

Visual Arts in Practice 2019 v1.0

Sample assessment instrument

November 2018

Product — Assemblage sculpture

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 the production of artworks and will be the outcome of applying a range of cognitive, technical, physical and creative/expressive skills.

Product assessments involve student application of identified skill/s in media, technology and techniques across areas of study.

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

Subject	Visual Arts in Practice
Technique	Product — Assemblage sculpture
Unit number and module number and name	Unit: 4 Module: 8. Assemblage sculpture

Conditions	Units 3–4
Product	3D artwork
Further information	
Duration (including class time)	6 weeks
Individual/group	Individual
Resources available	Access to recycling outlet or op shop.
Context	
In this module, you have been exploring the concept of consumerism and investigating artists who work with found objects to communicate a message about our disposable society.	
Task	
Design and construct an assemblage sculpture from recycled materials, with the purpose of communicating your own message about consumerism.	
To complete this task:	
<ul style="list-style-type: none"> • research the issue of consumerism and generate ideas for a message to communicate to an audience • make decisions about the message that will be the basis for your artwork • plan the design and arts processes you will implement to create your sculpture and communicate your message on consumerism • collect the materials for the sculpture from a community recycling outlet or op shop • demonstrate, organise, apply and implement arts processes to create your sculpture • take photographic evidence throughout the creating process to support your work • apply your curatorial skills by displaying the completed assemblage sculpture. 	
Checkpoints	
<input type="checkbox"/> Term [X] Week [X]/[Date]: Consult with teacher to discuss your concept and planning for the assemblage sculpture	
<input type="checkbox"/> [Due date]: Submit final product	

Authentication strategies

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

- Discuss with your teacher or provide documentation of your progress. Checkpoint 1 requires you to present your concept, research and planning for the assemblage sculpture.
- Your teacher will observe you completing work in class.
- Take part in interviews or consultations with your teacher as you develop your response.
- 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"> comprehensive recollection of terminology and comprehensive explanation of art-making processes perceptive interpretation of information about concepts and ideas for a purpose proficient demonstration of art-making processes required for visual artworks. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> thorough recollection of terminology and effective explanation of art-making processes thoughtful interpretation of information about concepts and ideas for a purpose effective demonstration of art-making processes required for visual artworks. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> recollection of appropriate terminology and explanation of art-making processes interpretation of information about concepts and ideas for a purpose demonstration of art-making processes required for visual artworks. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> variable recollection of terminology and variable explanation of art-making processes partial interpretation of information about concepts and ideas for a purpose partial demonstration of art-making processes required for visual artworks. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> inconsistent recollection of terminology and inconsistent and superficial explanation of art-making processes superficial interpretation of information minimal demonstration of art-making processes.
Applying and analysing	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> purposeful and skilful application of art-making processes, concepts and ideas discerning analysis of visual art-making processes for particular purposes discerning use of language conventions and features to achieve particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> effective application of art-making processes, concepts and ideas effective analysis of visual art-making processes for particular purposes effective use of language conventions and features to achieve particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> application of art-making processes, concepts and ideas analysis of visual art-making processes for particular purposes use of language conventions and features to achieve particular purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial application of art making-processes, concepts and ideas partial analysis of visual art-making processes for particular purposes variable use of language conventions and features to achieve purposes. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> inconsistent and minimal application of art-making processes superficial analysis of visual art-making processes inconsistent use of language conventions and features.

	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"> discerning evaluation of art-making processes, concepts and ideas generation of thoughtful plans and ideas with discerning decisions made creation of thoughtful communications that proficiently convey meaning for particular purposes. 	<ul style="list-style-type: none"> effective evaluation of art-making processes, concepts and ideas generation of effective plans and ideas with decisions made creation of effective communications that convey meaning for particular purposes. 	<ul style="list-style-type: none"> evaluation of art-making processes, concepts and ideas generation of plans and ideas with decisions made creation of communications that convey meaning for particular purposes. 	<ul style="list-style-type: none"> partial evaluation of art-making processes, concepts and ideas generation of partial plans, simplistic ideas and decisions creation of variable communications that convey meaning for purposes. 	<ul style="list-style-type: none"> superficial evaluation of art-making processes sporadic generation of superficial ideas creation of superficial communications.