

Arts in Practice 2019 v1.0

Sample assessment instrument

July 2018

Project — Social commentary

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 project

This technique assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response will consist of a Product (artwork) and at least one other assessable component demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

In Arts in Practice, one project must arise from community connections.

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

In Arts in Practice, all objectives from each dimension must be assessed in each Project.

Subject	Arts in Practice
Technique	Project
Unit number and module number and name	Unit: 3 Module: 3. Social commentary

Conditions	Units 3–4
Product (artwork) component	The artwork must integrate two or more forms. Parameters of the final product are to be negotiated with your teacher, to ensure that it is possible for artworks to be completed with available resources and within the allocated time.
Multimodal component • non-presentation	8 A4 pages max (or equivalent)
Further information	
Duration (including class time)	9 weeks
Individual/group	Component 1: Product (artwork) — completed individually or in small groups (as negotiated with the teacher) with results awarded individually Component 2: Multimodal — completed individually
Resources available	As negotiated with your teacher
Context	
As a class, you have been exploring the ways the arts are used to comment on social issues and advocate personal and cultural points of view, through the elective art forms of dance, drama, media arts, music and visual art.	
Task	
Create, present and evaluate a thought-provoking artwork that comments on a social issue that is important to you. The task includes two components. <ul style="list-style-type: none"> • Component 1: Product (artwork) Create an artwork that combines two art forms (dance, drama, media arts, music, visual art) to make a comment on a current social issue. Your artwork should aim to stimulate discussion and advocate a position on the issue, and be suitable to present at the 'Youth speaks to us' community forum. • Component 2: Multimodal Create a multimodal non-presentation (e.g. a webpage with embedded media, an annotated diary with visuals) that explains, analyses and evaluates the arts processes you applied in developing and presenting your artwork. 	

To complete this task, you must:

- make decisions about
 - the current social issue that will be the basis for your artwork
 - the two art forms you will integrate in the artwork
- research your chosen issue to generate ideas about the comment you will make and the position you will advocate
- plan the arts processes you will implement to communicate your social comment (artwork)
- demonstrate, organise, apply and implement arts processes to realise your artwork
- create a multimodal non-presentation response, to
 - explain how you interpreted researched information to develop your position on the issue
 - identify and analyse one significant decision made to demonstrate how you generated arts ideas when planning and developing your artwork
 - evaluate how appropriate and effective your choices were in conveying your social comment overall
 - use appropriate language conventions and features to convey your information and ideas
- present your artwork.

Checkpoints

- Term [X] Week [X]/[Date]: Negotiate the parameters of the final product with the teacher — chosen social issue and artwork (or section of artwork)
- Term [X] Week [X]/[X]: Show and discuss artwork with teacher and peers
- Term [X] Week [X]/[X]: Draft multimodal non-presentation
- [Due date]: Submit artwork and multimodal presentation

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 the section or portion of the artwork that you are responsible for.
- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- Submit drafts 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	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • identification and comprehensive explanation of concepts and ideas related to arts literacies and arts processes • insightful interpretation of information about arts literacies and arts processes • proficient demonstration of arts literacies and processes in arts making. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • identification and thorough explanation of concepts and ideas related to arts literacies and arts processes • effective interpretation of information about arts literacies and arts processes • competent demonstration of arts literacies and processes in arts making. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • identification and explanation of concepts and ideas related to arts literacies and arts processes • interpretation of information about arts literacies and arts processes • demonstration of arts literacies and processes in arts making. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • partial identification and simple explanation of concepts and ideas related to arts literacies and arts processes • variable interpretation of information about arts literacies and arts processes • uneven demonstration of arts literacies and processes in arts making. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • minimal identification and superficial statements about concepts and ideas related to arts literacies and arts processes • superficial interpretation of information about arts literacies and arts processes • sporadic demonstration of arts literacies and processes in arts making.
	Applying and analysing	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • detailed and thoughtful organisation and application of arts literacies and arts processes to successfully achieve goals • insightful analysis of artworks and arts processes • proficient use of language conventions and features to perceptively convey information and meaning about arts forms, works and processes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • methodical organisation and application of arts literacies and arts processes to achieve goals • in-depth analysis of artworks and arts processes • controlled use of language conventions and features to clearly convey information and meaning about arts forms, works and processes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • organisation and application of arts literacies and arts processes to achieve goals • analysis of artworks and arts processes • use of language conventions and features to convey information and meaning about arts forms, works and processes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • variable organisation and application of arts literacies and arts processes to achieve some goals • inconsistent analysis of artworks and arts processes • inconsistent use of language conventions and features to convey aspects of information and meaning about arts forms, works and processes.

	Standard A	Standard B	Standard C	Standard D	Standard E
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"> • generation of sophisticated arts ideas and efficient and competent planning of arts processes • skilful implementation of arts processes to create cohesive communications and realise engaging artworks • reasoned and well-supported evaluation of artworks and processes. 	<ul style="list-style-type: none"> • generation of considered arts ideas and competent planning of arts processes • competent implementation of arts processes to create clear communications and realise engaging artworks • considered evaluation of artworks and processes. 	<ul style="list-style-type: none"> • generation of arts ideas and planning of arts processes • implementation of arts processes to create communications and realise artworks • evaluation of artworks and processes. 	<ul style="list-style-type: none"> • presentation of rudimentary arts ideas and partial planning of arts processes • inconsistent implementation of arts processes to produce vague communications and incomplete artworks • inconsistent evaluation of artworks and processes. 	<ul style="list-style-type: none"> • presentation of rudimentary arts ideas • sporadic use of arts processes to produce unclear communications and aspects of artworks • minimal evaluation of aspects of artworks and and/or processes.