



| Sample assessment task | |
|--|--|
| Year level | 2 |
| Learning area | English |
| Subject | Viewing |
| Title of task | Magnificent things |
| Task details | |
| Description of task | Students will be read the text, <i>The Most Magnificent Thing</i> . After reading, they will analyse the illustrations used on the first page and consider why the illustrator used black and white outline for the street and colour and detail for the characters. The students will record their response and then, using their understanding and interpretation of the text, create their own front cover illustration. Students will then write an explanation of their illustration. |
| Type of assessment | Formative or Summative |
| Purpose of assessment | To assess students' understanding of how visual language is used in literature to provide descriptions and information to the reader about characters, settings and events. |
| Assessment strategy | Written response, illustrations |
| Evidence to be collected | Written reflection on illustrations, drawn illustration, written explanation |
| Suggested time | 75 minutes |
| Content description | |
| Content from the Western Australian Curriculum | <p><u>Language</u> <i>Expressing and Developing Ideas</i> Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words</p> <p><u>Literature</u> <i>Creating literature</i> Create events and characters using different media that develop key events and characters from literary texts</p> |
| Early Years Learning Framework (EYLF) | <p>Outcome 5 – Children are effective communicators Children engage with a range of texts and gain meaning from these texts. [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.]</p> |
| National Quality Standard (NQS) | <p>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. [Based on: <i>Guide to the National Quality Standard (ACECQA)</i>. Used under Creative Commons Attribution 3.0 Australia licence.]</p> |

| Task preparation | |
|-----------------------------------|--|
| Prior learning | Students have explored literal and implied meaning, and the use of illustrations across a range of literature. They have engaged in discussions about how the use of illustrations and visual language contribute to meaning. Students are familiar with some elements of visual language. |
| 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 is an individual, in-class assessment. |
| Resources | <i>The Most Magnificent Thing</i> , Spires, A. |

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"> Engage the students in looking at pictures that are both drawn or photographed in black and white. Ask them to respond to a partner: 'How does this picture affect you?' 'What does it make you feel?' Ask the students to draw a small picture using just a lead pencil. Students experiment with the lead pencil to shade certain areas of their picture to create a focus or emphasis. |
| Show | <ul style="list-style-type: none"> Teacher reads <i>The Most Magnificent Thing</i> in a whole-class shared reading session, ensuring illustrations are accessible to all students. Teacher turns to the first page of the story and points out the illustrations of a black and white street with the characters in colour on the scooter. Teacher asks students to think about the illustration and provides the following prompts: <ul style="list-style-type: none"> Why did the illustrator draw the street in black and white outline? Why isn't it coloured in? Why did the illustrator draw the characters in colour? What does it tell you about the story? What does it tell you about the characters? |
| Tell | <ul style="list-style-type: none"> Students will write their own reflection about the illustrations, using the above points. Students will create their own illustration for the story and provide a written explanation, describing reasons for drawing that illustration. |
| Apply | <ul style="list-style-type: none"> Students complete tasks. |
| Reflect | <ul style="list-style-type: none"> In groups of three, students participate in a What, Why, How strategy. Each student takes on a speaking role and, using his/her illustration, asks question about each other's picture: What? (Student 1), Why? (Student 2) and How? (Student 3). All three students reflect on all three illustrations. Place the illustrations on student tables and the whole class participates in an 'Art Gallery Tour' and walks around the classroom, quietly looking at each other's work. Positive feedback can be shared among themselves as they walk. |

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.

[Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons Attribution 3.0 Australia licence.]

Observations of individual learning behaviours

| | <i>Provocations</i> | <i>Resources</i> |
|---|---|--|
| Inside and outside spaces/environments | <p>Through the canopy Locate a tree-shaded area and set up an art exploration pod. Students use the pod to explore the effects of light shades and shadows. The pod has flexible seating opportunities, such as tables, chairs, beanbags and mats, and flexible learning materials, such as clipboards, chalkboard, paper and bark. Students experiment with drawing at different times of the day, recognising subtleties of change in the environment.</p> | <p>Drawing materials, such as paper, chalk boards, clipboards, bark, charcoal, pencils, crayon, watercolour pencils and so on Flexible seating opportunities: beanbags, chairs, desks, mats and so on A shady tree space</p> |
| | <p>iPad nature Use iPads to take photos of the environment. Focus on close-up shots of different types of leaves, plants, trees, bugs and so on. Alter the lens covers on the iPad to change the effects on the photos. Create a pic collage or similar to display photo collection.</p> | <p>iPads</p> |
| | <p>Billybolly painting! Set up painting area. Use different parts of nature to explore painting with various items; for example, a small tree branch, leaves, bark, vines, flowers and so on. Students splat, rub, print, dab or dob to create artwork. Display artworks in a gallery and ask for responses.</p> | <p>Nature items, such as branches, leaves, flowers, bark and vines Paint of natural colours (brown, red, yellow and green) Paper, paintbrushes, aprons, water for cleaning</p> |
| Ambience/aesthetics | <p>Background music for inspiration</p> | <p>Relaxing music with nature sounds</p> |

| Sample marking key | |
|--|--------------|
| Description | Marks |
| Visual language | |
| Discusses a range of visual language elements in reflection. Reflection describes the purpose and/or use of the visual language and connects to meanings constructed from the text. | 5-6 |
| Refers to elements of visual language in reflection. Reflection describes visual literacy and discusses some details of meanings made. | 3-4 |
| Refers to some elements of visual language in reflection. Reflection is simple and discusses visual literacy, with little acknowledgement on meanings constructed from the text. | 1-2 |
| Subtotal | 6 |
| Description | Marks |
| Creating texts | |
| Creates an illustration that effectively reflects understanding of the characters, settings and events in the text. Created illustrations develop and innovate on the representation of characters and events. | 5-6 |
| Creates an illustration that reflects understanding of the characters, settings and events in the text and demonstrates some personal development of characters and events. | 3-4 |
| Creates a simple illustration that has limited connection to the characters, settings and events in the text. | 1-2 |
| Subtotal | 6 |
| Total | 12 |