



Sample assessment task	
Year level	4
Learning area	The Arts
Subject	Visual Arts
Title of task	Jimmy Pike inspired designs
Task details	
Description of task	Students create a design, based around an imaginary creature, inspired by Indigenous artist, Jimmy Pike.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to respond to a particular artist's artwork and apply some of artist's techniques to own artwork.
Assessment strategy	Final artwork, teacher observations, anecdotal notes
Evidence to be collected	Artwork and oral/written responses.
Suggested time	2 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p>Ideas Exploration of artwork from varying times and cultures that represent different styles, such as realistic, narrative and abstract</p> <p>Skills Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none">• shape (open, closed; abstract; view from top, side, bottom; positive, negative)• colour (monochromatic – all the colours of a single hue; colours of varying intensity)• line (shows an edge line to indicate emotion; lines of various weights)• space (geometric, organic; diminishing perspective)• texture (piercing, pinching, pressing, embossing, scoring)• value (mixing of shades) <p>to create artwork</p> <p>Responding Appreciation and respect for a range of artwork from different social, cultural and historical contexts</p>
Task preparation	
Prior learning	Students have been exposed to multiple experiences of visual arts techniques and mediums.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task	
Assessment conditions	This assessment is a whole-class experience with students producing individual works.
Resources	<ul style="list-style-type: none"> • Felt pens (textas) • Drawing paper and pencils <p>Jimmy Pike: https://japingkaaboriginalart.com/collections/jimmy-pike/ Jimmy Pike: http://www.jimmypiketrust.org.au/about/jimmy-pike/ Jimmy Pike images: https://www.bing.com/images/search?q=jimmy%20pike%20artwork&qs=n&form=QBIR&sp=-1&pq=jimmy%20pike%20artwork&sc=4-17&sk=&cvid=98E24DBB7AB046218DF5C392864435BE</p> <ul style="list-style-type: none"> • Aboriginal Dreamtime Stories: http://dreamtime.net.au/dreaming/story-list/

Instructions for teacher

- Research: artist study – Jimmy Pike. Useful websites:
Images: <https://www.bing.com/images/search?q=jimmy%20pike%20artwork&qsn&form=QBIR&sp=-1&pq=jimmy%20pike%20artwork&sc=4-17&sk=&cvid=98E24DBB7AB046218DF5C392864435BE>
Jimmy Pike: <https://japingkaaboriginalart.com/collections/jimmy-pike/>
Jimmy Pike: <http://www.jimmypiketrust.org.au/about/jimmy-pike/>
- Prepare a variety of examples of Jimmy Pike’s colourful artworks and write a small profile of the artist. *Provide a small scrapbook or get students to collate this in some way, so they can refer to it as they complete the task.*
- Discussion points:
 - discuss his use of line, shapes and imagery
 - what are the characteristics of his work?
 - what do you notice about his use of colour?
 - what influences his artwork?
- Explore some stories of the Dreamtime. Useful link:
Aboriginal Dreamtime Stories: <http://dreamtime.net.au/dreaming/story-list/>
- Look at some images of Dreamtime creatures and discuss their significance and symbolic meaning.
- Model how to design a simple, imaginary, symbolic creature that has meaning to you – talk through your thinking to support students’ understanding.
- Students create their own simple, imaginary, symbolic creature that is meaningful to them.
- Students then create a colourful design based around their creature, using the artwork of Jimmy Pike as inspiration. *Students work independently to create their artwork.*
- Break the class into groups to share their artwork with each other. They discuss the reasons/meaning behind their choice of creature and colours and respectfully share their views.
- Discuss which colour combinations worked the best, and why.
- Questions for reflection:
 - How do you feel about Jimmy Pike’s artwork since creating your own personal design?
 - How did your imaginary creature act as inspiration for your design?
 - How did you apply the techniques of Jimmy Pike to your artwork?

Instructions to students

- You will be creating a design inspired by the Indigenous artist, Jimmy Pike.
- Look at some images of Dreamtime creatures and discuss their significance and symbolic meaning.
- Create your own simple, imaginary, symbolic creature that is meaningful to you.
- Create a colourful design around your creature, using the colours and characteristics of Jimmy Pike.

Reflection:

- Reflection: share artwork with your peers.
Discuss the following:
 - How do you feel about Jimmy Pike’s artwork since creating your own personal design?
 - How did your imaginary creature act as inspiration for your design?
 - How did you apply the techniques of Jimmy Pike to your artwork?

Sample marking key	
Jimmy Pike inspired designs	
Description	Marks
Research - use of line, shapes and imagery in Jimmy Pike's artwork	
Selects a variety of examples from Jimmy Pike's artwork and specifically discusses, in detail, his use of colour, line and imagery.	5-6
Selects examples from Jimmy Pike's artwork and discusses his use of colour, line and imagery.	3-4
Selects a few examples from Jimmy Pike's artwork and discusses some characteristics of the pieces.	1-2
Subtotal	6
Description	Marks
Application of artistic processes and techniques to own artwork	
Purposefully applies a variety of lines, colours and shapes and organises their placement and combination to clearly enhance the meaning and inspiration in own artwork.	3
Applies a variety of lines, colours and shapes and organises their placement and combination to convey the meaning and inspiration in own artwork.	2
Applies lines, colours and shapes to artwork, with little thought to the placement and combination.	1
Subtotal	3
Description	Marks
Reflection on artistic processes and techniques in own artwork	
Justifies choice of artistic processes in artwork by explaining, in detail, the meaning behind work (symbolic creature) and how Jimmy Pike's techniques were incorporated, using some visual art terminology.	5-6
Explains choice of artistic processes in artwork by referring to the meaning behind work (symbolic creature) and how Jimmy Pike's techniques were incorporated.	3-4
Briefly comments about choices made in own artwork.	1-2
Subtotal	6
Total	15