

Visual Art

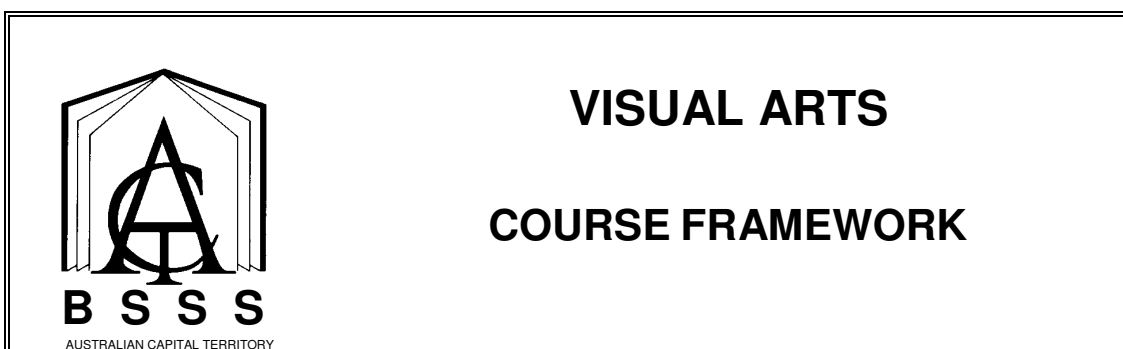
Visual Art

Course

Framework

2007 Edition

For courses accredited from 2008



INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

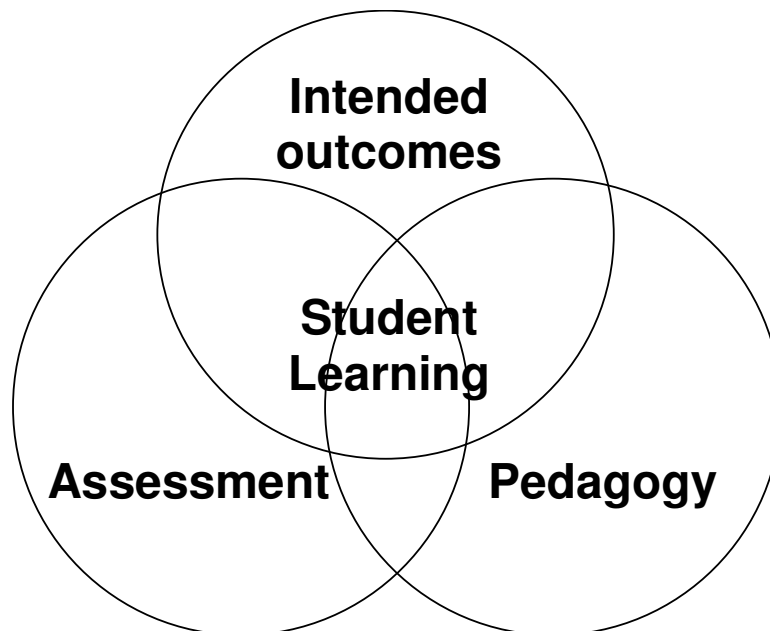
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

Examples of these student capabilities are provided at Appendix B.

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

RATIONALE

The Visual Arts are a means by which people communicate, express and explore ideas, histories, narratives, information, knowledge, experiences, feelings and concepts. In doing so, a study of the visual arts helps transfer knowledge, values, beliefs and ideas between individuals, communities and cultures.

The Visual Arts have a social, cultural and economic function. A study of visual arts helps students to reflect on the society and time in which they were produced. The influence and importance of visual arts can be seen and explored in social, economic, ethical, historical and environmental contexts.

Through the research, analysis and practice of the Visual Arts, students perceive the development and function of visual arts in an historical and contemporary context. Traditional and contemporary influences are recognised as the stimulus for the formation of new ideas, art practices and interpretations.

Through the increased insight and thinking skills generated by employing creativity, imagination, planning, solving, experimenting and applying, students develop their ability to produce and decode literal, symbolic and abstract meanings.

The study of Visual Arts courses provides for emotional, intellectual, intuitive and spiritual responses, allowing students to reflect their personal and cultural identities and further their aesthetic sensibilities through responding, appreciating and evaluating.

GOALS

Course framework goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to demonstrate:

Ideas

- Visual literacy
- Conceptual skills
- Aesthetic sensitivity and awareness

Production

- Skills, processes and the use of media and techniques for making visual art
- Problem solving skills
- Communication and expression skills in visual, oral and written work
- Organisational and time management skills

Contexts

- Knowledge of visual art in context
- Knowledge of underlying issues and interconnections in visual art
- Critical and/or informed judgements about works of visual art

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

- Communication and expression
- Aesthetic appreciation and development
- Thinking and perception
- Identity
- Role of visual arts and the artist
- Context and intention

Skills

- Planning and organisational skills
- Technical skills across a range of art media
- Problem solving and decision making
- Ability to work independently and collaboratively
- Generation, experimentation and synthesis of ideas
- Research, critical analysis and evaluation
- Communication: oral, written and visual

Recommended Content

- Elements and principles of design
- A wide selection of artists from diverse backgrounds
- Social, historical, cultural and environmental issues and contexts
- Art movements

Vocational Courses

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

Training Packages that may be relevant to courses developed under this Framework include:

- CUV03 Visual Arts, Craft and Design Training Package
- ICP05 Printing and Graphic Arts Training Package

Pedagogy

Teaching Strategies

Teaching strategies that are particularly relevant and effective in Visual Arts specific to the assessment task types include:

Visual Arts Process Diary

- In-class exercises
- Lecture/tutorial/seminar notes
- Demonstration
- Discussion
- Discovery learning
- Regular and meaningful feedback
- Links to artists
- Exposure to a high range of visual imagery through the internet, slides, posters
- Facilitation of formal and informal analysis of visual material

Teacher-Directed Tasks

- Skill based demonstrations and practice
- Highly structured tasks
- Low level conceptual skill based tasks
- Range of smaller tasks
- Scaffolding
- Formal and informal discussion and analysis
- Guest speakers
- Exposure to a high range of visual imagery through the internet, slides, posters
- Regular and meaningful feedback

Student-Directed Tasks

- High level conceptual tasks
- Facilitate individual learning
- Independent historical/social/cultural research
- Regular and meaningful feedback
- Facilitate discovery learning
- Exposure to a high range of visual imagery through the internet, slides, posters

Formal Literacy Tasks

- Social/historical/cultural contexts
- Relevant and well focussed consideration of issues, topics, arguments and contexts, appropriately communicated
- Guest speakers
- Linking the world beyond the school through excursions, field trips, gallery visits, industry visits
- Exposure to a high range of visual imagery through the internet, slides, posters
- Formal and informal discussion and analysis of visual material

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum which indicates levels of student performance against each criterion.

Assessment Task Types

T Course

	Ideas	Production		Contexts
	Visual Arts Process Diary (VAPD)	Teacher-Directed Tasks	Student-Directed Tasks	Formal Literacy Tasks
	Holistic process diary that is reflective of ideas, production and contextual practice.	May include skill based and conceptual tasks related to the following: <ul style="list-style-type: none"> • Use of media • Composition • Technique • Visual language 	May include: <ul style="list-style-type: none"> • Major work • Series of works • Portfolio • Field study works 	May include: <ul style="list-style-type: none"> • Research task (600 – 1000 words) • Essay (1000-1500 words)* • Oral (Minimum 10 minutes) • Exhibition review (600-1000 words) • Test
1.0	15 - 25%	25 - 35%	25 - 35%	15 - 25%
0.5	15 - 25%	50 - 70%		15 - 25%

*A formal essay is a compulsory requirement of a T unit.

It is recommended that a standard (1.0) unit contain a minimum of four and a maximum of six summative tasks. It is recommended that there should be three tasks in the half standard (0.5) unit.

A Course

	Ideas	Production		Contexts
	Visual Arts Process Diary (VAPD)	Teacher-Directed Tasks	Student-Directed Tasks	Literacy Tasks
	Holistic process diary that is reflective of ideas, production and contextual practice.	May include skill based and conceptual tasks related to the following: <ul style="list-style-type: none"> • Use of media • Composition • Technique • Visual language 	May include: <ul style="list-style-type: none"> • Major work • Series of works • Portfolio • Field study works 	May include: <ul style="list-style-type: none"> • Research task (500 – 1000 words) • Oral (Minimum 8 minutes) • Exhibition review (500-1000 words) • Test
1.0	15 - 20%	25 - 35%	25 - 35%	15 - 20%
0.5	15 - 30%	50 - 70%		15 - 20%

It is recommended that a standard (1.0) unit contain a minimum of four and a maximum of six summative tasks. It is recommended that there should be three tasks in the half standard (0.5) unit.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Generation and synthesis of ideas
- Visual literacy
- Aesthetic judgements
- Effective communication
- Problem solving skills
- Critical analysis

The following list defines the assessment criteria in more detail.

Generation and synthesis of ideas

- Experimentation in a range of art practices and materials
- Gathering ideas from a range of sources
- Innovation in creating, transforming images, objects and environments
- Development of conceptual skills and understanding

Visual literacy

- Acquisition, interpretation and understanding of visual language (elements and principles)
- Using visual language for expression and communication
- Understanding of historical, social and cultural context of art

Aesthetic judgements

- Identification, definition and development of aesthetic qualities
- Knowledge of cultural aesthetic values

Effective communication

- Oral and written communication
- Individual and collective work practices including the sharing of information and support of ideas.

Production and problem solving skills

- Relevant response to task
- Independence and initiative in making artworks
- Organisational skills, in the production and presentation of visual, oral and written work.
- Sensitivity in the use of technologies, techniques and materials

Critical analysis

- Analytical, critical and evaluative skills
- Lateral and linear thinking skills
- Informed understanding of own work

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals.

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following tables show these relationships.

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
<p>Ideas</p> <ul style="list-style-type: none"> • Visual literacy • Conceptual skills • Aesthetic sensitivity and awareness <p>Production</p> <ul style="list-style-type: none"> • Skills, processes and the use of media and techniques for making visual art • Problem solving skills • Communication and expression skills in visual, oral and written work • Organisational and time management skills <p>Contexts</p> <ul style="list-style-type: none"> • Knowledge of visual art in context • Knowledge of underlying issues and interconnections in visual art • Critical and or informed judgements about works of visual art 	<p>Visual Arts Process Diary (VAPD)</p>	<ul style="list-style-type: none"> • Generation and synthesis of ideas • Visual literacy • Aesthetic judgements • Effective communication • Problem solving skills • Critical analysis

<p>Ideas</p> <ul style="list-style-type: none"> • Visual literacy • Conceptual skills • Aesthetic sensitivity and awareness <p>Production</p> <ul style="list-style-type: none"> • Skills, processes and the use of media and techniques for making visual art • Problem solving skills • Communication and expression skills in visual, oral and written work • Organisational and time management skills 	<p>Teacher Directed Tasks</p> <p>Student Directed Tasks</p>	<ul style="list-style-type: none"> • Generation and synthesis of ideas • Visual literacy • Aesthetic judgements • Effective communication • Problem solving skills • Critical analysis
<p>Ideas</p> <ul style="list-style-type: none"> • Visual literacy <p>Production</p> <ul style="list-style-type: none"> • Problem solving skills • Communication and expression skills in visual, oral and written work • Organisational and time management skills <p>Contexts</p> <ul style="list-style-type: none"> • Knowledge of visual art in context • Knowledge of underlying issues and interconnections in visual art • Critical and or informed judgements about works of visual art 	<p>Formal Literacy Tasks</p>	<ul style="list-style-type: none"> • Generation and synthesis of ideas • Visual literacy • Aesthetic judgements • Effective communication • Problem solving skills • Critical analysis

Assessment rubrics have been developed for all of the Task Types. These are included at Appendix A.

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** which describe generic standards of student achievement across all courses.

Unit Grade Descriptors for T Course

	Generation and synthesis of ideas	Visual literacy	Aesthetic judgements	Effective communication	Problem solving skills	Critical analysis
A student who achieves an A grade typically	<ul style="list-style-type: none"> • Independently and consistently produces highly developed, conceptual, imaginative and innovative ideas • Demonstrates refined skills, processes and experimentation that reflect a heightened sensitivity in the use of technologies, techniques and materials 	<ul style="list-style-type: none"> • Exhibits highly sophisticated visual literacy • Uses sophisticated visual language to reveal depth of analysis of artworks 	<ul style="list-style-type: none"> • Demonstrates a high level of curiosity, experimentation, and a developed aesthetic • Demonstrates detailed and in-depth, critical reflection of own work and that of others • Demonstrates a highly refined concept and aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates fluent and articulate communication that provides a context for ideas/responses 	<ul style="list-style-type: none"> • Exhibits high level problem solving relevant to the task • Exhibits highly refined organisational skills in the production and presentation of work 	<ul style="list-style-type: none"> • Demonstrates highly developed research skills with a significant depth in contextual understanding of artworks including styles/movements and the connections between artists' contexts and understanding of the work • Demonstrates detailed and critically reflective documentation of art making process
A student who achieves a B grade typically	<ul style="list-style-type: none"> • Independently produces some accomplished development of conceptual, imaginative and innovative ideas • Demonstrates competent skills, processes and experimentation with a developed sensitivity in the use of technologies, techniques and materials 	<ul style="list-style-type: none"> • Exhibits accomplished visual literacy • Uses visual language competently and appropriately to analyse key observations beyond the obvious 	<ul style="list-style-type: none"> • Demonstrates a strong level of curiosity and experimentation and a developing aesthetic • Demonstrates detailed critical reflection of own work and that of others • Demonstrates an accomplished development of concept and aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates competent and effective communication that clearly articulates ideas/responses 	<ul style="list-style-type: none"> • Exhibits effective problem solving relevant to the task • Exhibits an effective level of organisational skill in the production and presentation of work 	<ul style="list-style-type: none"> • Demonstrates developed research skills, some depth in contextual understanding of art works including styles/movements and makes key observations about artists' contexts and understanding of the work • Demonstrates detailed and reflective documentation of the art making process
A student who achieves a C grade typically	<ul style="list-style-type: none"> • Produces some imaginative ideas with teacher consultation • Demonstrates satisfactory skills, processes and attempts experimentation with some sensitivity with a range of techniques, art practices and/or materials 	<ul style="list-style-type: none"> • Exhibits satisfactory visual literacy • Uses visual language appropriately to write about some obvious observations of artworks 	<ul style="list-style-type: none"> • Demonstrates an attempt to experiment with visual media • Describes own work and attempts to reflect on the work of others • Demonstrates appropriate development of concept and aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates satisfactory communication to state ideas/responses 	<ul style="list-style-type: none"> • Exhibits satisfactory problem solving relevant to the task • Exhibits a satisfactory level of organisational skill in the production and presentation of work 	<ul style="list-style-type: none"> • Demonstrates basic research skills, an awareness of contextual understanding with a satisfactory level of understanding of art works including styles/ movements and makes obvious observations about artists' contexts and understanding of the work • Demonstrates a satisfactory recount of the art making process
A student who achieves a D grade typically	<ul style="list-style-type: none"> • Demonstrates ideas that are reflective of familiar sources • Demonstrates basic experimentation and limited skills and processes with some techniques, art practices and/or materials 	<ul style="list-style-type: none"> • Exhibits basic visual literacy • Uses some visual language to describe elements and principles of art 	<ul style="list-style-type: none"> • Demonstrates a limited attempt to experiment with visual media • Provides limited description of own work and that of others • Demonstrates some conceptual development and aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates simplistic communication/ recount of ideas 	<ul style="list-style-type: none"> • Exhibits limited problem solving relevant to the task • Exhibits a basic level of organisational skill in the production and presentation of work 	<ul style="list-style-type: none"> • Demonstrates basic research skills that are highly influenced by familiar sources and a limited awareness of contexts of artworks and styles/movements • Inconsistently demonstrates a recount of parts of the art making process
A student who achieves an E grade typically	<ul style="list-style-type: none"> • Demonstrates little or no description of own ideas • Demonstrates little or no experimentation or skill/processes with technologies, art practices and/or materials 	<ul style="list-style-type: none"> • Exhibits little or no understanding of visual literacy • Uses simplistic visual art language 	<ul style="list-style-type: none"> • Demonstrates minimal or no experimentation with visual media • Demonstrates little or no description of own work • Demonstrates little or no conceptual awareness and aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates limited or no communication of ideas or responses 	<ul style="list-style-type: none"> • Exhibits no problem solving relevant to the task • Exhibits little or no organisational skills in the production and presentation of work 	<ul style="list-style-type: none"> • Demonstrates limited or no research skills or awareness of art styles/movements and little or no awareness between artists' context and their artworks • Demonstrates a minimal to no recount of the art making process

Unit Grade Descriptors for A Course

	Generation and synthesis of ideas	Visual literacy	Aesthetic judgements	Effective communication	Problem solving skills	Critical analysis
A student who achieves an A grade typically	<ul style="list-style-type: none"> • Produces imaginative ideas consistently and independently • Demonstrates a comprehensive level of inquiry, experimentation, and refined skills and processes related to the use of media, techniques and/or materials • Exhibits highly developed organisational and time management skills in the production and presentation of work 	<ul style="list-style-type: none"> • Exhibits comprehensive visual literacy • Uses visual language to describe key observations beyond the obvious 	<ul style="list-style-type: none"> • Demonstrates well-informed and critical reflections on their own work and that of others • Exhibits a significant awareness of aesthetic sensitivity and inquiry 	<ul style="list-style-type: none"> • Demonstrates coherent communication skills that provide a framework for their ideas or responses 	<ul style="list-style-type: none"> • Exhibits proficient problem solving relevant to the task • Demonstrates substantial and reflective documentation of the art making process 	<ul style="list-style-type: none"> • Demonstrates substantial research skills with a moderate level of understanding • Shows depth in contextual understanding of art
A student who achieves a B grade typically	<ul style="list-style-type: none"> • Demonstrates imaginative and innovative ideas • Demonstrates a thorough level of inquiry, experimentation, and considerable skills and processes related to the use of media, techniques and other materials • Exhibits competent organisational and time management skills in the production and presentation of work 	<ul style="list-style-type: none"> • Exhibits effective visual literacy • Uses visual language to make key observations beyond the obvious 	<ul style="list-style-type: none"> • Demonstrates appropriate reflections on their own work and that of others • Exhibits a thorough awareness of aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates developed communication skills that express their ideas or responses 	<ul style="list-style-type: none"> • Exhibits reasonable problem solving relevant to the task • Demonstrates considerable and at times reflective documentation of the art making process 	<ul style="list-style-type: none"> • Demonstrates considerable research skills with a reasonable level of understanding • Demonstrates contextual understanding of art
A student who achieves a C grade typically	<ul style="list-style-type: none"> • Demonstrates some imaginative but mostly literal ideas • Demonstrates a sound attempt to experiment and shows adequate skills and processes related to the use of media, techniques and/or materials • Exhibits a satisfactory level of organisational and time management skills in the production and presentation of work 	<ul style="list-style-type: none"> • Exhibits sound visual literacy • Uses some related language of art terms to write about some obvious observations of artworks examples 	<ul style="list-style-type: none"> • Demonstrates the ability to describe their own work and that of others • Exhibits an adequate awareness of aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates sound communication skills to state their ideas or responses 	<ul style="list-style-type: none"> • Exhibits some problem solving relevant to the task • Demonstrates adequate documentation of the art making process 	<ul style="list-style-type: none"> • Demonstrates sound research skills with a superficial level of understanding • Demonstrates a contextual awareness of art
A student who achieves a D grade typically	<ul style="list-style-type: none"> • Produces some ideas with teacher consultation • Demonstrates an attempt to experiment and shows limited skills and processes related to the use of media, techniques and/or materials • Exhibits satisfactory organisational and time management skills in the production and presentation of work 	<ul style="list-style-type: none"> • Exhibits simple visual literacy • Mostly uses non-specific art language to describe elements and principles of art 	<ul style="list-style-type: none"> • Demonstrates the ability to describe their own work • Exhibits a rudimentary awareness of aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates rudimentary communication skills to recount ideas or responses 	<ul style="list-style-type: none"> • Exhibits rudimentary problem solving relevant to the task • Demonstrates sporadic documentation of the art making process 	<ul style="list-style-type: none"> • Demonstrates rudimentary research skills • Refers to contexts of art without explanation
A student who achieves an E grade typically	<ul style="list-style-type: none"> • Produces ideas taken from familiar sources • Demonstrates little or no attempt to experiment and shows minimal skills and processes related to the use of media, techniques and/or materials • Exhibits little or no organisational or time management skills in the production and presentation of work 	<ul style="list-style-type: none"> • Exhibits little or no understanding of visual literacy • Sometimes uses simplistic art language 	<ul style="list-style-type: none"> • Demonstrates the ability to describe limited aspects of their own work • Exhibits minimal awareness of aesthetic sensitivity 	<ul style="list-style-type: none"> • Demonstrates minimal communication skills to recount ideas or responses 	<ul style="list-style-type: none"> • Exhibits no problem solving relevant to the task • Demonstrates little or no evidence of documentation of the art making process 	<ul style="list-style-type: none"> • Demonstrates little or no evidence of research skills • Makes no reference to contexts of artworks

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

At time of publication the website addresses of the Departments of Education in states which offer Visual Art are:

<http://www.schools.nsw.edu.au>

<http://www.deet.nt.gov.au/education/>

<http://education.qld.gov.au/>

http://www.decs.sa.gov.au/decs_home.asp

<http://www.education.tas.gov.au/>

<http://www.education.vic.gov.au>

<http://www.bsss.act.edu.au>

Teacher References in Visual Art

Diehn, G. (2006) *The decorated journal – creating beautifully expressive journal pages*, Lark Books, New York

Eldon, K. (1997) *The journals of Dan Eldon – The journey is the destination*, Chronicle Books LLC, San Francisco

Michel, K. (2005) *The Complete guide to altered imagery*, Quarry Books, Gloucester

Rourkes, N. (2003) *Design Synectics: stimulating creativity in design*, Davis Publications, Worcester

Vieth, K. (1999) *From ordinary to extraordinary*, Davis Publications, Worcester

Von Oech, R. (1989) *Creative whack pack*, US Games Systems Inc, Stamford

Von Oech R. (2003) *Innovative whack pack*, US Games Systems Inc, Stamford

www.ncaction.org.uk/creativity/index.htm

National Curriculum in Action (United Kingdom) – website gives practical ideas on how to promote pupils’ creative thinking and behaviour. Includes examples of students’ creativity across the National Curriculum.

www.creativeeducationfoundation.org/index.shtml

Creative Education Foundation is a non-profit membership organisation of leaders in the field of creative theory and practice. Website includes information on professional development opportunities, articles and papers related to creative thinking and much more.

www.creativelearning.com

Centre for Creative Learning offers a variety of publications, training programs, information, support, and consulting services on creativity, Creative Problem Solving, talent development, and learning styles.

www.destinationimagination.org

Non-profit membership organisation dedicated to promoting three critical life skills among learners at all levels: Creativity, Teamwork, and Problem-Solving. Site provides links to Destination Imagination (student program) and professional development on creativity.

www.idodi.org

Destination Imagination – provides information on the world’s largest creative problem solving program for students. It is a community-based, school-friendly program that builds participants’ creativity, problem solving, and teamwork in enjoyable and meaningful ways.

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Craig Edwards	Lake Ginninderra College
Craig Wainwright	Radford College
Paul Dart	St Francis Xavier College
Helen Spencer	MacKillop Catholic College

The group gratefully acknowledges the work of previous groups who developed and revised the Art and Design Course Framework.

RUBRIC FOR VISUAL DIARY, T COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Exhibits highly sophisticated visual literacy</p> <p>Demonstrates a high level of curiosity, experimentation, and a well developed aesthetic</p> <p>Demonstrates highly developed research skills with a depth of understanding</p> <p>Demonstrates fluent and articulate communication that provides a context for their ideas / responses</p> <p>Demonstrates detailed and critically reflective documentation of art making processes</p> <p>Independently and consistently produces highly developed, conceptual, imaginative and innovative ideas</p> <p>Demonstrates detailed and in-depth critical reflection of own work and that of others</p>	<p>Exhibits accomplished visual literacy</p> <p>Demonstrates a strong level of curiosity, experimentation and a developing aesthetic</p> <p>Demonstrates developed research skills with some depth of understanding</p> <p>Demonstrates competent communication that clearly articulates their ideas / responses</p> <p>Demonstrates detailed and reflective documentation of the art making process</p> <p>Independently produces some developed and imaginative ideas</p> <p>Demonstrates detailed critical reflection of own work and that of others</p>	<p>Exhibits satisfactory visual literacy</p> <p>Demonstrates an attempt to experiment with visual media</p> <p>Demonstrates basic research skills with a satisfactory level of understanding</p> <p>Demonstrates satisfactory communication that attempts and states their ideas / responses</p> <p>Demonstrates a satisfactory recount of the art making process</p> <p>Produces some imaginative ideas with teacher consultation</p> <p>Describes own work and attempts to reflect on the work of others</p>	<p>Exhibits basic visual literacy</p> <p>Demonstrates a limited attempt to experiment with visual media</p> <p>Demonstrates basic research skills that are highly influenced by familiar sources</p> <p>Demonstrates simplistic communication / recount of ideas</p> <p>Inconsistently demonstrates a recount of parts of the art making process</p> <p>Demonstrates ideas that are reflective of familiar sources</p> <p>Limited description of own work and that of others</p>	<p>Exhibits little or no understanding of visual literacy</p> <p>Demonstrates minimal or no experimentation with visual media</p> <p>Demonstrates limited or no research skills</p> <p>Demonstrates limited or no communication of ideas or responses</p> <p>Demonstrates a minimal to no recount of the art making process</p> <p>Demonstrates little or no description of own ideas</p> <p>Demonstrate little or no description of own work</p>

RUBRIC FOR TEACHER-DIRECTED WORK, T COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Demonstrates extensive experimentation with a range of art practices and/or materials	Demonstrates effective experimentation with a range of art practices and/or materials	Demonstrates satisfactory experimentation with a range of art practices and/or materials	Demonstrates basic experimentation with some art practices and/or materials	Demonstrates little or no experimentation with art practices and/or materials
Demonstrates a highly developed visual literacy	Demonstrates accomplished visual literacy	Demonstrates satisfactory visual literacy	Demonstrates basic visual literacy	Demonstrates little or no visual literacy
Exhibits a high awareness of aesthetic sensitivity	Exhibits an accomplished awareness of aesthetic sensitivity	Exhibits a satisfactory awareness of aesthetic sensitivity	Exhibits a basic awareness of aesthetic sensitivity	Demonstrates little or no awareness of aesthetic sensitivity
Exhibits highly refined organisational skills in the production and presentation of work	Exhibits an effective level of organisational skills in the production and presentation of work	Exhibits a satisfactory level of organisational skills in the production and presentation of work	Exhibits a basic level of organisational skills in the production and presentation of work	Exhibits little or no organisational skills in the production and presentation of work
Demonstrates a heightened sensitivity in the use of technologies, techniques and materials	Demonstrates a developed sensitivity in the use of technologies, techniques and materials	Demonstrates some sensitivity in the use of technologies, techniques and materials	Demonstrates some application of technologies, techniques and materials	Demonstrates little or no application of technologies, techniques and materials

RUBRIC FOR STUDENT-DIRECTED WORK, T COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Exhibits highly sophisticated visual literacy	Exhibits accomplished visual literacy	Exhibits satisfactory visual literacy	Exhibits basic visual literacy	Exhibits little or no understanding of visual literacy
Demonstrates highly developed skill and process related to the use of media and technique	Demonstrates competent skill and process related to the use of media and technique	Demonstrates appropriate skill and process related to the use of media and technique	Demonstrates limited skill and process related to the use of media and technique	Demonstrates minimal skill and process related to the use of media and technique
Exhibits high level problem solving relevant to the task	Exhibits effective problem solving relevant to the task	Exhibits satisfactory problem solving relevant to the task	Exhibits limited problem solving relevant to the task	Exhibits no problem solving relevant to the task
Demonstrates highly imaginative and innovative ideas	Demonstrates imaginative ideas and some innovations	Demonstrates some imaginative ideas	Demonstrates limited and obvious ideas	Demonstrates little or no imagination and few ideas
Demonstrates a highly refined concept and aesthetic sensitivity	Demonstrates accomplished development of concept and aesthetic sensitivity	Demonstrates appropriate development of concept and aesthetic sensitivity	Demonstrates some conceptual development and aesthetic sensitivity	Demonstrates little or no conceptual awareness and aesthetic sensitivity
Demonstrates highly effective communication of an idea or ideas	Demonstrates effective communication of an idea or ideas	Demonstrates satisfactory communication of an idea or ideas	Demonstrates communication of an idea or ideas in a limited way	Demonstrates minimal or no communication of idea or ideas
Demonstrates highly developed organisational and time management skills through the size and scope of the work	Demonstrates effective organisational and time management skills through the size and scope of the work	Demonstrates satisfactory organisational and time management skills through the size and scope of the work	Demonstrates limited organisational and time management skills through the size and scope of the work	Demonstrates little or no organisational and time management skills

RUBRIC FOR LITERARY TASK, T COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Writes and expresses ideas fluently, concisely and accurately	Writes and expresses ideas effectively	Writes and expresses ideas satisfactorily	Writes and expresses ideas disjointedly	Writes and expresses ideas with minimal relevance to task
Writes about highly appropriate artworks integral to the arguments presented	Writes about appropriate artworks to support arguments	Writes about appropriate artworks with satisfactory explanation	Writes about artworks with little explanation or chooses inappropriate artworks	Does not use artworks to support arguments
Uses sophisticated visual language to reveal depth of analysis of artworks	Uses visual language competently and appropriately to analyse key observations beyond the obvious	Uses visual language appropriately to write about some obvious observations of artworks	Uses some visual language to describe elements and principles of art	Uses simplistic visual art language sometimes
Demonstrates significant depth in contextual understanding of artworks	Demonstrates depth in contextual understanding of artworks	Demonstrates an awareness of contextual understanding of artworks	Demonstrates limited awareness of contexts of artworks	Demonstrates minimal or no awareness of contexts of artworks
Demonstrates a sophisticated grasp of the interrelatedness of art styles/movements through insightful observations	Demonstrates aspects of the interrelatedness of art movements/styles in a competent manner	Demonstrates a basic understanding of connections between art movements/styles	Demonstrates an awareness of names of art styles or movements	Demonstrates minimal or no awareness of art styles or movements
Makes detailed and insightful connections between artists' contexts and understanding of the work	Makes key observations about artists' contexts and understanding of the work	Makes obvious observations about artists' contexts and understanding of the work	Includes information about the artists' background without connecting it to their artworks	Demonstrates minimal or no awareness of connections between artist's contexts and their artworks
Demonstrates insightful interpretation showing deep understanding of issues in artworks	Demonstrates thoughtful exploration of the issues in artworks	Demonstrates understanding of obvious issues in artworks	Demonstrates the ability to name issues in artworks	Demonstrates minimal or no awareness of the issues in artworks

RUBRIC FOR VISUAL DIARY, A COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Exhibits comprehensive visual literacy</p> <p>Demonstrates a comprehensive level of inquiry, experimentation and aesthetic development and inquiry</p> <p>Demonstrates substantial research skills with a moderate level of understanding</p> <p>Demonstrates coherent communication skills that provide a framework for their ideas or responses</p> <p>Demonstrates substantial and reflective documentation of the art making process</p> <p>Produces imaginative and creative ideas consistently and independently</p> <p>Demonstrates well-informed and critical reflections on their own work and that of others</p>	<p>Exhibits effective visual literacy</p> <p>Demonstrates a thorough level of inquiry, experimentation and some aesthetic development</p> <p>Demonstrates considerable research skills with a reasonable level of understanding</p> <p>Demonstrates developed communication skills that express their ideas or responses</p> <p>Demonstrates considerable and at times reflective documentation of the art making process</p> <p>Produces creative ideas independently</p> <p>Demonstrates appropriate reflections on their own work and that of others</p>	<p>Exhibits adequate visual literacy</p> <p>Demonstrates a sound attempt to experiment with visual media with little aesthetic development</p> <p>Demonstrates sound research skills with a superficial level of understanding</p> <p>Demonstrates adequate communication skills to state their ideas or responses</p> <p>Demonstrates adequate documentation of the art making process</p> <p>Produces literal ideas</p> <p>Demonstrates the ability to describe their own work and that of others</p>	<p>Exhibits simple visual literacy</p> <p>Demonstrates an insubstantial attempt to experiment with visual media</p> <p>Demonstrates rudimentary research skills</p> <p>Demonstrates rudimentary communication skills to recount ideas or responses</p> <p>Demonstrates sporadic documentation of the art making process</p> <p>Produces some ideas with teacher consultation</p> <p>Demonstrates the ability to describe their own work</p>	<p>Exhibits little or no understanding of visual literacy</p> <p>Demonstrates little or no attempt to experiment with visual media</p> <p>Demonstrates little or no evidence of research skills</p> <p>Demonstrates minimal communication skills to recount ideas or responses</p> <p>Demonstrates little or no evidence of documentation of the art making process</p> <p>Produces ideas taken from familiar sources</p> <p>Demonstrates the ability to describe limited aspects of their own work</p>

RUBRIC FOR TEACHER-DIRECTED WORK, A COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Experiments comprehensively with a range of art practices and/or materials</p> <p>Demonstrates a comprehensive visual literacy</p> <p>Exhibits a significant awareness of aesthetic sensitivity</p> <p>Exhibits proficient organisational skill in the production and presentation of work</p> <p>Demonstrates a refined sensitivity in the use of technologies, techniques and materials</p>	<p>Experiments considerably with a range of art practices and/or materials</p> <p>Demonstrates effective visual literacy</p> <p>Exhibits a thorough awareness of aesthetic sensitivity</p> <p>Exhibits competent organisational skill in the production and presentation of work</p> <p>Demonstrates thoughtful sensitivity in the use of technologies, techniques and materials</p>	<p>Experiments adequately with some art practices and/or materials</p> <p>Demonstrates sound visual literacy</p> <p>Exhibits an adequate awareness of aesthetic sensitivity</p> <p>Exhibits an adequate level of organisational skill in the production and presentation of work</p> <p>Demonstrates appropriate sensitivity in the use of technologies, techniques and materials</p>	<p>Demonstrates rudimentary experimentation with some art practices and/or materials</p> <p>Demonstrates a simple visual literacy</p> <p>Exhibits a rudimentary awareness of aesthetic sensitivity</p> <p>Exhibits some organisational skill in the production and presentation of work</p> <p>Demonstrates some sensitivity in the use of technologies, techniques and materials</p>	<p>Demonstrates minimal or no experimentation with art practices and/or materials</p> <p>Demonstrates a lack of visual literacy</p> <p>Demonstrates minimal awareness of aesthetic sensitivity</p> <p>Exhibits little or no organisational skill in the production and presentation of work</p> <p>Demonstrates little or no sensitivity in the use of technologies, techniques and materials</p>

RUBRIC FOR STUDENT-DIRECTED WORK, A COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Exhibits comprehensive visual literacy	Exhibits effective visual literacy	Exhibits adequate visual literacy	Exhibits simple visual literacy	Exhibits little or no understanding of visual literacy
Demonstrates refined skills and processes related to the use of media and technique	Demonstrates considerable skills and processes related to the use of media and technique	Demonstrates adequate skills and processes related to the use of media and technique	Demonstrates limited skills and processes related to the use of media and technique	Demonstrates minimal skills and processes related to the use of media and technique
Exhibits proficient problem solving relevant to the task	Exhibits reasonable problem solving relevant to the task	Exhibits some problem solving relevant to the task	Exhibits rudimentary problem solving relevant to the task	Exhibits no relevance to the task
Demonstrates highly imaginative and innovative ideas	Demonstrates imaginative and innovative ideas	Demonstrates some imaginative ideas	Demonstrates basic ideas	Demonstrates little or no imagination
Demonstrates a highly refined concept and aesthetic sensitivity	Demonstrates accomplished development of concept and aesthetic sensitivity	Demonstrates appropriate development of concept and aesthetic sensitivity	Demonstrates limited conceptual development and aesthetic awareness	Demonstrates work and ideas that are largely unrefined
Demonstrates highly effective communication of an idea or ideas	Demonstrates effective communication of an idea or ideas	Communicates an idea or ideas appropriately	Demonstrates communication of an idea or ideas	Demonstrates minimal or no communication of an idea or ideas
Demonstrates highly developed organisational and time management skills through size and scope of their work	Demonstrates effective organisational and time management skills through size and scope of their work	Demonstrates satisfactory organisational and time management skills through size and scope of their work	Demonstrates limited organisational and time management skills through size and scope of their work	Demonstrates little or no organisational and time management skills

RUBRIC FOR LITERARY TASK, A COURSE

A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Articulates and expresses ideas</p> <p>Chooses highly appropriate artworks integral to the arguments presented</p> <p>Uses visual language to describe key observations beyond the obvious</p> <p>Shows depth in contextual understanding of art</p>	<p>Effectively writes and expresses ideas</p> <p>Writes about appropriate artworks to support arguments</p> <p>Uses visual language to make key observations beyond the obvious</p> <p>Demonstrates contextual understanding of art</p>	<p>Satisfactorily communicates ideas appropriate to the task</p> <p>Nominates appropriate artworks but with limited explanation</p> <p>Uses some related language of art terms to write about some obvious observations of artworks examples</p> <p>Demonstrates a contextual awareness of art</p>	<p>Disjointedly communicates ideas with direction and assistance in some written work</p> <p>Nominates some artworks without explanation or chooses inappropriate artworks</p> <p>Mostly uses non-specific art language to describe elements and principles of art</p> <p>Refers to contexts of art without explanation</p>	<p>Communicates with minimal relevance to task</p> <p>Does not use artworks to support arguments</p> <p>Sometimes uses simplistic art language</p> <p>Makes no reference to contexts of artworks</p>

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> creative and critical thinkers 	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> enterprising problem-solvers 	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
<ul style="list-style-type: none"> skilled and empathetic communicators 	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
<ul style="list-style-type: none"> informed and ethical decision-makers 	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
<ul style="list-style-type: none"> environmentally and culturally aware citizens 	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
<ul style="list-style-type: none"> confident and capable users of technologies 	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
<ul style="list-style-type: none"> independent and self-managing learners 	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
<ul style="list-style-type: none"> collaborative team members 	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

<ul style="list-style-type: none"> a comprehensive body of specific knowledge, principles and concepts 	through subjects, cross-disciplinary courses and/or projects, work experience
<ul style="list-style-type: none"> a basis for self-directed and lifelong learning 	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility
<ul style="list-style-type: none"> personal attributes enabling effective participation in society 	developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society