

Observation record

Prep Imagining and responding: Let's create a picture

Purpose of assessment: To use visual arts elements and techniques to express ideas.

Name		Comment
Active learning processes Imagining	Experimenting with materials and processes in a variety of creative, imaginative and innovative ways	<i>Record the imaginative and creative use of materials (line, colour, texture) and processes to express ideas to illustrate their description.</i>
Active learning Processes Responding	Discussing and responding to the qualities of their own and others' representations, experiences and artistic works.	<i>Record the use of visual arts terms when they are discussing and responding to their own and others' art works.</i>

Literacy and Numeracy Indicators class checklist


Prep Imagining and responding: Let's create a picture

Name:																					
By the end of Prep																					
Literacy checklist																					
SL P vii	Use appropriate language structures including simple sentence when: <ul style="list-style-type: none">• asking modelled questions to seek permission, seek assistance, find out more information• using commands to give simple instructions in collaborative play• using statements based on personal experience to express opinions, give information, answer questions and initiate conversations.																				
SL P xi	Interpret and use everyday language and new vocabulary related to the school context.																				
Numeracy checklist																					
A P i	Create repeating patterns using objects and actions and separate the repeating parts.																				

Comments

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Purpose of assessment: To use visual arts elements and techniques to express ideas.

Knowledge an understanding Creating	Knowledge and understanding Responding	
Creates and shapes artworks using visual arts elements (colour, line, and texture) and techniques that combine to illustrate their description	Responds to and identifies visual arts elements and techniques used in their visual arts work to match their description	
 <ul style="list-style-type: none"> ◀ Creates visual arts work by combining visual arts elements and techniques to clearly express their description. 	<ul style="list-style-type: none"> ◀ Responds by using accurate visual arts language to connect arts elements with their visual arts work. Identifies and justifies why they chose particular visual arts elements and techniques to express feelings and ideas. 	A
<ul style="list-style-type: none"> ◀ Creates visual arts work by using using visual arts elements and techniques to illustrate their description. 	<ul style="list-style-type: none"> ◀ Responds using visual arts language to talk about their visual arts work. Identifies why they chose particular elements to express feelings and ideas. 	B
<ul style="list-style-type: none"> ◀ Expresses ideas about aspects of their description. 		C
	<ul style="list-style-type: none"> ◀ Comments on description of their visual arts work. 	D
		E

Feedback

Literacy and Numeracy Indicators class checklist

Year 1 The Arts — Visual Art: Let’s create a picture

Name:

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By the end of Year 1

Literacy checklist

SL 1 vii	Use appropriate language structures including a few sentence structures when: <ul style="list-style-type: none">• asking questions to confirm meanings• asking modelled questions to contribute to discussions• using commands to instruct peers to carry out simple tasks during games or group work• making statements to express, respond to and explain ideas related to the topic; to identify the feelings being expressed by the speaker; and to offer evidence for a point of view.																			
SL 1 xii	Interpret and use vocabulary about the topic and new vocabulary drawn from language experiences to label, categorise, describe and explain.																			

Numeracy checklist

A 1 i	Identify, create, and extend increasing or decreasing patterns and describe the rules used in words.																			
A 1 ii	Identify the repeating elements in a pattern and make the same pattern using different materials, actions or colours.																			

Comments

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