



Sample assessment task	
Year level	Pre-primary
Learning area	The Arts
Subject	Visual Arts
Title of task	Wayne Thiebaud inspired cupcakes
Task details	
Description of task	Students draw and paint a set of three cupcakes after looking at and responding to the work of Wayne Thiebaud.
Type of assessment	Formative and summative
Purpose of assessment	To inform the teacher of students' progression in learning about colour, line and space.
Assessment strategy	Final artwork, teacher observations, anecdotal notes
Evidence to be collected	Artwork and oral responses
Suggested time	3 x 1 hour sessions
Content description	
Content from the Western Australian Curriculum	<p>Ideas Exploration of, and experimentation with, the visual art elements of shape, colour, line and texture Exploration of natural and man-made materials when creating artwork</p> <p>Skills Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (familiar shapes; simple 2D shapes) • colour (primary colours, secondary colours) • line (curved, straight, wavy, zigzag) • texture (familiar objects) <p>to create artwork Exploration of tactile techniques, such as block printing, clay work or collage</p> <p>Production Use of a variety of techniques, to create 2D and 3D artwork inspired by personal experiences, ready for display Sharing artwork with others</p>
Early Years Learning Framework	<p>Outcome 5 - Children are effective communicators</p> <p>Children express ideas and make meaning using a range of media</p> <p><small>[Commonwealth of Australia. (2009). <i>Belonging, being & becoming – The Early Years Learning Framework for Australia</i>. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]</small></p>
National Quality Standards	<p>Quality Area 1 – Educational program and practice</p> <p>Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child's learning and development</p> <p>Element 1.1.5 Every child is supported to participate in the program</p> <p><small>[Based on: Guide to the National Quality Standard (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]</small></p>

Task preparation	
Prior learning	Students have had many opportunities to explore and experiment with different artistic techniques, such as printing, painting, drawing, collage and working with play dough and clay. They have been exposed to some of the work of Wayne Thiebaud.
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"> • A3 cartridge paper • Lead pencils • Permanent markers • Wind-up crayons • Brushes • Edicol dye/food dye • Wayne Thiebaud: http://www.artnet.com/artists/wayne-thiebaud/

<p>Inspire/inform</p>	<ul style="list-style-type: none"> • Show students examples of Wayne Theibaud’s cakes, sweets artwork. http://www.artnet.com/artists/wayne-thiebaud/ • Discuss his style. • What do they like? • What colours do they see? • What lines and patterns do they see? • Look at how he uses shadows.
<p>Show</p>	<ul style="list-style-type: none"> • Students given A3 paper with a pencil line already drawn across the paper half way up the page, dividing the paper in half (landscape orientation). • Teacher-directed drawing of a cupcake in the middle of the page with the base below the line. • Demonstrate drawing lines to create the texture of the cupcake case and the icing.
<p>Tell</p>	<ul style="list-style-type: none"> • Students independently draw two more cupcakes either side of the first cupcake. • Instruct students to create different icing designs for each cupcake and add decorations to make each one unique. • Discuss foreground and background and how we need to erase table lines that run through the cupcakes. • Demonstrate how to draw shadows going in the same direction under each cupcake. Outline pencil in permanent marker.
<p>Apply</p>	<ul style="list-style-type: none"> • Discuss primary and secondary colours. • Students use wind-up crayons to colour cupcake base in primary colours and secondary colours for the icing. • They then choose own colours for decorations. • Students are directed to choose one colour dye to paint table. • Discuss patterns. What is a pattern (repeated lines or symbols or shapes)? • Students independently create a patterned background using dye.
<p>Reflect</p>	<ul style="list-style-type: none"> • Individual discussions with students <ul style="list-style-type: none"> ○ What do you like about your work? ○ What patterns did you use? ○ Is there anything you would add or change? ○ Can you point to where you used primary/secondary colours? • Whole-class gallery walk to see each other’s work.

Sample marking key	
Description	Marks or observations
Use of lines to create texture	
Uses a combination of varied lines in a purposeful way to create the illusion of texture and provide detail.	
Uses some lines to create the illusion of texture.	
Places lines in a cursory way.	
Description	Marks or observations
Placement and selection of colour	
Selects a variety of effective colours and uses them appropriately to enhance artwork.	
Selects colours and uses them appropriately to create artwork.	
Selects and uses colours randomly.	
Description	Marks or observations
Use of shape to create pattern	
Combines and organises familiar shapes effectively to create pattern.	
Combines and organises familiar shapes to create pattern.	
Arranges familiar shapes in ineffective ways.	

Making connections across learning environments

National Quality Standard, 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 1.1.5 Every child is supported to participate in the program

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Observations of individual learning behaviours

	<i>Provocations</i>	<i>Resources</i>
<i>Inside and outside spaces/environments</i>	<p>Exploring Responding to different stimulus using visual art (drawing/painting):</p> <ul style="list-style-type: none"> • music • stories 	<p>A variety of different types of music Paper/pencils/paint</p>