## Excellence in the Arts

Education State Sample Assessment Program

## 2022 Information Guide for Schools

Background

The **Excellence in the Arts** assessments give Victorian schools an opportunity to be involved in the annual statewide testing for the **Education State Targets**. The Education State targets are a set of ambitious targets for improving all Victorian students’ outcomes in achievement, wellbeing and equity, as well as initiatives to support excellence in teaching and learning.

The 2022 assessments will focus on two arts disciplines – **Music and Visual Arts**. Schools across Victoria are randomly selected to participate in only **one** of these two arts disciplines. This is **NOT an audit** and no individual school data, or student data is provided to the Education Department. This project gives all Victorian schools the opportunity to be involved in the statewide testing for the Education State Target, Excellence in the Arts and seeks to measure statewide performance of Victorian students so that improvements can be tracked over ten years. As the target is a measure of excellence across the state, a representative sample is required of all students involved in Music and Visual Arts from all levels of ability.

The approach to participation adopted to select the sample is inclusive. Students with a disability who have access to an aide may have their aide assist them to undertake the assessments. Similarly, students with English as an additional language (EAL) may receive appropriate assistance. As the targets are intended to measure Victorian performance, it is proposed that only students who have been in a Victorian educational setting for at least one year will be selected to participate, irrespective of EAL status.

Participating schools will receive a report on the performance of their students as a cohort, the Music/Performing Arts Leader/Teacher will be offered **mentoring on the day of the assessments**, the opportunity to be part of a participating staff group via WebEx and students will receive a **‘certificate of participation’**.

2022 assessment period

The 2022 assessment period will run between **weeks 7 – 11 in Term 2 (23 May – 24 June) and weeks 1 – 5 in Term 3 (11 July – 12 August)**. Students at your school will be assessed during this date range. The VCAA will organise the scheduling based on information provided by schools about preferred dates.

Student Participation and Eligibility Criteria

Visual Arts

Schools that have been selected to participate in **Visual Arts** will be required to provide a list of eligible students, as per the eligibility criteria below. The VCAA will aim to assess all eligible students.

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| **Arts Discipline** | **Eligibility Criteria - Year 6 and Year 10 students** |
| Visual Arts | Students who are participating in a Visual Arts program at school in 2022. |

Music

Schools that have been selected to participate in **Music** will be required to provide a list of eligible students, as per the eligibility criteria below. The VCAA will aim to assess all eligible students.

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| **Arts Discipline** | **Eligibility Criteria - Year 6 students** | **Eligibility Criteria - Year 10 students** |
| **Music**(including performance and/or composition) | Students who have been learning a musical instrument/voice or playing in a group/ ensemble either **inside or outside of school** for a minimum of **one** year.Notes: for voice, students will only be assessed in a group/ensemble. Groups/ensembles may be connected to a classroom or instrumental program at school or be a community group composing includes song-writingonly students who perform music they have written and who are able to present a score/chart or other record of the work will be assessed as both composers and performers | Students who have been learning a musical instrument/voice or playing in a group/ ensemble **either inside or outside of school** for a minimum of **three** years.Notes:for voice, students may be assessed either as a soloist or as a member of a group/ensemble. Groups/ensembles may be connected to a classroom or instrumental program at school or be a community group composing includes song-writingonly students who perform music they have written and who are able to present a score/chart or other record of the work will be assessed as both composers and performers |

The assessment processes

The approach to measuring Excellence in the Arts for 2022 includes assessments across two Arts disciplines – **Music** and **Visual Arts**. The VCAA will contact each participating school to schedule a suitable date and time for one of the Arts assessments. VCAA assessors will visit your school to conduct assessments in Music or Visual Arts. Arts assessors will assess student work or student performances against a set of criteria that are specific to each of the Arts disciplines. The criteria are based on the Achievement Standards for the F-10 Victorian Curriculum. Schools will be advised, if necessary, closer to the assessment dates if there are COVID-19 related issues.

To ensure consistent assessment of these two Arts disciplines, assessment tasks will follow a prescribed format. Please refer to the tables below.

Visual Arts

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| **Arts Discipline** | **Assessment details**  |
| **Visual Arts** | Assessments will be based on work undertaken in 2022 during class time in school. Artworks should not be created specifically for this task. Work completed in Semester One will need to be kept at school if the assessment date at your school is in Term 3.The artwork will be accompanied by a brief statement of intent and an outline of the process to produce the work of art – this may pre-exist in a diary accompanying the work being assessed (please refer to **Attachment A** for examples of written questions). Task parameters: * 2 dimensional artworks should not be framed.
* Parameters of the display of 2D work (including photography) should not exceed six square metres.
* Photographic work can be presented in a portfolio or submitted on USB to be viewed on screen.
* Video work can be submitted on USB to be viewed on screen.
* Sculptural work should be no larger than one cubic metre in size. If the work is larger than these dimensions (e.g.: Installation work) photographic evidence of the work can be supplied detailing documentation.
* Video evidence of performance works can be submitted.
* Lengths of performance and video works should be no longer than 10 minutes viewing time.
* If the work has been created using external providers (e.g.: printed works) this must be stated in the statement of intent.
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Music

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| **Arts Discipline** | **Assessment details**  |
| **Music** | Students will be required to:* perform two contrasting works in a performance of up to 5 minutes for year 6 students and up to 8 minutes for year 10 students. There is no minimum performance time. Students may perform music in any style or genre or for any instrumentation, including work they have composed. As appropriate to the instrument, one work should be unaccompanied and the other accompanied by another instrument or a backing track.
* respond to 1 or 2 verbal questions from assessors about how they have communicated their knowledge of the music in their performance (see **Attachment B** for examples of possible questions).
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School Results

Annual assessment data is analysed to determine the percentage of students at Year 6 and Year 10 who are achieving ‘excellence’. The results of individual schools will not be published. A statewide result for Excellence in the Arts will be published; however, no disaggregation between schools, school sector or student will take place. Schools will receive feedback on the performance of their students as a cohort, not individual results.

Contact details

If you have any further questions regarding this process, please contact the **Education State Assessments Project Team** via vcaa.education.state@education.vic.gov.au or (03) 9059 4172 at the VCAA.

Attachment A

2022 VISUAL ARTS Assessments

Being prepared for the Visual Arts assessments

To ensure that assessors can view and score the students’ work in an efficient manner, schools should ensure that:

* the work is set-out in an area of the school where the assessors will not be interrupted
* there is space for the assessors to view work and documentation
* laptops or other screens are provided to view work in digital formats, if required
* information about file names and other instructions about accessing files is provided to assessors, if relevant
* each student’s work and written accompaniment should indicate the student’s name
* the work, accompanying documentation and responses to the questions are placed together

The Visual Arts assessment

The Visual Arts tasks have a common structure and will assess students’:

* skill in the practice of Visual Arts
* capacity to explain ideas expressed in the artwork
* capacity to explain and reflect upon the materials, techniques, processes and visual conventions used in the artwork

If students do not already have written responses to accompany their artworks, they will need time to complete their responses to the questions about the work. As far as possible, this aspect of the task should be completed under teacher supervision. See further information on this below.

Visual Arts tasks

Students will submit an artwork in any form including work in two dimensional, three dimensional or four-dimensional forms.

Artworks may include: painting, drawing, sculpture, ceramics, photography, digital imaging, textiles, installation, film, video, sound, animation, performance and interdisciplinary works.

Students will also be required to submit documentation that supports development of the artwork. For example, a visual diary, written and/or visual documentation, artist statement, evaluation of the work and process. The documentation may be provided in hard copy or digital form through a USB or web link. Please see examples of possible written questions below, if required.

Assessing the Visual Arts written criteria

Visual Arts assessors will be assessing the following in the students’ written work:

 Level 6 Visual Arts

* Explanation of the communication of ideas through the subject matter of the artwork
* Identification of art making processes, materials, techniques and use of visual conventions to convey artistic intention, viewpoints and meaning in artworks
* Explanation of processes used to create the artwork
* Description of influences of other artists and their practice in the artwork
* Use of art language and terminology

If this information is not available in a visual diary, the student should provide a written statement answering the following questions:

1. What is your artwork about? Describe the subject of the artwork?
2. What ideas were you trying to express in your work?
3. Describe how you made your artwork? What materials, techniques and processes did you use?
4. Is your artwork like any other artists works that you have looked at? What is similar?

Level 10 Visual Arts

* Evaluation of the communication of ideas, viewpoints and values through the subject matter of the work
* Analysis and evaluation of the application and selection of materials, techniques and visual conventions to convey ideas, viewpoints and meaning in the artwork
* Analysis and evaluation of the influences of other artists and their practice in the artwork through materials, techniques and visual conventions
* Evaluation of processes used to create the artwork in relation to artistic intention
* Use of art language and terminology

If this information is not available in a visual diary, the student should provide a written statement answering the following questions:

1. Describe the use of materials, techniques and visual conventions that you have used in the artwork to express your ideas and viewpoints.
2. Describe the processes that you have used to make your artwork.
3. Describe any influences by other artists in your own artwork? How are these influences evident in your work?

Contact us

* For questions about the Visual Arts tasks, please email **Kathryn Hendy-Ekers, Curriculum Manager, Visual Arts and Media** via kathryn.hendy-ekers@education.vic.gov.au
* For questions about the assessment process, please contact the **Education State Assessments Project Team** via vcaa.education.state@education.vic.gov.au

Attachment B

2022 MUSIC Assessments

Being prepared for the Music assessments

To ensure that performances take place successfully, it should be ensured that:

* Students are aware of what they will need to do in their performance. This includes knowing what they will be performing and where the performance will take place, the equipment they’ll be using and, as required, who will be playing with them.
* Teachers or others authorised by the school may assist students with their set-up.
* Schools should ensure that all instruments and other equipment required for the performances such as a piano, music stands, amplifiers, leads etc. are available and in good working order. Spare leads, reeds strings, batteries etc. should be on-hand in case they are needed.

The Music assessment

The Music tasks will assess students’:

* skill in performing and/or composing Music
* capacity to explain and justify aspects of their work

Further specific information about the music tasks is given below.

Music tasks

Students will perform two contrasting works in a performance of up to 5 minutes (Year 6) or up to 8 minutes (Year 10). There is no minimum performance time. Students may perform music in any style or genre or for any instrumentation, including works they have composed. As appropriate to the instrument, one work may be unaccompanied and the other accompanied by another instrument or a backing track.

Students will also be asked to respond to 1-2 verbal questions from the assessors about their performance and/or composition and how they have used the elements of music to communicate ideas and purpose in their performance. For composition, this may be in the form of a written statement. Please see below for example questions for performance and composition students.

Assessing the Music verbal/written criteria

Music assessors will be assessing student responses to questions about:

Level 6 Music

* intentions for the performance and/or the composition (sense of purpose)
* understanding of how the elements of music are used to communicate ideas in performed works and/or compositions
* use of music terminology

Example questions:

* Tell us about the mood of the first piece you played/your composition?
* Do you have a favourite between these two pieces? Why?
* How did you decide how soft/loud, slow/fast to play?
* What was the most complicated section of the music? Why?
* Describe the melody.
* What inspired you to write your composition?

Composers may provide a written statement that describes the following:

* What the composition is about
* The ideas/mood/feeling they are aiming to communicate
* How they composed the work including, as appropriate, how they used music technology

Level 10 Music

* intentions for the performance and/or the composition (sense of purpose)
* understanding of how the elements of music are used to communicate ideas in performed works and/or compositions
* understanding of influences on the music they have performed and/or composed
* use of music terminology

Example questions:

* Tell us about the mood/character of the first piece you played/your composition? How did you try to bring that out in your performance?
* Describe the style of the first/second piece/your composition.
* Is there a particular harmonic pattern that is important to the structure of the music?
* What was the most demanding part of the music for you, as a performer – technically, expressively?
* Describe the melody …, and your approach to sharping/ interpreting it in performance?
* What is your aim/creative intention for this composition?
* Describe any influences on your composition.

Composers may provide a written statement that describes:

* What the composition is about
* The style and form of the work
* Influences on the composition
* Guidelines for performers (how the composer wants the work to sound)

Contact us

* For questions about the Performing Arts tasks, please email **Margaret Arnold, Performing Arts Manager** via margaret.arnold@education.vic.gov.au
* For questions about the assessment process, please contact the **Education State Assessments Project Team** via vcaa.education.state@education.vic.gov.au