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| Arts in Practice 2024 v1.0  [#]1: Project — [topic] Workshop sample assessment template This sample has been compiled by the QCAA to assist 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 syllabus.  To use this template, teachers should:   * + customise the school information section and subject details, delete the QCAA logo, and replace ‘Queensland Curriculum and Assessment Authority’ with the school name in all footers   + complete the unit and module section using information from the syllabus   + consider the conditions prescribed in the syllabus when completing the conditions section   + construct assessment items in the provided fields. Refer to the guidance provided in yellow in the template. This guidance refers to content to be entered   + include stimulus items within the template or attached separately, as appropriate   + refer to the Assessment techniques section of the syllabus for further information about subject-specific specifications for a Project, e.g. whether all objectives need to be assessed   + remove the text in blue from the assessment instrument when it is completed. The text in blue provides formatting tips and instructions to writers.  |  |  | | --- | --- | | **Student name** |  | | **Student number** |  | | **Teacher** |  | | **Issued** |  | | **Due date** |  |   **Overall result**   | Result | | | | | Comment | | --- | --- | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | **E** |  | |

## Conditions

Copy and paste the technique, unit, duration and response requirements directly from the syllabus. Identify if it will be a group or individual task. Add other resource information as needed or delete these fields as needed.

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| **Technique** | [Insert collection of work, investigation, performance, practical demonstration, product, project] |
| **Unit** | [Insert the unit number and name, i.e. Unit 2: Domestic building] |
| **Response requirements** | [Specify whether the response is written, spoken and/or multimodal and/or the number of words, minutes, pages and/or slides.] |
| **Individual/group** | [Specify whether individual or group work is required.] |
| **Other** | [Identify here if there is stimulus to be used, access to technology, use of notes, audience, genre, word length etc. Add a row for each instruction.] |
| **Resources** | [Specify access to resources.] |

## Context

Suggested items to include are:

* + purpose of the task
  + information about the audience
  + relevance of the instrument to the unit of work
  + description of the problem or scenario that students will address when completing the task
  + delete if the context is not needed in your subject.

## Task

Add task, i.e. copy and paste the task information from the relevant unit and then contextualise it to align to your school and student needs.

## Specifications

Copy and paste the specifications directly from the syllabus. You can then contextualise this further to align to the specific task you have developed.

This task requires students to:

## Stimulus

Add further stimulus information here as required. Use appropriate titles and sub-titles as necessary.

If it is impractical to include the actual stimulus material, describe what stimulus or type of stimulus is required to complete this task.

## Checkpoints

Insert or delete due dates and sign-off as required. Insert a maximum of five checkpoints.

[Term [X] Week [x]/Date]: Identify checkpoint action.]

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## Authentication strategies

Select at least one strategy from the following list. Delete strategies not required.

* The teacher will provide class time for task completion.
* Students will produce sections of the final response under supervised conditions.
* Students will each produce a unique response by … [Identify how this is achieved, e.g. selecting a unique topic or a topic with teacher-defined limits to how many students may select that particular topic, using individualised datasets, collecting data as a group but producing individual reports … ]
* Students will provide documentation of their progress [at indicated checkpoints, if checkpoints are provided].
* The teacher will collect copies of the student response and monitor at key junctures.
* The teacher will collect and annotate drafts.
* The teacher will conduct interviews or consultations with each student as they develop the response.
* Students will use plagiarism-detection software at submission of the response.
* Students must acknowledge all sources.
* Students must submit a declaration of authenticity.
* Students will produce summaries during the response preparation.
* The teacher will conduct interviews after submission to clarify or explore aspects of the response.
* The teacher will compare the responses of students who have worked together in groups.
* The teacher will ensure class cross-marking occurs.

## Scaffolding

* + Delete this heading and section if no scaffolding will be used.

[Scaffolding should describe specific processes that must be used, or expectations for the presentation of the student response, e.g. information about the report format to be used, expected referencing or citation conventions, or the inquiry or problem-solving model that must be used.]

## Instrument-specific standards (A1): Project — Issues

| Use arts practices | Plan arts works | Communicate ideas | Evaluate arts works | Grade |
| --- | --- | --- | --- | --- |
| The student work has the following characteristics: | | | | |
| * use of arts practices relevant to the selected discipline/s that demonstrate self-direction and competency with refined techniques, skills, technologies and/or media | * planning that reveals strategic and self-directed artistic intentions aligned to purpose and context | * communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions | * evaluation that provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context | **A** |
| * use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media | * planning that reveals clear and logical problem-solving aligned to purpose and context | * communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context | * evaluation that shows justification of the strengths, limitations and implications of artistic choices made | **B** |
| * use of arts practices relevant to the selected discipline/s to make an arts work about the selected issue | * planning for an arts work that communicates a personal viewpoint about the selected issue | * communication of ideas in an arts work that presents a personal viewpoint about the selected issue | * evaluation of how own or others’ arts work/s communicate a personal viewpoint about the selected issue, using appropriate language conventions and terminology | **C** |
| * use of arts practice in an arts work | * planning for an arts work that considers purpose or context | * communication of an idea in an arts work related to the selected issue | * statements of opinion about personal viewpoint, purpose or context in an arts work | **D** |
| * evidence of arts practices. | * documentation of ideas. | * communication of an idea related to an issue. | * description of an arts work. | **E** |

## Instrument-specific standards (B1): Project — Celebration

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| --- | --- | --- | --- | --- |
| Use arts practices | Plan arts works | Communicate ideas | Evaluate arts works | Grade |
| The student work has the following characteristics: | | | | |
| * use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media | * planning that reveals strategic and self-directed artistic intentions aligned to purpose and context | * communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions | * evaluation that provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context | **A** |
| * use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media | * planning that reveals clear and logical problem-solving aligned to purpose and context | * communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts work | * evaluation that shows justification of the strengths, limitations and implications of artistic choices made | **B** |
| * use of arts practices relevant to the selected discipline/s to make an arts work relating to a selected celebration or event | * planning for an arts work that communicates identity and belonging within a selected celebration or event | * communication of ideas in an arts work that presents experiences of identity and belonging in the context of the selected celebration or event | * evaluation of how experiences of identity and belonging are considered and communicated within the purpose and context of own or others’ artwork/s, using appropriate language conventions and terminology | **C** |
| * use of arts practices in an arts work | * planning for an arts work that considers purpose or context | * communication of an idea in an arts work related to a celebration or event | * statements of opinion about personal viewpoint, purpose or context in the arts work | **D** |
| * evidence of arts practices | * documentation of ideas. | * communication of an idea. | * description of an arts work. | **E** |

## Instrument-specific standards (C1): Project — Clients

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| --- | --- | --- | --- | --- |
| Use arts practices | Plan arts works | Communicate ideas | Evaluate arts works | Grade |
| The student work has the following characteristics: | | | | |
| * use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media | * planning that reveals strategic and self-directed artistic intentions aligned to purpose and context | * communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions | * evaluation provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context | **A** |
| * use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media | * planning that reveals clear and logical problem-solving aligned to purpose and context | * communication of ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts opportunity | * evaluation that shows justification of the strengths, limitations and implications of artistic choices made | **B** |
| * use of arts practices relevant to the selected discipline/s to make an arts work that responds to a brief | * planning for an arts work that responds to a brief, considering choices relating to the purpose and context | * communication of ideas in an arts work that responds to the brief | * evaluation of own or others’ artwork/s to consider the suitability for the purpose and context of the arts opportunity, using appropriate language conventions and terminology | **C** |
| * use of arts practices in an arts work | * planning for an arts work that considers purpose or context | * communication of an idea in an arts work related to aspects of the brief | * statements of opinion about own arts work | **D** |
| * evidence of arts practices. | * documentation of ideas. | * communication of an idea related to an aspect of the brief. | * description of own arts work. | **E** |

## Instrument-specific standards (D1): Project — Showcase

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| --- | --- | --- | --- | --- |
| Use arts practices | Plan arts works | Communicate ideas | Evaluate arts works | Grade |
| The student work has the following characteristics: | | | | |
| * use of arts practices relevant to the selected discipline/s that demonstrates self-direction and competency with refined techniques, skills, technologies and/or media | * planning that reveals strategic and self-directed artistic intentions aligned to purpose and context | * communication of individualised ideas in an arts work that addresses key factors of the specified context and purpose to fully achieve artistic intentions | * evaluation provides well-reasoned justification using examples that reveal the interrelationship between arts languages, purpose and context | **A** |
| * use of arts practices relevant to the selected discipline/s that shows informed selection and organisation of techniques, skills, technologies and/or media | * planning that reveals clear and logical problem-solving aligned to purpose and context | * communication of personalised ideas using symbolic and/or stylistic arts languages that enhance the purpose and context of the arts work | * evaluation that shows justification of the strengths, limitations and implications of artistic choices made | **B** |
| * use of arts practices relevant to the selected discipline/s to make an arts work that reflects the influences of an inspirational arts practitioner | * planning for an arts work that demonstrates the influences of others | * communication of personalised ideas in an arts work that responds to the exploration and influences of an inspirational arts practitioner | * evaluation of how the arts work responds in purpose and context to the inspirational arts practitioner, using appropriate language conventions and terminology | **C** |
| * use of arts practices in an arts work | * planning for an arts work that considers purpose or context | * communication of an idea in an arts work related to aspects of an inspirational arts practitioner | * statements of opinion about own arts work | **D** |
| * evidence of arts practices | * documentation of ideas. | * communication of an idea related to an aspect of an inspirational arts practitioner. | * description of own arts work. | **E** |

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