



Sample assessment task	
Year level	6
Learning area	The Arts
Subject	Visual Arts
Title of task	Paper inventions
Task details	
Description of task	Students create a paper sculpture using a limited range of materials.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to use techniques of specific artists as inspiration for their own artwork through the exploration of artistic processes, and reflect on this process.
Assessment strategy	Final artwork, teacher observations, photographs
Evidence to be collected	Photographs
Suggested time	4 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p>Ideas Application of visual art elements and selection of materials, media and/or technologies, to communicate an idea, belief or viewpoint</p> <p>Skills Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none">• shape (exaggerated proportions; motifs; fonts)• colour (colour wheel; tertiary colour)• line (lines that create an illusion)• space (focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry)• texture (real and simulated)• value (highlights; shadows; form) to create artwork <p>Use of a variety of techniques, art processes and art forms, such as digital imaging, lino printing or stencils to suit purpose</p> <p>Responding Personal responses, using visual art terminology, about how visual art elements, techniques and symbolic meaning communicate ideas and messages; and identifying factors that influence artwork from different social, cultural and historical times</p>
Task preparation	
Prior learning	Students have been exposed to a variety of different techniques and artistic processes from different artists and have explored how this can influence their own work.
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">• Offcuts of different coloured paper (various sizes, lengths)• Scissors, rulers, glue sticks, hot glue gun

Instructions for teacher

- Source some images of paper sculpture examples and specific artists who use this medium, e.g. Jen Stark: <http://www.jenstark.com/> ; Brian Dettmer: <http://briandettmer.com/art/> and Jacob Hashimoto: <https://www.bing.com/images/search?q=jacob+hashimoto+paper+sculptures&qvvt=jacob+hashimoto+paper+sculptures&FORM=IGRE> .
- Discuss techniques that the artists have used.
- Demonstrate and model some techniques of working with paper (e.g. folding, weaving, curling and so on).
- Students select their materials (see resources).
- Finished sculptures must also incorporate some type of internal space and will be photographed when complete.
- Students will independently experiment with materials and then use materials to create their sculptures.
- Photographs of finished sculptures to be viewed by all students.
- Student reflection (to peers):
 - What was challenging about the project?
 - What did they learn about using different techniques?
 - What techniques were most successful?

Instructions to students

- You will be creating a paper sculpture using a range of materials and equipment.
- You will independently experiment with materials and then use available materials to create your sculpture. Finished sculptures must incorporate some type of internal space and will be photographed when complete.
- Photographs of finished sculpture will be viewed by all students.

Informal peer reflection

- What was challenging about the project?
- What did you learn about using different techniques?
- What techniques were most successful?

Sample marking key	
Paper inventions	
Description	Marks
Selection of materials and tools	
Purposefully selects appropriate and relevant materials and considers the technique/s that will be used when selecting tools to create effective artwork.	3
Selects relevant materials and tools and considers the technique/s that will be used to create an artwork.	2
Gives little thought to the selection of materials and tools to produce artwork.	1
Subtotal	3
Description	Marks
Application of techniques and artistic processes to artwork	
Applies a variety of paper techniques and effectively manipulates line types and complex shapes. Purposefully incorporates space.	5–6
Applies some paper techniques and effectively manipulates line types and complex shapes. Incorporates space.	3–4
Applies a paper technique with no manipulation of lines and shapes. Shows minimal exploration of space.	1–2
Subtotal	6
Description	Marks
Responses to artwork	
Using visual arts terminology, explains the technique/s and artistic processes selected and the meaning behind the artwork. Provides a detailed explanation of how one of the researched artists inspired own artwork.	5–6
Using some visual arts terminology, describes the technique/s and artistic processes selected and the meaning behind the artwork. Provides an explanation of how one of the researched artists inspired own artwork.	3–4
Provides a brief or incomplete response about techniques and processes. Does not refer to artist's influence.	1–2
Subtotal	6
Total	15