



Sample assessment task	
<b>Year level</b>	2
<b>Learning area</b>	The Arts
<b>Subject</b>	Visual Arts
<b>Title of task</b>	Radial designs using natural, found objects
Task details	
<b>Description of task</b>	Students walk around the school to collect a variety of different shaped and sized natural objects (e.g. leaves, nuts, sticks, rocks, seeds) that they will use in their artwork. Students will independently create artwork using a radial design with their found objects. Their artwork will be used in an installation and photographed.
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	To inform the teacher of the student’s progression in learning about shape, pattern and space
<b>Assessment strategy</b>	Final artwork, teacher observations, anecdotal notes
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Photographs of resolved artwork</li> <li>• Teacher observation</li> </ul>
<b>Suggested time</b>	1 hour
Content description	
<b>Content from the Western Australian Curriculum</b>	<p><b>Ideas</b> Exploration of, and experimentation with, the visual art elements of shape, line, colour, space and texture and how these are used in the environment Experimentation with, and use of materials, media and/or technologies when creating artwork</p> <p><b>Skills</b> Development of artistic skills through experimentation with:</p> <ul style="list-style-type: none"> <li>• shape (symmetrical shapes; simple tessellating shapes)</li> <li>• colour (warm, cool colours)</li> <li>• line (horizontal, vertical, diagonal, spiral; lines that show motion)</li> <li>• space (overlapping to show depth; horizon line)</li> <li>• texture (different man-made and natural materials)</li> </ul> <p>to create artwork</p> <p><b>Production</b> Use of visual art elements and techniques, to create 2D and 3D artwork, to communicate ideas and messages to an audience</p>
<b>Early Years Learning Framework</b>	<p>Outcome 2 – Children are connected with and contribute to their world Children become socially responsible and show respect for the environment Outcome 5 - Children are effective communicators Children express ideas and make meaning using a range of media</p>
<b>National Quality Standards</b>	<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>

<b>Task preparation</b>	
<b>Prior learning</b>	Students have experimented with different materials and technologies when creating artwork. They are developing their understanding of how to use artistic techniques to create effect.
<b>Assessment differentiation</b>	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.
<b>Assessment task</b>	
<b>Assessment conditions</b>	This assessment is a whole-class experience with students producing individual artwork.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Plastic/cloth bag to collect items in</li> <li>• Access to nature for collection (e.g. leaves, nuts, twigs)</li> </ul>

## Instructions for teacher

Based on 'iSTAR - A model for connected practice with classrooms'. Western Australian Primary Principals' Association.]	
<b>Inspire/inform</b>	<ul style="list-style-type: none"> <li>• Search for and watch a video that demonstrates an ephemeral art project, such as Andres Amador: <a href="https://www.youtube.com/watch?v=h1gM5vEMvos">https://www.youtube.com/watch?v=h1gM5vEMvos</a> .</li> <li>• Discuss the meaning of the word <i>ephemeral</i>.</li> <li>• Display and discuss ephemeral art/sculptures by viewing artists such as Andy Goldworthy, Day Schildkret and Martin Hill.</li> <li>• Is it still art if it's not in a gallery?</li> </ul>
<b>Show</b>	<ul style="list-style-type: none"> <li>• Show a variety of photographs of Schildkret's work: <a href="https://wanderlust.com/artist/day-schildkret/">https://wanderlust.com/artist/day-schildkret/</a> .</li> <li>• Discuss the features, e.g. symmetry, radial design, natural elements, variety of shapes, colour and sizes.</li> <li>• What is the difference between man-made and natural?</li> <li>• How many of one object has he collected?</li> </ul>
<b>Tell</b>	<ul style="list-style-type: none"> <li>• Take a walk around the school to collect objects.</li> <li>• Students each have a bag and collect interesting nature objects (multiples) or different shapes, sizes, colours and textures.</li> <li>• Allow approximately 15 minutes for school nature walk.</li> </ul>
<b>Apply</b>	<ul style="list-style-type: none"> <li>• Students spend time independently creating their radial design using their found objects. <i>If possible, allocate each student a space to create the design, to allow for installation to occur.</i></li> <li>• Remind students to consider:               <ul style="list-style-type: none"> <li>○ the shape/s of their objects (and how they 'fit' together)</li> <li>○ their colour (and how they will use the colour/s for effect)</li> <li>○ what kind of effect they would like to create with line ( e.g. spiral lines to show motion)</li> <li>○ how they will use the space (e.g. overlapping objects)</li> <li>○ how they will use/combine different textures.</li> </ul> </li> <li>• Artwork is then photographed.</li> <li>• Possible extension – students sketch their designs from their photographs.</li> </ul>
<b>Reflect</b>	<ul style="list-style-type: none"> <li>• Using their photographs, the students reflect on their designs.</li> <li>• What was easy/tricky about creating their designs?</li> <li>• How do you think you could use this design to create another artwork?</li> <li>• How do you feel about not being able to keep your artwork?</li> <li>• Why do you think people create ephemeral artwork?</li> </ul>

<b>Sample marking key</b>	
<b>Description</b>	<b>Marks or Observations</b>
<b>Selection of natural objects for radial design</b>	
Selects a variety of appropriate natural objects, demonstrating consideration for shape, colour, line, space and texture, and how they will work together in an effective radial design.	
Selects some appropriate natural objects and some arbitrary objects, demonstrating consideration for shape, colour, line, space and texture, and how they will work together in an effective radial design.	
Selects arbitrary natural objects to produce a radial design.	
<b>Description</b>	<b>Marks or Observations</b>
<b>Use of shape, pattern and space in radial design</b>	
Purposefully arranges objects, demonstrating considered use of shape, pattern and space to create a radial design.	
Arranges objects, demonstrating inconsistent use of shape, pattern and space to create a radial design.	
Arranges objects in a random manner, with little consideration for shape, pattern and space.	
<b>Description</b>	<b>Marks or Observations</b>
<b>Responding – why do people make ephemeral art?</b>	
Provides detailed responses to teacher questions.	
Provides simple responses to teacher questions.	
Provides few responses to teacher questions.	