



Sample assessment task	
Year level	3
Learning area	English
Subject	Viewing
Title of task	Body Language
Task details	
Description of task	Students will analyse the image on pages 4 and 5 of the text, <i>Mrs Millie's Painting</i> and develop answers to teacher-provided questions. The students will consider their analysis and interpretation of the image to create their own illustration to demonstrate the next event in the story. Students provide an explanation of their illustration.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of how visual language can be used for effect.
Assessment strategy	Written response and illustration
Evidence to be collected	Short answer responses to teacher-provided questions and drawn image
Suggested time	Two x 40 minute lessons
Content description	
Content from the Western Australian Curriculum	<p><u>Language</u> <i>Visual language</i> Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments</p> <p><u>Literature</u> <i>Examining literature</i> Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose</p> <p><i>Creating literature</i> Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle</p>
Task preparation	
Prior learning	Students have explored visual literacy through a range of texts and are familiar with the codes/elements of still images. They have engaged in varied experiences analysing how visual language contributes to meaning. They have explored the concept of body language and how it can be used in images to shape the viewer's reaction.
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.

<b>Resources</b>	Mrs <i>Millie's Painting</i> , Ottley, M.
------------------	---

### Instructions for teacher

Teacher provides students with copy of the image on pages 4 and 5 of *Mrs Millie's Painting*. Students answer the following questions:

- which character is showing the most important body language in the image? Show this on your copy of the image
- what are some words that describe how this character is feeling? Provide at least two
- how do you know that the character is feeling this? List at least two examples of body language that give you this clue
- what do you think is happening in this image?
- can you give an example of how colour is used in the illustration to influence the audience in any way?

The students then create an illustration predicting the next event in the story and write an explanation of their illustration.

### Instructions for student

Look at the image that has come from the book, *Mrs Millie's Painting*. Use it to answer the following questions:

- which character is showing the most important body language in the image? Show this on your copy of the image
- what are some words that describe how this character is feeling? Provide at least two
- how do you know that the character is feeling this? List at least two examples of body language that give you this clue
- what do you think is happening in this image?
- can you give an example of how colour is used in the illustration to influence the audience in any way?

Consider what the next event may be in the story. Create an illustration predicting the next event, then write an explanation of your illustration.

<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Body language - short answers</b>	
Identifies character and considers other details/interpretations of the image to provide appropriate descriptive words of the character's feelings in the context of the image. Provides a range of examples of body language that relate to the description of the character's feelings.	3
Identifies character and provides two or more descriptive words of the character's feelings. Provides examples of body language that relate to the description of the character's feelings.	2
Identifies character and provides 1-2 simple descriptive words of the character's feelings. Provides at least two examples of body language that may or may not relate to the description of the character's feelings.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Comprehension of visual literacy</b>	
Develops an explanation of the image, connecting literal and implied information. Describes how colour is used and provides reasons as to how it influences the audience.	3
Provides an explanation of the image, using literal and implied information. Describes how colour is used and provides some reasons as to how it influences the audience.	2
Provides a simple explanation of the image, using literal information. Describes the colours used, with little or no reasoning.	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Marks</b>
<b>Creating visual texts</b>	
Creates an imaginative image that draws on his/her literal and implied understanding to develop a purposeful image. Reproduces elements of visual language used in provided image.	3
Creates an image that draws on his/her understanding of literal and implied information. Image demonstrates a connection to the visual language used in provided image.	2
Creates an image that reflects his/her understanding of literal and implied information. Image demonstrates some connection/evidence of the visual language used in provided image.	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>9</b>