

Visual Arts in Practice 2019 v1.0

Sample assessment instrument

July 2018

Project — Belonging

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 collection of at least two assessable components, one of which must be a product, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.

In Visual Arts in Practice, one project must arise from community connections (see Underpinning factors).

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

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

Subject	Visual Arts in Practice
Technique	Project — Belonging
Unit number and module number and name	Unit: 4 Module: 7. Belonging

Conditions	Units 3–4
Product component	Photographic folio
Multimodal component	
<ul style="list-style-type: none"> • non-presentation 	8 A4 pages max (or equivalent)
Further information	
Duration (including class time)	6 weeks to produce photographic folio 2 weeks to prepare and present digital catalogue entry
Individual/group	Individual
Resources available	Access to photographic devices and design software

Context

In this module, you have been exploring the concept of identity and belonging through 2D images that communicate the importance of local communities.

Task

Produce a photographic folio and digital catalogue that communicates the concept of identity and/or belonging for a photographic exhibition in the local council chambers. The digital catalogue will also be used as part of a promotional loop to be played during the local arts festival.

The task includes two components.

- **Component 1: Product**
Create a photographic folio, including a minimum of eight resolved images.
- **Component 2: Multimodal**
Produce a digital catalogue that includes an explanation and evaluation of the selected photographs and provides a curatorial guide to your work.

To complete this task, you must:

- discover and interpret something about your community that represents a concept of identity and/or belonging
- research and generate ideas for a photographic folio that reflects the concept of identity and/or belonging
- generate plans and make decisions about the type of photographic imagery that will form the basis of your folio and digital catalogue
- demonstrate and apply art-making processes required for photographic artworks
- create a photographic folio that conveys meaning about belonging and/or identity to a local community for display in the local council chambers
- produce a digital catalogue that explains, evaluates and analyses your art-making processes, concepts and ideas
- use appropriate language conventions and features in your digital catalogue to convey information and ideas.

Checkpoints

- Term [X] Week [X]/[Date]: Discuss folio concept (visual diary ideas and planning) with your teacher
- Term [X] Week [X]/[X]: Complete photographic proof sheet
- Term [X] Week [X]/[X]: Complete draft digital catalogue
- [Due date]: Submit resolved photographic folio and digital catalogue

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 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.
- 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.

	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.