sector policy.

Inclusive strategies

Adjustments to teaching, learning and assessment can be grouped into five broad areas: *timing, scheduling, setting, presentation and response*.

Teachers consider the inclusive strategies to make adjustments to teaching and learning experiences and assessments to enable all children to demonstrate their knowledge, skills or competencies.

The inclusive strategies should be considered in combination when planning, developing and documenting the adjustment of learning experiences and assessment. For example, when planning an assessment, the teacher may need to consider adjusting the timing, setting, presentation and response to ensure the child is given the opportunities to demonstrate their learning.

Evaluating the use and effectiveness of any adjustment is necessary to ensure meaningful child participation and achievement.

Further information

For further information and supporting resources, see:

- QCAA, Equity in education (includes QCAA's Equity statement):
www.qcaa.qld.edu.au/10188.html
- QCAA, Catering for diversity:
www.qcaa.qld.edu.au/18307.html
- ACARA, Student diversity:
www.acara.edu.au/curriculum/student_diversity/student_diversity.html.

Appendix 3: Australian Curriculum: The Arts content structure

Strands

Content descriptions in each Arts subject reflect the interrelated strands of *Making* and *Responding*. Teaching and learning programs should integrate both strands.

The content descriptions at each band in each subject describe the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. A concept or skill introduced in a content description in one band may be revisited, strengthened and extended in later bands as needed. Examples of knowledge and skills appropriate for students at each band accompany content descriptions.

Making

Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves them thinking kinaesthetically, critically and creatively. They develop knowledge, understanding and skills to design, produce, present and perform artworks. To make an artwork, students work from an idea, an intention, particular resources, an expressive or imaginative impulse, or an external stimulus.

Students learn, develop and refine skills as the artist and as audience for their own work, and as audience for the works of others. *Making* involves practical actions informed by critical thought to design and produce artworks. Students independently and collaboratively experiment, conceptualise, reflect, refine, present, perform, communicate and evaluate. They learn to explore possibilities across diverse art forms, solve problems, experiment with techniques, materials and technologies, and ask probing questions when making decisions and interpreting meaning.

Part of *Making* involves students considering their artworks from a range of viewpoints, including that of the audience. Students consider their own responses as artists to interpretations of the artwork as it is developed or in its completed form.

Responding

Responding includes exploring, responding to, analysing and interpreting artworks.

Responding in each Arts subject involves students, as both artists and audiences, exploring, responding to, analysing, interpreting and critically evaluating artworks they experience. Students learn to understand, appreciate and critique the arts through the critical and contextual study of artworks and by making their own artworks. Learning through making is interrelated with and dependent upon responding. Students learn by reflecting on their making and critically responding to the making of others.

When *Responding*, students learn to critically evaluate the presentation, production and/or performance of artworks through an exploration of the practices involved in making an artwork and the relationship between artist, audience and artwork. Students learn that meanings can be interpreted and represented according to different viewpoints, and that the viewpoints they and others hold shift according to different experiences.

Students consider the artist's relationship with an audience. They reflect on their own experiences as audience members and begin to understand how artworks represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences consume, debate and interpret the meanings of artworks. They recognise that in communities many people are interested in looking at, interpreting, explaining, experiencing and talking about the arts.

Relationships between the strands

Making and *Responding* are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Viewpoints

In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

Examples of viewpoints and questions through which artworks can be explored and interpreted

Examples of viewpoints	As the artist: Sample questions students might consider when making artworks (as artists, performers, musicians etc.)	As the audience: Sample questions students might consider as an audience (including critic, historian) when responding to artworks
Contexts, including but not limited to: <ul style="list-style-type: none"> • societal • cultural • historical 	<ul style="list-style-type: none"> • What does this artwork tell us about the cultural context in which it was made? • How does this artwork relate to my culture? • What social or historical forces and influences have shaped my artwork? • What ideas am I expressing about the future? 	<ul style="list-style-type: none"> • How does the artwork relate to its social context? • How would different audiences respond to this artwork? • What is the cultural context in which it was developed, or in which it is viewed, and what does this context signify? • What historical forces and influences are evident in the artwork? • What are the implications of this work for future artworks?
Knowledge <ul style="list-style-type: none"> • elements • materials • skills, techniques, processes • forms and styles • content 	<ul style="list-style-type: none"> • How is the work structured/organised/arranged? • How have materials been used to make the work? • How have skills and processes been selected and used? • What forms and styles are being used and why? 	<ul style="list-style-type: none"> • Why did the artist select particular content?

<p>Evaluations (judgments)</p>	<ul style="list-style-type: none"> • How effective is the artwork in meeting the artist’s intentions? • How are concepts and contexts interpreted by the artist? 	<ul style="list-style-type: none"> • How does the artwork communicate meaning to an audience? • What interpretations will audiences have?
<p>Evaluations</p> <ul style="list-style-type: none"> • philosophical and ideological • theoretical • institutional • psychological • scientific 	<ul style="list-style-type: none"> • What philosophical, ideological and/or political perspectives does the artwork represent? • How do philosophies, ideologies and/or scientific knowledge impact on artworks? • What important theories does this artwork explore? • How have established behaviours or conventions influenced its creation? 	<ul style="list-style-type: none"> • What philosophical, ideological and/or political perspectives evident in the artwork affect the audience’s interpretation of it? • How do philosophies, ideologies and/or scientific knowledge impact on artworks? • What important theories does this artwork explore? • How have established behaviours or conventions influenced its creation? • What processes of the mind and emotions are involved in interpreting the artwork?

Appendix 4: Glossary

Key assessment terms

Term	Description
assessment	the purposeful and systematic collection of evidence about children's achievements
assessment task	a tool or instrument to gather evidence of children's achievement
responding	includes exploring, responding to, analysing and interpreting artworks
making	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

Terms used in assessment techniques

The following definitions help to clarify the terms used in the Prep Year to Year 2 Arts assessment techniques. These definitions should be read in conjunction with ACARA's The Arts glossary: www.australiancurriculum.edu.au/the-arts/glossary.

Term	Description
arrangement; arrange	in Music, to organise and structure musical ideas for a particular purpose
aural skills	in Music, particular listening skills children develop to identify and discriminate between sounds; also referred to as <i>ear training</i> which involves focused listening activities through which children identify sounds such as rhythm, pitch and timbre
composition	the placement or arrangement of elements or parts in artworks
elements of dance	<p>in Dance, the <i>elements of dance</i> are:</p> <ul style="list-style-type: none">• space: where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space• time: when dance occurs (how long it takes), including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat• dynamics: how dance is performed, including weight, force, energy and movement qualities• relationships: associations or connections occurring when the body dances:<ul style="list-style-type: none">– between body parts (e.g. right arm to left arm, hand to face)– the body and the floor (e.g. close to, away from)– the body and objects (e.g. a chair, fan, stick, scarf)– the body and space (e.g. an expansive or limited relationship)– the body and others (e.g. dance to one or more dancers); <p>see ACARA's Examples of knowledge and skills in Prep Year to Year 2 Dance: www.australiancurriculum.edu.au/the-arts/dance/examples#F-2</p>

Term	Description
<p>elements of drama</p>	<p>in Drama, the <i>elements of drama</i> are:</p> <ul style="list-style-type: none"> • role, character and relationships <ul style="list-style-type: none"> – role and character: identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific – relationships: the connections and interactions between people that affect the dramatic action – situation: the setting and circumstances of the dramatic action — the who, what, where, when and what is at stake of the roles/characters • voice and movement <ul style="list-style-type: none"> – voice: using voice expressively to create roles, situations, relationships, atmosphere and symbols – movement: using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols – focus: directing and intensifying attention and framing moments of dramatic action – tension: sense of anticipation or conflict within characters or character relationships, or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement • space and time <ul style="list-style-type: none"> – space: the physical space of the performance and audience, fictional space of the dramatic action and the emotional space between characters – time: fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action • language, ideas, dramatic meaning, mood and atmosphere, and symbol <ul style="list-style-type: none"> – language, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action – mood and atmosphere: the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance – symbol: associations that occur when something is used to represent something else to reinforce or extend dramatic meaning; <p>see ACARA's Examples of knowledge and skills in Prep Year to Year 2 Drama: www.australiancurriculum.edu.au/the-arts/drama/examples#F-2</p>
<p>elements of media arts</p>	<p>In Media Arts, the <i>elements of media arts</i> are also known as <i>technical and symbolic elements</i>:</p> <ul style="list-style-type: none"> • composition • time • space • sound • movement • lighting; <p>see ACARA's Examples of knowledge and skills in Prep Year to Year 2 Media Arts: www.australiancurriculum.edu.au/the-arts/media-arts/Examples#F-2</p>

Term	Description
elements of music	<p>in Music, the <i>elements of music</i> are:</p> <ul style="list-style-type: none"> • rhythm: (including tempo and metre) the organisation of sound and silence using beat, rhythm and tempo (time) • pitch: the relative highness or lowness of sound; pitch occurs horizontally (as in a melody) and vertically (as in harmony) • dynamics and expression: the relative volume (loudness) and intensity of sound and the way that sound is articulated and interpreted • form and structure: the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece • timbre: the particular tone, colour or quality that distinguishes a sound or combinations of sounds • texture: the layers of sound in a musical work and the relationship between them; <p>see ACARA's Examples of knowledge and skills in Prep Year to Year 2 Music: www.australiancurriculum.edu.au/the-arts/music/examples#F-2</p>
form; forms	<p>in each Arts subject, <i>form</i> is the whole of an artwork created by the elements and the way they are structured;</p> <p>in Visual Arts, two-dimensional form (2D), three-dimensional form (3D) and four-dimensional form (4D)</p>
fundamental movement skills	<p>in Dance, <i>fundamental movement skills</i> are:</p> <ul style="list-style-type: none"> • locomotor movements, e.g. walking, running, marching, galloping, skipping, crawling, rolling • non-locomotor movements, e.g. bending, stretching, twisting, turning, growing, melting to the ground
improvisation	<p>spontaneous, creative activity applying the elements of an art form;</p> <p>in Drama, a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea; usually short, and structured into a complete little play</p>
safe dance practices	<p>in Dance, the practice of selecting and executing safe movement; the focus is on providing dance activities and exercises which allow children to participate without risk of injury; all dance movement should be performed relevant to an individual's body type and capabilities</p>
story principles	<p>in Media Arts, selecting and organising the elements of structure, intent, characters, settings and points of view within the conventions of a genre, such as a Hollywood love story that follows a pattern of boy meets girl, boy loses girl, boy gets girl</p>
technique	<p>in Visual Arts, the manner of making or skills used in making an artwork</p>
technologies	<p>the tools and equipment that can be materials for making and responding;</p> <p>in Media Arts, one of the five key concepts</p>

Term	Description
visual arts practices	<p>in Visual Arts, <i>visual arts practices</i> are:</p> <ul style="list-style-type: none"> • spaces <ul style="list-style-type: none"> - recognising the meaning of studio for visual artists and adopting appropriate behaviour in the studio as a specialised space, e.g. cleaning up, organising materials, naming work and exhibiting work • skills <ul style="list-style-type: none"> - observational — seeing, noticing and viewing critically • processes <ul style="list-style-type: none"> - describing, explaining, exploring, questioning, selecting, interpreting, imagining, designing, experimenting, constructing, creating and displaying <p>see ACARA's Examples of knowledge and skills in Prep Year to Year 2 Visual Arts: www.australiancurriculum.edu.au/the-arts/visual-arts/examples#f-2</p>