



Sample assessment task	
Year level	1
Learning area	Technologies
Subject	Design and Technologies: Engineering principles and systems
Title of task	Cast a shadow!
Task details	
Description of task	Students create shadow puppets with one moving part for use with a light source, such as an overhead projector, and tell a short story, either independently or with a partner.
Type of assessment	Formative
Purpose of assessment	To assess students' understanding of design principles in the particular context of shadow puppetry
Assessment strategy	Observation (teacher assesses puppet design process) Peer assessments: a peer or a group of peers provide evaluative feedback on performance or activity.
Evidence to be collected	Puppet designs, puppets and peers' verbal evaluation
Suggested time	1 hour lesson
Content description	
Content from the Western Australian Curriculum and Assessment Outline	Knowledge and understanding Engineering principles and systems Ways objects can be moved using technology Processes and production skills Investigating and defining Explore opportunities for design Designing Develop and communicate design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps
Early Years Learning Framework (EYLF)	Outcome 4: Children are confident and involved learners Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. Children transfer and adapt what they have learned from one context to another.
Connected Curriculum	Science Physical sciences Light and sound are produced by a range of sources and can be sensed Planning and conducting Participate in guided investigations to explore and answer questions

Task preparation	
Prior learning	Students have some experience in exploring light and its effects using the sun, light tables, overhead projectors, and lamps.
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	Individual drawing/design and puppet production
Resources	<ul style="list-style-type: none"> • Light sources, such as an overhead projector or make a shadow puppet theatre (http://www.kidspot.com.au/kids-activities-and-games/Nursery-rhymes+15/Make-a-shadow-puppet-theatre+12594.htm) • A3 paper, pens, card, scissors, split pins (one per child), hole punch, textural materials, such as feathers or pipe cleaners, tape, materials to hold the puppet, such as pop sticks, straws, sticks

Instructions for teacher

Lesson 1	
Inspire/inform	Inform the students they will make a shadow puppet (person or animal) which has <u>one</u> moving part which they will use for a short performance. Students can work with a partner if they would like two characters in the production.
Show	Select a <i>YouTube</i> video demonstrating shadow puppetry that relates to your students.
Tell	Ask students to share their observations after viewing the story. Highlight to students that the key difference in a puppet and shadow puppet is the lack of detail on the puppet. The key detail is in the shape or outline.
Apply	Students commence the design process with a drawing of their ideas. Students label the location of the split pin which is where the movement will be highlighted (e.g. an arm, a leg, a head, a hand, a tail, in the middle of the body). Students label materials for each part of the design. Photograph students at work. Students try out their puppet in the shadow theatre and make any adjustments to their design, as necessary. Students work on a scenario in which they can demonstrate their puppet's movement, either independently or with a partner.
Reflect	Teacher reflects with students on design positives and negatives observed and how students' designs and puppets matched. Peer assessments: students offer evaluative feedback on puppet design and performance. Students evaluate the success of their own design process. As a class, create a sequence of steps for making a shadow puppet.

Making connections across learning environments

NQS: Quality Area 1 – Educational program and Practice

Standard 1.1

An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.2

Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Standard 1.2

Educators and coordinators are focused, active and reflective in designing and delivering the program for each child.

Element 1.2.1

Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.

Element 1.2.3

Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

	<i>Provocation</i>	<i>Resources</i>
<i>Inside spaces/environments</i>		
<i>Outside spaces/environments</i>		
<i>Ambience/Aesthetic</i>		