**Dr Kathryn Hendy-Ekers** - This video is for VCE Art Creative Practise Unit 4 Outcome 3, Developing a School-assessed Coursework Task. The VCE assessment principles are an integral part of teaching and learning at senior secondary. So, these principles develop and frame all school-based assessment for School-assessed Coursework and School-assessed Tasks. They identify the opportunities for further learning, so they provide students with their feedback so they can progress through the School-assessed Coursework or School-assessed Tasks.

They describe the achievement for students so you give students feedback. They articulate and maintain the standards, so using the VCE assessment descriptors for each task. They maintain the standard, and they also provide you as a school providing the basis for the award of the VCE certificate. As part of VCE studies, these assessment tasks must all address the VCE assessment principles. They must demonstrate the achievement of the outcome in the study design or set of outcomes, and they report and record a judgement of a level of achievement for school-based assessment at Unit 3 and 4. So, in Art Making and Exhibiting, this is Unit 3 and 4 for the School-assessed Task and Unit 3 and 4 for School-assessed Coursework. There are four VCE principles. Assessment at VCE should be valid, meaning fair and reasonable, equitable, balanced, and efficient. So, how do you judge that a task is valid? So, you must ensure that the judgments are made about the demonstration of the level of achievement for an outcome in a fairly balanced way without any adverse effects on the student or and it also supports the education system. So, you need to ask, is the task fair and reasonable? Is it specified in the study design as one of the designated task types? Are the conditions that the task is set fair for the students? Are they conducted under the same conditions for all students in the cohort? So, if you have multiple classes, are the students in those multiple classes all got the same conditions for the tasks? And do the tasks have clear instructions?

The assessment should be equitable. So, there shouldn't be assessment instruments that either privilege or disadvantage students or exclude students based on gender, culture, linguistic background, physical disability, socioeconomic status, or geographical location. So, particularly when you are selecting your art galleries or your art museums or your art spaces for Art Making and Exhibiting, you do have to be careful that you are looking at specific gallery spaces or exhibition spaces that your students aren't going to be disadvantaged or privileged. So, ask if the task is accessible to all your students, doesn't privilege some of the students in your class over others. So, it must be equitable in the scope and the demand of the choice of tasks when they're offered. So, you can see in all the VCE study design says generally a list of tasks.

These ones in Art Making and Exhibiting are slightly different that do give certain instructions to students. Finally, the assessment should be balanced. So, there should be a range of opportunities for students to demonstrate their achievement in different contexts and different modes. So, you may be offering your task as an oral presentation, a written presentation, a series of questions. So, you've really got to consider the variety of the task you use, the conditions you use. Are the students able to achieve different levels of achievement? So, are the questions or the way the task is structured? And have you used suitable criteria, descriptive rubrics, or marking schemes? And we will talk about all these areas in a moment. And then how broadly are the key knowledge and key skills and outcomes being covered and assessed? So, the assessment should be efficient. So, there should be a minimum number of assessments set to enable a robust judgement about the progress and learning of each student.

So, the number of assessments is set out in each VCE study design. So, they must balance the demands of precision with those with efficiency. So, they shouldn't generate undue workload or stress on the students, and their performance shouldn't be diminished if the task is not set under fair and reasonable conditions. So, again, when you are planning these coursework tasks, you really do have to consider how many tasks you're going to set to achieve the outcome and the different components of the task. So, ask yourself have a minimum number of assessments been set? Are they not, there's not too many, they're overdue at creating undue stress on the student, and are the students being assessed or over-assessed on the outcome? So, the school-based assessment should allow for authentication issues to be addressed, completed mainly within class time during the nominated timeframe, show a spread of results. Just remembering you are ranking your students and they should be consistent for all subjects of the students... Sorry, all students in the subject in the school. So, that applies to multiple classes. You also may have to consider if you are addressing different levels or different schools in a partnership and making sure that if you're in a partnership with another school, you have set your task equitably. So, making sure the task does not over or under assess the key knowledge and skills, it's not excessive in scope, it doesn't restrict opportunities to demonstrate the key knowledge and the key skills, and has a balanced coverage and depth.

So, here's just a checklist of considering your students, the outcome in the study design, the timing of the task, the conditions of assessment, how you're going to set the task up for them to complete, what the purpose of the task is, so it is outlined in the study design? And what task type you're going to use. So, developing a school assessment task, just ensure that the assessment task has enough depth in it to address the key knowledge and key skills, the outcome statement and the unit introduction. They must be able to achieve the highest level of performance, so that will be about your rubric you set. and the assessment is appropriate and understandable for your student cohort. So, you really do need to unpack or the information in the study design or the information we give you about school-based assessments in language that is understandable for your students. And it should reflect the terminology used in the study design. If you are using a commercially produced task such as a textbook or a commercial SAC, it must be adapted to suit your students.

So, you do need to take that material and organise it in a way that your students will understand and you can demonstrate to them how it is following the study design. So, always check it's an appropriate type of task to match the key knowledge and key skills, and check it is compliant with VCAA requirements and that you can authenticate the task. When you are setting a task for VCE Art Creative Practise, you can see the following documents in the study design need to be used. Have a look at the scope of the study, the rationale, and the aims. This will give you the overall picture for the School-assessed Coursework task. Particularly, with the Art Creative Practise, look at the characteristics of the study, including the interpretive lenses and the creative Practise and the terms used in the study. The units of study. So, particularly in Unit 4 Outcome 3, which is that School-assessed Coursework task for the study for VCE Art Creative Practise, the units of study and the area of study will provide the context. The outcome. So, we will go through this in a moment, the particular outcome that is being assessed.

The key knowledge and key skills for that particular outcome and how you all design the task based on those key knowledge and key skills. And then also across school-based assessment, you're looking at the School-assessed Task and School-assessed Coursework tasks outlined by the VCAA. So, for VCE Art Creative Practise, the School-assessed Task is outlined in the administrative advice that is distributed annually on the study design page, and the School-assessed Coursework assessment task descriptors are also published in the support material, but both are outlined in the study design key knowledge and key skills, which are examinable. So, for Unit 4 Outcome 3 for Art Creative Practise, the task in the area of study is that students undertake the research of artists, their practises, and their artworks. So, they must research at least one historical artist, their practise, and their artworks, and one contemporary artist, their practise, and their artworks. And the definitions of historical and contemporary artists are outlined in the terms of the study. They must compare the practises of those artists and they must apply all three interpretive lenses to analyse and interpret the meanings of messages of at least two artworks by each artist. So, that's important as well.

It is two artworks by each artist and applying all three interpretive lenses. And they must source evidence to support their interpretation and point of view. So, the outcome is on completion of this unit, the student should be able to compare the practises of historical and contemporary artists and use the interpretive lenses to analyse and interpret the meanings and messages of selected artworks. And the words analyse and interpret are important and they're outlined in the command terms, which I'll go through in a moment later. So, what I've done on this slide here is I have aligned the key knowledge and key skills when you are designing the tasks. So, you can see that the key knowledge, practises of historical and contemporary artists, has been aligned with the key skills. So, meaning some messages, use of evidence, the use of the lenses, the resources, and the terminology. So, you can see there are keywords there like compare, analyse, and interpret, and compare in the key skills. Use of a range of resources, and then the structural, personal, and cultural lenses to analysis and interpretation.

And then substantiation of analysis in interpretation and use of appropriate terminology and comparative language. So, the task which is worth 30 marks is differentiated for your students. So, you can do a written report, an extended response, short answer responses, structured questions, and then annotate a visual report or a response in a digital format. So, it is up to you, but whatever task you design, you can have your students doing different tasks, but they must be, as we explained earlier, equitable. You should use the performance descriptors. So, they're a little bit different from the assessment criteria. We only recommend you that apply these to your tasks other than like the assessment criteria, which are mandated. But what we have done here is we've aligned each key skill with a level of description so that may help you when you're designing your tasks. So, the first one is compare the practises of historical and contemporary artists. The second one is analyse, interpret, and compare the meanings and messages, and apply the interpretive frameworks. So, you can see as you move up the what we call the taxonomy, you can see that some of the command terms are being used, and I'll go through those in a bit more detail as we go through. So, you should be applying these descriptors when you're developing your tasks to provide feedback to your students. So, they go over two pages.

So, you can see there's substantiation of the analysis and interpretation, the use of terminology, and the use of resources for this task. So, just to highlight again the terms used in the study, particularly so your students are aware of the definitions used in the study of art elements are principles, visual language, the definition of contemporary artworks and artists. So, you can see that for this study, so for this VCE study, contemporary artists are defined as those who've produced art in the 21st century or since 2001. So, they must compare those historical contemporary artworks. Context is very important in both art creative practise and Art Making and Exhibiting, and you can see there is a definition of context there. So, the context can be the location and time in which the artwork is made, presented, or viewed, or can be economic, philosophical, historical, social, or cultural, influences on the practises of the artists, their intention, their communication of ideas, values, and beliefs, and the intentions for their presentation of the work in current and subsequent locations, and also the values, beliefs, and interests of the audience.

So, there is that relationship between artists and audience, and also the curator who presents that work. There is more information in the support materials on some of the aspects related to this task, which are highlighted on the screen here. So, the support materials are published on the VCE Art Creative Practise Study Design page. So, this information about research-based art practise, which is what this study is based on, creative and critical thinking. Further information about the interpretive lenses and also information about art issues. So, there are some questions on the screen here that you may want to use with your students when you are developing the task in the comparison of artists, their practise, and artworks. So, you can see they've come from the support material. They may help you when you are developing your tasks. So, looking at the different practises, how artists communicate meanings and messages, questions you would use to apply the interpretive lenses, the influence of context on the practises of artists, and what sort of resources the students will use.

The following slides go through the interpretive lenses, just a bit of a summary from the study design. So, the structural lens deals with the art elements and art principles, materials and techniques and processes, style and symbolism. So, all interpretive lenses relate to making and responding, but for the purpose of this task you are looking at responding. So, for the structural lens, the students are looking at the relationship between signs, symbols, and conventions in visual language and the stylistic qualities of artworks and the context of where artworks are presented and viewed. For the personal lens, you're looking at the life's experiences, personal feelings, and beliefs of the viewer or the audience as well as the artist. So, students are looking at how artworks are influenced by society, culture, and personal experiences and the context in which artists work and where artworks are presented and viewed. So, they also look at their own personal feelings, background experiences, society, and culture. And finally the cultural lens. And you can see at the top of the screen here on the right-hand side, you'll see there's a little diagram that will help you looking at audience, artwork, context, and artists. So, those four components need to be carefully considered. So, the cultural lens is the time and place in which the artwork is made, presented, or viewed. The social, historical, political, philosophical, and economic influences on the practise of the artists, and the purpose of the artwork, the ethnicity, gender, ethics, and spiritual, secular beliefs of the artists and the context in which artists work. So, you can see through responding, students consider the regional, national, intentional, social, and cultural identity of artists.

And also they look at the context of where art artworks are viewed. So, approaching the task there, these following screens come from the support material which may help you. We have the structural lens with some questions looking at three artists, looking at the similarities and differences, looking at for the structural lens at materials, techniques, and processes, signs and symbols, and meanings and messages. So, these grids may help you developing your scaffolding your tasks for your students. It's one for the personal. So, looking at the collaboration of working with other artists, the individual beliefs, values, ethics, and philosophies of the artists, their life experience, and the audience point of view. And finally, for the cultural lens, there is a series of questions there and some headings that may help you looking at race, ethnicity, religion, beliefs, values and traditions, location, geography, place, and environment, political and/or socioeconomic context, and cultural variation between the artist and the audience. So, finally, moving on to the performance descriptors. So, what we've done here is the key skills are down the side, but just particularly when you're providing feedback and your assessing your task, you can see how words are highlighted in the descriptors here. So, we are looking at words like for each level, words like for the very low listed, described, discussed and compared, identified and compared using specific examples, or for the analyse and interpret, interpretation, evaluation and application.

So, they're being highlighted for specific purpose because if you go through. So, I would take some time to go back to these slides, have a look at what words are highlighted because on the next screen, coming from the VCAA examination command terms, so the command terms we use in exams, study designs, and assessment criteria and descriptors, there is a definition of how that term works, so a definition of what should be done in analysis. So, the students are identifying components and the significance of relationship between them. Application, so all these key terms are in the descriptors. So, we've got analyse, apply, compare, describe, discuss, evaluate, identify, interpret, and list. So, it is really important that you are designing this task to suit your students.

So, you may be using a task that has been provided to you in a textbook or commercially, but you need to develop a specific assessment rubric using the performance descriptors that will suit the task, suit your students. So, if you require any further information, here are my details on the screen, so please do not hesitate to get in contact with me.

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