

2021 September Moderation - Report



Meeting Details

Which meeting is this report for?

Moderation Details for Calibration - Sample 1

Sample 1 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall
 Criterion 3 = Overall
 Criterion 4 = Overall

Sample 1 - What rating (or ratings) has the group assigned this sample?

SKY PAINTINGS; Cr. 1- B- B- C+ B B Cr. 3- B C+ B- B B Cr. 4- B- B- C C+ B-

Sample 1 - What evidence supports the rating (or ratings) the group has given?

Cr. 1 E4 limited in range of exploration
 Cr. 3 limited evidence of broad technical exploration
 Cr. 4 ideas not fully resolved

Sample 1 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Cr. 1 broader level of exploration in composition and design
 Cr. 3 strengthen brush work technique
 Cr. 4 need more relevant artist research to make connections to own concept

Sample 1 - Summary of group consensus with comments to element level if applicable.

Cr. 1 - B-
 Cr. 3 - B
 Cr. 4- B-

Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

More development of ideas in journal and broader exploration of technique through providing evidence of technical experimentation and refinement. Investigate Phillip Wolfhagen's latest works and silhouettes. Push the composition and avoid a formulaic approach. Make stronger connection between visual diary and work.

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

Criterion 3 = Overall

Criterion 4 = Overall

Sample 2 - What rating (or ratings) has the group assigned this sample?

DRONE PHOTOGRAPHY; Cr. 1- A- A A- A- A Cr. 3- A- A B+ A- B+ Cr. 4- A- A- A- B B

Sample 2 - What evidence supports the rating (or ratings) the group has given?

Cr. 1 E3 good evidence of editing and compositional design

Cr. 3 extensive documentation of process

Cr. 4 idea needs more exploration and depth

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Cr. 1 push and expand on compositional devices - explore different perspectives

Cr. 3 consider display to be critical to communication - include evidence of editing process in visual diary - produce contact sheets and evidence of photoshoots - explore saturation - tone - exposure and the refinement of the final images.

Cr. 4 -reference artists who explore abstract compositions

Sample 2 - Summary of group consensus with comments to element level if applicable.

Cr. 1- A-

Cr. 3- A-

Cr. 4- A-

Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Encourage reference to relevant artists that relate to own concept. Develop and explore concept in more depth. Consider the presentation and layout of the display as a critical element in the communication of the idea.

Moderation Details for Calibration - Sample 3

Sample 3 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

Criterion 3 = Overall

Criterion 4 = Overall

Sample 3 - What rating (or ratings) has the group assigned this sample?

PORTRAITS; Cr. 1- B+ B+ B+ B+ A Cr. 3- A B+ B+ A- B+ Cr. 4- A- A- B+ B B+

Sample 3 - What evidence supports the rating (or ratings) the group has given?

Cr. 1- very good exploration in visual diary and evidence of strong development

Cr. 3- Very good technical skills - more refinement and resolution of final pieces still needed

Cr. 4- broad range of ideas - more artists and research still needed

Sample 3 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Cr. 1 more planning in visual diary to resolve artistic problems - experimentation

Cr. 3 more refinement and judgement in selection of final pieces - some pieces unresolved and a lack of consistency

Cr. 4 cultural references need more 'art' research - a lot of reference to popular culture but not enough references to art context.

Sample 3 - Summary of group consensus with comments to element level if applicable.

Cr. 1 B+

Cr. 3 B+

Cr. 4 B+

Overall tracking towards an A - E1 appropriately use techniques to communicate idea

E 2 extension and refinement of technique needed

Sample 3 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

The selection of work for the final display will be key to achieving a level of cohesion and refinement. Avoid a cliched approach to conceptual content and repetition of work.

Moderation Details for Calibration - Sample 4

Sample 4 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

Criterion 3 = Overall

Criterion 4 = Overall

Sample 4 - What rating (or ratings) has the group assigned this sample?

CHAIR PHOTOGRAPHY; Cr. 1- B B A- B A- Cr. 3- B+ B B+ B A- Cr. 4- A B A- B B

Sample 4 - What evidence supports the rating (or ratings) the group has given?

Cr. 1 - exploration of design- not enough experimentation

Cr. 3 - not quite a broad range of techniques yet - play with depth of field - play with colour and textures

Cr. 4 more reflection in visual diary - more artist research - great analysis of other artist's work more critical analysis of own work needed. E4 not broad range E5 tracking towards an A.

Sample 4 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Cr. 1 Proof sheets need to be separated to reflect more idea generation and development in visual diary. More evidence needed on compositional decision making.

Cr. 3 Experiment with lighting options

Cr. 4 connect concept with decision making on use of papers and scale and technique- need to push surreal/ethereal qualities.

Sample 4 - Summary of group consensus with comments to element level if applicable.

Cr. 1 B+

Cr. 3 B+

Cr. 4 B+

Sample 4 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Address the lighting technique and editing process with student. Reconsideration of ideas and existing artworks and final display. Experimentation with different angles and artificial light.

Moderation Details for Calibration - Sample 5

Sample 5 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall

Criterion 3 = Overall

Criterion 4 = Overall

Sample 5 - What rating (or ratings) has the group assigned this sample?

VIRTUAL REALITY 'WORLDS': Cr. 1 - B B+ - B B+ Cr. 3 - B A- B+ A- B+ Cr. 4- B B+ - B B

Sample 5 - What evidence supports the rating (or ratings) the group has given?

Cr. 1 E3 limited exploration and experimentation or evidence of selection and rejection process. Question against E4 is it a range of strategies?

Cr. 3 E1 evidence of use of variety of design elements E2 evidence of modification of processes- E4 engaged with complex technologies

Cr. 4 E3 - documentation in diary of artistic styles - support material not clear enough- more clarification in the communication of concept needed - engage audience with childlike drawings - stories need to be clearer - is sound needed? More cultural references needed E5 limited range of conceptual ideas.

Sample 5 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Cr. 1 maybe explore textures and links to childhood drawings

Cr. 3 excellent technique - impressive and immersive environments-

Cr. 4 make it clear what the sources are- establish links to other artists inspired by children's drawings - more comments on relevant artists - examples of VR artists and worlds needed.

Sample 5 - Summary of group consensus with comments to element level if applicable.

Cr. 1 B
Cr. 3 B+
Cr. 4 B

Discussion explored the number of teachers who actually knew how to use this technology - 1 out of 25 - new technologies and dispelling perceptions of being easier than traditional media - conversations around VR aesthetics and artistic context.

Challenged teachers - some split on evidences for Cr. 1 and Cr. 4 seeing work as technique driven.

Sample 5 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

Clarify the conceptual content and back up with relevant artist research. More evidence of exploration of VR art context and exploration of design elements in creation of worlds. Excellent potential for refinement and presentation.

Planning for March Moderation 2022 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.

Criteria 7. observe, analyse and creatively respond to cultural influences and art works*
E. 1 - 4 Criteria 8. analyse and evaluate art ideas and information E. 1 - 4

State the name of the person who will be providing the samples for moderation

Scott Cunningham

Sharing Resources

Please record any links to or details of resources that were shared, or describe any assessment strategies that were discussed.

N/A

Course Support

Please provide details of any future focus and ways forward you would like Years 9 to 12 Learning to consider in relation to this course:

N/A