



Sample assessment task	
Year level	1
Learning area	The Arts
Subject	Visual Arts
Title of task	Eric Carle inspired animal collage
Task details	
Description of task	Create an animal collage using the style of Eric Carle.
Type of assessment	Formative and summative
Purpose of assessment	To assess the students' development of artistic skills: specifically colour, line and shape
Assessment strategy	Final artwork, teacher observations, anecdotal notes
Evidence to be collected	Artwork and oral responses to Gallery Walk
Suggested time	3 x 1 hour lessons
Content description	
Content from the Western Australian Curriculum	<p>Ideas Exploration of, and experimentation with, the visual art elements of shape, colour, line, space and texture Exploration of different materials, media and/or technologies, when creating artwork</p> <p>Skills Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> • shape (geometric shapes) • colour (mixing primary colours to create secondary colours) • line (broken, jagged, dashed) • space (background, foreground) • texture (changes in texture; transfer of texture) <p>to create artwork Exploration of tactile techniques, such as mixed media, colour mixing or drawing</p> <p>Production Use of a variety of techniques, to create 2D and 3D artwork that communicate an idea to an audience</p>
Early Years Learning Framework	<p>Outcome 5 - Children are effective communicators Children interact verbally and non-verbally with others for a range of purposes 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 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</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 been exposed to the work of Eric Carle and have read the picture book, <i>The Very Hungry Caterpillar</i> . They have experimented with different artistic techniques, such as printing, painting, drawing, collage and working with play dough and clay.
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, acrylic paints, brushes • Texture tools – forks, chopsticks, sponges, bubble wrap, gladwrap, plastic knives, as well as commercially made tools • Images of real-life animals and Eric Carle animals

Instructions for teacher

Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]	
Inspire/inform	<ul style="list-style-type: none"> • Show the students a variety of Eric Carle books and YouTube clips of his painting technique and animated videos. • http://www.eric-carle.com/home.html • Discussion: What do you notice about all of his illustrations? • Point out colours, textures, shapes.
Show	<ul style="list-style-type: none"> • Compare real-life photos of animals with Eric Carle's animal pictures. • Discuss collage technique. Specifically, discuss how Eric Carle has made his picture look like a lion (it has four legs, a mane, he has used yellow paint, he has created texture in the paint).
Tell	<ul style="list-style-type: none"> • Give the students a choice of 10 animals (real life). Each student selects one animal. • Look at the picture and determine the colours, texture and shapes. • Ask the students to share their ideas with a partner. • Model/demonstrate how to paint using Eric Carle's style and techniques to combine colours and create a variety of textures.
Apply	<p>Lesson 1</p> <ul style="list-style-type: none"> • Students choose appropriate colours for their animal and a variety of tools to create texture. • Students paint one or more sheets of paper depending on the colours they require. <p>Lesson 2</p> <ul style="list-style-type: none"> • Students use their painted paper to create their animal by cutting the different shapes needed and gluing onto an A3 background. • All the leftover scraps made by the class are then made available to the whole class to create a collaged background appropriate to their animal.
Reflect	<ul style="list-style-type: none"> • When all artwork is complete, display in the classroom or library. • All students participate in a Gallery Walk to view other students' work. • Each student selects another student's work and thinks of three things he/she likes about it. <p>Focus questions:</p> <ul style="list-style-type: none"> • What do you like about your own work? • Is there anything you would change? • What could you do with your artwork now?

Sample marking key	
Eric Carle Inspired Animal Collage	
Description	Marks or observations
Selection of materials and application of technique	
Purposefully selects and uses a combination of materials. Demonstrates refined application of the required collage technique.	
Thoughtfully selects and uses a combination of materials. Demonstrates effective application of the required collage technique.	
Selects some combination of materials. Demonstrates simple application of the required collage technique.	
Selects materials randomly. Requires assistance to develop the appropriate collage technique.	
Subtotal	
Description	Marks or observations
Selection and use of colour	
Purposefully uses a range of colours to mix other colours. Makes a discerning selection of colours based on a given purpose.	
Uses a range of colours to mix other colours. Makes an informed selection of colours according to the purpose.	
Uses some colours with the intent to mix other colours.	
Uses colours randomly with no consideration of purpose.	
Subtotal	
Description	Marks or observations
Use of texture	
Independently selects and uses different types of texture to enhance the artwork.	
Independently uses different types of texture within artwork.	
Uses some different textures to create artwork.	
With assistance, creates artwork that demonstrates some different types of textures.	
Subtotal	
Total	

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>	Stories Responding to the story in different ways: <ul style="list-style-type: none">• drawing/painting• movement• role-play	Many different types of sequential stories A variety of different types of music Paper/pencils/paint