

# Arts in Practice 2019 v1.0

Sample assessment instrument

November 2018

## Product (Artwork) — Innovation

### Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

### Purpose of the product

This technique assesses a range of cognitive, technical, physical and/or creative/expressive skills in the creation of an original product (artwork) that expresses a personal aesthetic.

Product (artwork) assessments involve student application of identified skills in specific art forms and may result in a performance, product/artefact or a combination of both. These products are created for a purpose and audience, convey meaning or intent and require problem-solving.

Products involve the integration of two or more art forms.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Arts in Practice syllabus.

### Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Applying and analysing
- Creating and evaluating.

Not every objective from each dimension needs to be assessed.

<b>Subject</b>	Arts in Practice
<b>Technique</b>	Product (Artwork) — Innovation
<b>Unit number and module number and name</b>	<b>Unit: 4</b> <b>Module: 4. Innovation</b>

<b>Conditions</b>	<b>Units 3–4</b>
<b>Product</b>	Variable conditions The artwork integrates two or more art forms. Negotiate the parameters of the final product with your teacher to ensure that it is possible for artwork to be completed with available resources and in the allocated time.
<b>Further information</b>	
<b>Duration (including class time)</b>	4 weeks
<b>Individual/group</b>	Artwork is to be completed individually or in small groups as negotiated with your teacher. Results will be awarded individually.
<b>Resources available</b>	As negotiated with your teacher
<b>Context</b>	
In this unit, you have been investigating how the arts can be incorporated into fields such as business, technology and communications in authentic and innovative ways. The school's annual careers expo is happening soon and will be an opportunity to apply your learning to this context.	
<b>Task</b>	
Create and present an artwork that integrates at least two art forms (dance, drama, media arts, music and/or visual arts) promoting a career that has a dedicated exhibition stand at the school's careers expo.	
<b>To complete this task:</b>	
<ul style="list-style-type: none"> <li>• identify <ul style="list-style-type: none"> <li>– a career that will be promoted at the careers expo as the stimulus for your artwork</li> <li>– two art forms to integrate in the artwork</li> </ul> </li> <li>• research the chosen career to generate ideas about how to promote it through the two art forms chosen, and plan the arts processes you will implement to achieve this</li> <li>• organise, apply and implement arts literacies and arts processes to realise your artwork</li> <li>• individually, write an artist statement explaining how you have applied arts principles, technologies, techniques and/or skills to promote the chosen career through your artwork</li> <li>• present your artwork at the school's careers expo.</li> </ul>	
<b>Checkpoints</b>	
<input type="checkbox"/> Term [X] Week [X]/[Date]: Negotiate the parameters of the final product with your teacher. This will include identifying the career to be promoted and the artwork	
<input type="checkbox"/> Term [X] Week [X]/[X]: Show and discuss draft artwork with teacher and peers	
<input type="checkbox"/> [Due date]: Present/submit artwork, including individual artist statement	

**Authentication strategies**

Your teacher will use ways to check that the work you are assessed on is your own work.

- When working as part of a group, your individual response is assessed by identifying the section of artwork for which you are responsible.
- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit a draft and respond to teacher feedback.
- Acknowledge all sources used.
- Submit the declaration of authenticity.
- Your results may be cross-marked by a teacher from another class.

# Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• identification and comprehensive explanation of concepts and ideas related to arts literacies and arts processes</li> <li>• proficient demonstration of arts literacies and processes in arts making.</li> </ul>	<ul style="list-style-type: none"> <li>• identification and thorough explanation of concepts and ideas related to arts literacies and arts processes</li> <li>• competent demonstration of arts literacies and processes in arts making.</li> </ul>	<ul style="list-style-type: none"> <li>• identification and explanation of concepts and ideas related to arts literacies and arts processes</li> <li>• demonstration of arts literacies and processes in arts making.</li> </ul>	<ul style="list-style-type: none"> <li>• partial identification and simple explanation of concepts and ideas related to arts literacies and arts processes</li> <li>• uneven demonstration of arts literacies and processes in arts making.</li> </ul>	<ul style="list-style-type: none"> <li>• minimal identification and superficial statements about concepts and ideas related to arts literacies and arts processes</li> <li>• sporadic demonstration of arts literacies and processes in arts making.</li> </ul>
Applying and analysing	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• detailed and thoughtful organisation and application of arts literacies and arts processes to successfully achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>• methodical organisation and application of arts literacies and arts processes to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>• organisation and application of arts literacies and arts processes to achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>• variable organisation and application of arts literacies and arts processes to achieve some goals.</li> </ul>	<ul style="list-style-type: none"> <li>• minimal application of arts literacies and arts processes.</li> </ul>
Creating and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• generation of sophisticated arts ideas and efficient and competent planning of arts processes</li> <li>• skilful implementation of arts processes to create cohesive communications and realise engaging artworks.</li> </ul>	<ul style="list-style-type: none"> <li>• generation of considered arts ideas and competent planning of arts processes</li> <li>• competent implementation of arts processes to create clear communications and realise engaging artworks.</li> </ul>	<ul style="list-style-type: none"> <li>• generation of arts ideas and planning of arts processes</li> <li>• implementation of arts processes to create communications and realise artworks.</li> </ul>	<ul style="list-style-type: none"> <li>• presentation of rudimentary arts ideas and partial planning of arts processes</li> <li>• inconsistent implementation of arts processes to produce vague communications and incomplete artworks.</li> </ul>	<ul style="list-style-type: none"> <li>• presentation of rudimentary arts ideas</li> <li>• sporadic use of arts processes to produce unclear communications and aspects of artworks.</li> </ul>