



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

National Qualifications Framework Levels 1-3, 2003

Visual Arts

National Moderator's Report

National Moderator's Report

General Guidance for Assessors of Achievement and Unit Standards

The purpose of external moderation is to provide reassurance that assessor judgements are at the national standard and are made on the basis of assessment activities that are fair and valid.

All assessment materials are expected to:

- give the learner the opportunity to meet the requirements of the standard
- have an assessment schedule that gives evidence of appropriate learner responses and clear judgements at all levels.

The Ministry of Education contracted subject experts to write assessment resources for achievement standards. These are not pre-moderated. The intention is that they are modified to suit teaching programmes and learner needs. They do not provide 'rules' but suggest different ways of assessing to the nationally registered standard.

General Overall Comment

Moderation has been very effective in establishing national consistency in assessment of internal standards for Visual Arts over the past two years. There has been a significant improvement in the preparation of assessment materials. At Level One there has been improved accuracy in assessing learner work consistent with the national standard.

Best practice is evident when assessors work from the achievement criteria and consider what evidence will enable them to make accurate judgements. This enables clear feedback to learners and parents about learner understanding of the purpose and criteria of each standard.

The majority of assessors are successfully preparing activities that:

- meet the specific needs and experience of their learners
- clearly communicate expectation of learners
- build on learning from previous study, and prepare learners for learning to take place in subsequent activities
- provide opportunities for learners to achieve at all levels and move towards independent study
- are appropriate for available resources
- utilise teachers' strength or expertise.

Such activities have a clear understanding of the purpose of the achievement standard and may have been based on examples from the TKI website.

Moderation is able to provide useful feedback when:

- the original learner work samples or quality copies are sent
- learners work is clearly labelled, and bound
- key resource material eg task sheets supplied to the class are included.

Level One

90018 *Research art and artworks from Māori and European traditions and their contexts*

To achieve this standard, learners must research art and artworks from both Māori and European traditions. Explanatory Note 3 clarifies the intention of the standard, by stating that learners *should investigate art and artworks by contemporary artists that reflect Māori and European influences and contexts*. Artworks chosen for study to reflect European tradition need to be from New Zealand as the intention of this standard is to *acknowledge the bicultural nature of New Zealand art and society*.

For Achievement, learners are required to *research relevant information*. This needs to include information about Māori and European traditions. Learners could study one or two contemporary artists and artworks and identify influences from Māori and European traditions, or they could research New Zealand art and artworks from Māori tradition and other New Zealand art and artworks that reflect a European tradition.

Relevant information includes:

- tools, materials and techniques used
- composition, style or type of artwork
- the subject matter or key ideas
- the purpose, value, location, origin of artworks, and who it is viewed by
- aspects of art and artworks that reflect European and Māori traditions.

For research to be relevant, it is preferable that there are clear links between artists and artworks selected, and artists are linked to the practical standards that learners are undertaking.

Learners are required to *make comment, using art terminology, on art and artworks in relation to their local or contemporary contexts*. Making *comment* must be in the learners own words and can include describing the artworks, offering opinion on an aspect or making a comparison or conclusion.

It is appropriate to supply learners with a list of relevant art terminology.

For Achievement with Merit, learners are required to *use appropriate art terminology to inform an analysis*. There must be evidence that the candidate is selecting and using art terminology with some understanding. Learners need to be given clear tasks that will require analysis.

For example, learners may be asked to

- compare and contrast art and artworks
- describe artworks in detail
- describe the effects of tools, materials and techniques used
- consider reasons for how artworks are viewed, placed or valued now or in the past
- identify and describe influences or links between art and artworks.

For Achievement with Excellence, learners may be required to draw conclusions that indicate their depth of understanding. Learners may demonstrate range or depth of knowledge by making connections with artists and artworks beyond what is specified. For the award of Achievement with Merit or Achievement with Excellence it is expected that the learner will initiate some research other than what is supplied by the assessor.

There has been a significant improvement in the understanding of the intended purposes of this standard. Many assessors have produced strong, relevant and focused activities that successfully inform learners about artworks and their contexts. This leads learners to better understanding of artist models for practical work developed in other achievement standards.

Assessment schedules need to be closely linked to achievement criteria. If research is to include drawings, the quality of the drawings could be assessed for 90019. If practical research is to be valid for this standard, learners will need to include supporting information using terminology. This may be in the form of annotated notes, bullet points, charts, or learners could present their research verbally. Paragraph or long answer responses need careful instruction regarding scaffolding of responses from making descriptive comments through to analysing, making connections and evaluation.

90019 Use drawing processes and procedures

For Achievement, learners are required to *record sufficient appropriate information from subject matter to demonstrate basic drawing and compositional conventions*. Tasks requiring learners to demonstrate observational skills, and make decisions about selection and placement of subject matter to demonstrate their understanding of composition, will provide learners with opportunity to meet the standard. Studying the artworks of specific artists or genres will provide a means to discuss and experiment with conventions appropriate to the selected subject.

To demonstrate control of wet and dry media in recording information it is necessary for learners to use wet media to describe the subject matter, or record observations such as form, pattern, surface detail. Several opportunities to use wet media are needed in order for learners to develop and demonstrate such skills.

For Achievement with Merit, learners need to *record a variety of appropriate information from subject matter* and for Achievement with Excellence *specific information is required*. Therefore, learners need multiple tasks and clear instruction to introduce them to a range of drawing approaches, possibly using different exemplars or artist models to assist them to gather different or specified information in different drawings. To focus learners on *particular drawing and compositional convention*, it is appropriate to specify the subject matter or genre.

For Achievement with Excellence, learners need to *demonstrate in-depth understanding of particular drawing and compositional conventions and facility with wet and dry media*. Specific exemplars demonstrating aspects such as accuracy in perception, attention to detail consideration for compositional conventions, careful control of media, appropriate media for intended purpose, understanding of tone or layering to describe form, or possibly linear systems to describe surface, are beneficial to provide learners with a visual interpretation of both *in-depth understanding* and *facility with wet and dry media*.

This standard is working extremely well for assessors and learners. Media is being richly covered, and the standard is providing a sound basis for the development of skills and understandings needed for other practical Level One standards such as 90020 and 90021.

90021 Extend ideas in other media and techniques

The purpose of this standard is for learners to develop and *extend ideas* beyond what they have undertaken in other achievement standards including 90019, and 90020. Developing a series of works based on observational studies from one of these standards, introducing a new artist model will meet the criterion, however producing a woodcut from drawings or paintings produced in either of these standards would not meet the criterion.

For learners to gain Achievement with Merit and Achievement with Excellence, they must present a series of ideas, from drawing, developmental studies and finished work, to demonstrate that they have both extended and clarified ideas. Learners would benefit from an understanding of the process of development, building one idea upon another, evaluating each step and making decisions about what changes to make. They are required to produce *new work* so the solutions must show that they have developed new ideas, and compositions, not previously presented.

This standard is often utilised for printmaking and sculpture units. With only four credits time may be limited. If time only permits the production of one finished work, a series of developmental drawings is required for learners to meet the criterion.

It is therefore appropriate to link this standard to work generated for another standard so that time is not absorbed by generating starting material, but can instead be focused on developmental work.

Level Two

90233, 90471, 90472, 90473, 90474

The two aspects fundamental to these standards for achievement at any level, are research and the application of that research. It is essential that learners understand these aspects to be clear about the distinction between these standards and the Visual Arts 90475, 90476, 90477, 90478, 90234 achievement standards.

Whilst the Visual Arts 90233, 90471, 90472, 90473, 90474 standards do not specify use of terminology, it is essential that the candidate's research of information and ideas can be accurately assessed. Consistency and accuracy of assessment is most effective when there is evidence of research other than practical application, such as bullet points, annotated notes or verbal information presented in a seminar, or documented interview. This enables assessment of the learner's own gathering, selecting, structuring and analysing of information to be applied. Tasks should therefore provide opportunity and instruction for learners to demonstrate this process.

Applying the research *in the context of a drawing study*, means that finished works are not a requirement of the standard, but the media used does need to be *appropriate to purpose*, or artist model/s being studied.

Application is most effectively demonstrated and assessed when learners produce and annotate a sequence of generative or developmental studies. Annotations can be used to give direct information about what aspects of the research the candidate has selected to apply.

For Achievement with Merit, learners must *select*, and use appropriate *drawing materials, tools, techniques and processes*. This requires the candidate to produce evidence of decision-making regarding these aspects, and consequently the activity must guide learners through this process.

Annotation of the drawing study also enables the candidate to clearly identify and document how their research is *relevant* and selection of materials and techniques is *purposeful*, essential aspects of the Achievement with Merit and Achievement with Excellence criteria.

Instruction on selection of models is necessary to ensure opportunity for ample research appropriate to application.

Many activities successfully encourage learners towards independent learning through provision of direction on initial selection of artists, and a clear structure for learners to work towards their own research and ideas. This process has a more traditional base in painting, sculpture and printmaking, where ample research material is available on individual artists. For photography and design, the traditional approach may have been for research of techniques that is valid in conjunction with the research of ideas. For design especially, research may need to take the form of analysis of contemporary examples and application of ideas gleaned, rather than research of particular designers that may limit range of material available for study. Documentation of analysis and application will ensure appropriate assessment.

90475, AS90476, AS90477, AS90478, AS90234

This achievement standard involves generating and developing ideas, using drawing methods related to established practice, and using drawing materials, processes and techniques with skills appropriate to design.

The criterion for Achievement, *generate and develop ideas in a related series based on established practice*, using appropriate materials and processes, have been successfully managed by assessors and learners.

Providing opportunity and direction for learners to *clarify ideas* for Achievement with Merit and *critically analyse and clarify ideas* for Achievement with Excellence is challenging. It would be advantageous for learners to be given clear guidance as to how to present evidence of this process. Feedback needs to be specific to the purpose.

It is appropriate for learners to be working on or towards individual study, but it is important that steps for moving from generating, through developing to critical analysis and clarification are established in the activity. Effective activities often give restraints, options or guidelines for the selection of material/artist or ideas for research, and mostly require learners to work in series.

In photography 90477, learners cannot *generate, develop and critically analyse and clarify ideas* in one film. Successful activities therefore offer opportunity and guidance to take a minimum of two films with clear direction for analysis of images and contact sheets between the taking of each film. Films with fewer exposures may provide learners with more opportunities to reflect on their work.

Explanatory Note 4 clarifies that *learning from 'established practice' is often referred to as 'learning by example' or 'using artist models'*. It may be necessary for learners to research an artist, but the research material would not be assessed under this standard even though it may underpin the practical work. It is therefore possible that learners may view this standard as similar to Visual Arts 90233, 90471, 90472, 90473, 90474. It is important that the purpose of each standard is fully understood so that learners have the best opportunity to provide appropriate evidence for assessment.

Unit Standards**9050 Demonstrate basic black and white photography procedures and processes**

This unit standard is successfully used by many assessors as a foundation standard for learners beginning a course in black and white photography. Element One focuses on *film exposure, composition and processing*; Element Two focuses on *basic black and white photographic print procedures*.

As composition is a specific component in Element One, *'exposures show consideration for framing, basic compositional principles, and viewpoint'*, the activity must provide instruction and opportunity to identify, explore and practice basic compositional principles.

Performance criteria for Element Two refer to *'contact sheets'*. It is therefore necessary for learners to undertake two films for this standard to meet the requirements. This should provide opportunity to reflect on compositions and technical quality of the first film prior to undertaking the second. Performance criteria 1.3 requires learners to produce evidence of *negatives with a clear tonal range*.

This standard does not require learners to produce enlargements. Enlargements may be specified in the activity, but they are not assessed for achievement of this standard.