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Curriculum
Council

ART & DESIGN

(Year 12 E631)

Common Assessment Tasks

Guidelines for the Common Assessment Tasks

This package outlines the requirements for the Year 12 Art and Design Common Assessment Tasks. Specific headings are used to provide information and assistance to teachers in presenting each of the three tasks to ensure its relevance to Art and Design.

The specific content of each task may be determined by the teacher. Whilst parameters are set as to the context of each task, the content of the task will be dependent upon the mode of delivery by the teacher.

The headings for each task are as follows:

- 1. Specific Outcomes**
- 2. Task**
- 3. Task Description**
- 4. Task Parameters**
- 5. Authentication**
- 6. Performance Criteria**

1. Specific Outcomes

A set of outcomes relevant to each task is listed. These outcomes determine the context of each of the tasks stipulated.

2. Task

This section specifies the task to be completed.

3. Task Description

The Task Description outlines what requirements are necessary for the student to complete the task. In most cases, it provides guidelines for the teacher to ensure the major focus of the task has been understood.

4. Task Parameters

This section outlines the specific requirements of the task. Whilst not specifying the content of each task, the Task Parameters determine the specific context in which the task is to be carried out. The parameters set ensure the student is provided with the opportunity to meet the Specific Outcomes listed at the commencement of the task.

5. Authentication

This section relates to the requirements of the student and the teacher in ensuring the task has been completed by the student. It is important that the teacher assessing the student is able to authenticate all work completed by the student.

6. Performance Criteria

Each of the Specific Outcomes has a set of criteria to be used when assessing specific aspects of each task. Each outcome for the task is accompanied by the set of criteria which are to be used when determining the level to which the student meets the outcome for the specific task being assessed.

Task 1: Exploratory Project

Curriculum Council requirements for this task are outlined below. In order that the student meets the requirements of the Specific Outcomes of this task, evidence must be provided that reflects the requirements of the task.

The task is presented in sections, with requirements for each section of the task clearly documented.

1. Specific Outcomes

Outcome 1: Collects, analyses and organises relevant information and material resources.

Outcome 2: Demonstrates representational and interpretive drawing skills with consideration for a variety of drawing media, styles, subject matter and technique.

Outcome 3: Explores a range of solutions to visual arts problems.

Outcome 4: Demonstrates, both visually and verbally, understanding of the elements and principles of art and design.

Outcome 5: Employs personal ideas and responses in the design process to create finished art work(s) consistent with the project description in the design brief.

Outcome 6: Applies knowledge and understanding of visual arts techniques, processes and conventions to the development of artwork(s).

Outcome 7: Demonstrates an understanding of the role of artists and designers in both past and contemporary societies and relates this understanding to own work.

Outcome 8: Evaluates and responds critically to the process and product of work undertaken.

2. Task

To produce, following a teacher-generated **Exploratory Project** design brief, a finished artwork resulting from the application of the design process.

3. Task Description

The task requires the student to respond to teacher instruction in the *exploration of the design process* in respect of any studio discipline chosen from the syllabus. Normally this studio discipline will be common for all students in a class but may vary between classes/schools depending upon teacher expertise, availability of equipment and resources and students' previous art experiences and interests.

The task requires the student to be issued with a design brief which clearly summarises the activities that the student must complete, by the agreed deadline, to provide the following :

1. evidence of ideas generation and research
2. evidence of planning
3. evidence of design development
4. evidence of media exploration
5. evidence of production
6. evidence of student self-assessment

The focus of this first Exploratory Project should be on the establishment of basic understandings of the way the design process can be utilised to develop purposeful research and organisational, drawing and studio skills to communicate ideas and produce quality artwork(s).

4. *Task Parameters*

This Exploratory Project should be designed by the teacher to act as a *catalyst* for subsequent Extension Projects. A carefully framed Exploratory Project will provide opportunities for the teacher to introduce concepts which can be explored by students in individual ways.

Although sample Design Briefs for Exploratory Projects are provided in the accompanying support materials, they should not be treated as prescriptive components of the subject but as models to aid teachers in the development of design briefs which address their chosen studio emphases.

- The student should fulfil the requirements of the Design Brief.
- It is envisaged that the student will spend between 20 and 40 hours on this task at the commencement of the subject.
- The time taken in each stage of the task will depend upon the particular project and its unique characteristics.
- The student should submit evidence of completed work relating to this task as a section of a design folio. No mandatory format dimensions exist for the design folio but portability, security and strength should be considered in its selection.
- The teacher acts as a facilitator throughout the design process, demonstrating techniques and conventions while encouraging the student to discuss various stages of the process with others.

5. *Authentication*

The following authentication procedures will apply:

- The teacher is to implement, motivate and monitor the development of the task.
- The student's project work will be retained for inclusion as the first section of the student's design folio.
- The student's project work will be assessed only if the teacher can attest that the work is the student's own.

6. *Performance Criteria*

The Common Assessment Framework stipulates that the student be given the opportunity to achieve all of the eight (8) outcomes in the first Common Assessment Task (project 1). Each outcome is assessed using the Performance Criteria.

Outcome 1: Collects, analyses and organises relevant information and material resources.

Satisfactory	High	Very High
The student, with some assistance, collects, analyses and organises information and material resources in accordance with the requirements of the design brief.	The student locates, evaluates and organises relevant information and material resources in pursuit of specific lines of inquiry in the design process by responding logically and with adaptability to the requirements of the design brief.	The student demonstrates competence in locating, evaluating and creatively adapting an extensive range of relevant information and material resources to support personal design directions and to fulfil the requirements of the design brief.

Outcome 2: Demonstrates representational and interpretive drawing skills with consideration for a variety of drawing media, styles, subject matter and techniques.

Satisfactory	High	Very High
The student demonstrates drawing skills using a variety of drawing media, styles, subject matter and techniques.	The student demonstrates a high level of drawing skills and discernment using a variety of drawing media, styles, subject matter and techniques.	The student demonstrates complex drawing skills with confidence and sensitivity using a variety of drawing media, styles, subject matter and techniques.

Outcome 3: Explores a range of solutions to visual arts problems.

Satisfactory	High	Very High
The student explores alternative solutions to visual arts problems.	The student demonstrates resourcefulness in the exploration of alternative solutions to visual arts problems.	The student investigates in depth a range of solutions to visual arts problems.

Outcome 4: Demonstrates, both visually and verbally, understanding of the elements and principles of art and design.

Satisfactory	High	Very High
The student demonstrates, both visually and verbally, understanding of the elements and principles of art and design.	The student demonstrates, both visually and verbally, a developed understanding of the elements and principles of art and design.	The student demonstrates, both visually and verbally, considerable skill in integrating elements and principles of art and design.

Outcome 5: Employs personal ideas and responses in the design process to create finished art work(s) consistent with the project description in the design brief.

Satisfactory	High	Very High
The student employs personal ideas and responses in the design process to produce finished artwork(s) consistent with the design brief.	The student produces personally expressive, finished artwork(s) which exhibit high levels of skills and demonstrates perceptive interpretation within the design brief.	The student produces highly individual and expressive finished artwork(s) which exhibit a high level of skill, sensitivity and discernment, consistent with the design brief.

Outcome 6: Applies knowledge and understanding of visual arts techniques, processes and conventions to the development of artwork(s).

Satisfactory	High	Very High
The student applies visual arts techniques, processes and conventions coherently in the development of artwork(s).	The student demonstrates discernment in the application of a range of visual arts techniques, processes and conventions in the development of artwork(s).	The student exhibits skilful selection and depth of application of visual arts techniques, processes and conventions to the development of artwork(s).

Outcome 7: Demonstrates an understanding of the role of artists and designers in both past and contemporary societies and relates this understanding to own work.

Satisfactory	High	Very High
The student refers to the work of artists and designers in the development of personal artwork(s).	The student acknowledges the influence of artists and designers in the development of personal artwork(s).	The student describes and evaluates specific contributions of artists and designers as influences in the development of personal artwork(s).

Outcome 8: Evaluates and responds critically to the process and product of work undertaken.

Satisfactory	High	Very High
The student identifies key positive and negative aspects of the process and product of work undertaken.	The student describes a range of characteristics and qualities of own work, and realistically evaluates the process and product of work undertaken.	The student critically analyses a range of characteristics and qualities related to the process and product of work undertaken.

Tasks 2 and 3: Extension Projects **(at least one to include a Vocational/Professional focus)**

Curriculum Council requirements for this task are outlined below. In order that the student meets the requirements of the Specific Outcomes of this task, evidence must be provided that reflects the requirements of the task.

The task is presented in sections, with requirements for each section of the task clearly documented.

1. *Specific Outcomes*

Outcome 1: Collects, analyses and organises relevant information and material resources.

Outcome 2: Demonstrates representational and interpretive drawing skills with consideration for a variety of drawing media, styles, subject matter and technique.

Outcome 3: Explores a range of solutions to visual arts problems.

Outcome 4: Demonstrates, both visually and verbally, understanding of the elements and principles of art and design

Outcome 5: Employs personal ideas and responses in the design process to create finished artwork(s) consistent with the project description in the design brief.

Outcome 6: Applies knowledge and understanding of visual arts techniques, processes and conventions to the development of artwork(s).

Outcome 7: Demonstrates an understanding of the role of artists and designers in both past and contemporary societies and relates this understanding to own work.

Outcome 8: Evaluates and responds critically to the process and product of work undertaken.

2. *Task*

To produce, following either a teacher-designed or a student-generated/selected, **Extension Project** design brief, a finished artwork resulting from the application of the design process.

3. *Task Description*

The task requires the student to personally generate or select a teacher-designed design brief which clearly summarises the activities that the student must complete, by the agreed deadline, to provide the following :

1. evidence of ideas generation and research
2. evidence of planning
3. evidence of design development
4. evidence of media exploration
5. evidence of production
- 6 evidence of student self-assessment

The focus of this Extension Project should be to encourage the student to investigate areas of interest and/or expertise arising from the previous Exploratory Project. This may involve the student in developing personal responses to a different theme but working within the same studio discipline or perhaps responding to a similar theme through a different studio discipline.

4. *Task Parameters*

Extension Projects should provide opportunities to develop the central concepts promoted by the Art and Design subject outcomes relating to the importance of student self-determination and vocational/professional awareness. The Design Brief provides a flexible framework for the construction of project requirements whether they be predominantly teacher-directed or the result of negotiation between the student and the teacher.

Although sample Design Briefs for Extension Projects are provided in the accompanying support materials, they should not be treated as prescriptive components of the subject but as models to aid teachers and students in the development of design briefs which address their chosen studio emphases.

- The student and teacher should be aware that a maximum of two projects are to be selected from any one studio discipline.
- The teacher must take responsibility for the final preparation of the brief.
- The student should fulfil the requirements of the Design Brief.
- It is envisaged that the student will spend between 20 and 40 hours on this task.
- The time taken in each stage of the task will depend upon the particular project and its unique characteristics.
- The student should submit evidence of completed work relating to this task as a section of a design folio. No mandatory format dimensions exist for the design folio but portability, security and strength should be considered in its selection.
- The teacher acts as a facilitator throughout the design process, demonstrating techniques and conventions while encouraging the student to discuss various stages of the process with others.

5. *Authentication*

The following authentication procedures will apply:

- The teacher is to implement, motivate and monitor the development of the task.
- The student's project work will be retained for inclusion as the first section of the student's design folio.
- The student's project work will be assessed only if the teacher can attest that the work is the student's own.

6. *Performance Criteria*

The Common Assessment Framework stipulates that the student be given the opportunity to achieve all of the eight (8) outcomes in the first Common Assessment Task, while the second and third tasks (Extension Projects) may contain either a limited number of outcomes or all the outcomes. **The student must be given the opportunity to achieve each of the subject outcomes in at least two of the three tasks.**

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better, with all ratings at S or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:

**the student has completed all the CATs incorporating that outcome
the student has demonstrated S for that outcome in at least one task.**

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Task* booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 120 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Director of the Curriculum Council.

Subject Completion

- In order to complete a subject and be eligible to receive a grade, students must complete all the school's structured educational program and assessment program for the subject (unless there are exceptional and justifiable circumstances, refer to pages 4 and 8 of the *Assessment, Grading and Moderation Manual*). In situations where the school considered that insufficient information has been gathered to justify the award of a grade for the subject, a result of UNF (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the UNF to be converted to a grade after the final grades have been submitted (*Assessment, Grading and Moderation Manual* pages 8 and 9).

The Following is a representation of all possible combinations for determining grades:

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GRADE A

Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.

V	H	S
8	-	-
7	1	-
7	-	1
6	2	-
6	-	2
6	1	1
5	3	-
5	2	1
5	1	2
4	4	-
4	3	1
4	2	2

GRADE B

High or better in 50% of outcomes, and Satisfactory or better in the remainder.

V	H	S
5	-	3
4	1	3
4	-	4
3	5	0
3	4	1
3	3	2
3	2	3
3	1	4
2	6	-
2	5	1
2	4	2
2	3	3
2	2	4
1	7	-
1	6	1
1	5	2

GRADE C

Satisfactory or better in all of the outcomes.

V	H	S
3	-	5
2	1	5
1	2	5
2	0	6
1	1	6
1	-	7
-	3	5
-	2	6
-	1	7
-	-	8

GRADE D

Satisfactory or better in at least 50% of the outcomes.

GRADE E

Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded. Where there are more than 50% of outcomes with a final rating of ND an E grade is awarded.