

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 15, 2018 2:40 pm

Meeting Details

Meeting Venue:	South
AM or PM session?	PM
Which Learning Area is this Report for?	Arts
Which PM Meeting is this report for?	Arts - Visual Arts Suite: Visual Art Level 2, Art Practice Level 2, Art Production Level 3, Art Studio Practice Level 3 and Art Theory & Criticism Level 3
Moderation Leader Name	Peta Collins
Moderation Leader Email	peta.collins@education.tas.gov.au
Minute Keeper (if available)	Louise Bloomfield
Minute Keeper Email	louise.bloomfield@collegiate.tas.edu.au

Attendance

Please enter the Name, school and email address for all attendees - you should be able to copy and paste this from the Attendance list you were sent - removing anyone who didn't attend and adding

Kate Langridge
Rachelle Robinson
Jenny Morgans
Hamish Hall
Miriam Berkery
Matthew Stolp
Jessica Lewis
Tristan Ferguson
Emma Havard
Peter veness
Judith McDonald
Alice Bowman-Shaw

anyone who was extra on the day	Peta Collins Alex Pitt Louise Bloomfield Stephanie O'May Dylan Oswin Wayne Brookes Rosemary Summers Kate Langridge Rachelle Robinson Jenny Morgans Gillian Crothers Ben Hay Meg Jenkins Evelyn Murray
Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:	N/A
Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your attendance list who did not attend	Romany Best; Miriam Grice; Carlin Briggs; Jane Finch; Damien Stolp ;Eve Mills; Barb Gilbert

Moderation and Annotations for Sample 1

Sample 1 - Criteria assessed against	C7
What rating (or ratings) has the group assigned this Sample?	SAMPLE 1 Whole group consensus B (Consistent with chart which was B)
What evidence supports the	Sample One

**rating (or ratings)
the group has
given**

Group 1

B

The group was convinced that the student described artworks but not at a high degree

No true evidence of comparing and contrasting artworks as part of critical analysis

Lacked rich art content in journal

Responses in journal were not detailed

There were not enough art references to give A rating in evidences

Group 2

B-

The group suggested there was a closer connection to a C on some of the evidences - particularly E4

There were a limited range of artists and the amount of contact sheets were distracting.

There were some artist references but not enough to suggest a solid B

The artists of influence and references were lean and perhaps could be in separate books or the student needed to build greater connections as part of their ability to decipher and annotate creative responses.

Group 3

C+

The group suggested that the strengths of this sample were E4 and E5

There were some artist references but not enough to suggest a solid B in the evidences

The artists of influence and references were lean and perhaps should have be in separate books or the student needed to build greater connections as part of their

ability to decipher and annotate creative responses.

Group 4

B

The group suggested E3 and E4 were the strengths.

There was not enough evidence of photographers and some reference to other artists who observed suburbia.

The folio sat within B ratings particularly E1 through to E5

There was not enough critical analysis for a higher rating on this criterion

Group 5

C+

The group suggested that the work itself was good but the journals and support materials was thin and lacked content and cultural influences

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

No true evidence of comparing and contrasting artworks as part of critical analysis

Responses in journal were not detailed

There were a limited range of artists and the amount of contact sheets were distracting.

The artists of influence and references were lean and perhaps should have been in separate

There was not enough critical analysis for a higher rating on this criterion

lacked content and cultural influences

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

More detailed referencing and consistency in the level of documentation in journals.

Increase the quantity of relevant artistic influences to build more depth in artistic context for the work.

Separate the contact sheets from the artist research.

Focus on consolidation and depth in building relevance in artist research.

Make connections between research and making.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C7

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

SAMPLE 2 Whole Group consensus A (Consistent with Chart which was an A)

What evidence supports the rating(s) the group has given

Sample Two

Group 1

A

The group suggested that there were lots of engagement and critical analysis between the work of self and others.

There was evidence the student had contrasted and used critical analysis and the work was produced as a consequence of this engagement.

Group 2

A

The group suggested that than A rating was evident and was applied to all of the evidences as per the reasons articulated by group 1

Group 3

A rating

The group suggested that than A rating was evident and was applied to all of the evidences as per the reasons articulated by group 1

Group 4

B+

The group suggested that the journal was 'pretty' and not a rigorous analysis

This suggestion did not allow for a final A rating to be awarded

Group 5

A-

The group suggested that the journal was rigorous but not completely resolved

There were pertinent art references provided that supported the students work and their engagement to their own work

The group suggested that this sample was not evidence of a complete A rating because the support was not as solid/resolved as the final work. E5 for this group was not as solid.

What evidence would you need to see in order to assign a higher rating (or

The group suggested that than A rating was evident and was applied to all of the evidences

The group suggested that the journal was 'pretty' and not a rigorous analysis

<p>ratings)?</p>	<p>This suggestion did not allow for a final A rating to be awarded</p> <p>The group suggested that the journal was rigorous but not completely resolved</p>
<p>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>Improve the quality consistency and depth of the visual diary content</p> <p>Overall an A rating</p>

Moderation and Annotations for Sample 3

<p>Sample 3 - Criteria assessed against</p>	<p>C1</p>
<p>What rating (or ratings) has the group assigned this Sample?</p>	<p>N/A</p>
<p>What evidence supports the rating(s) the group has given</p>	<p>N/A</p>
<p>What evidence would you need to see in order to assign a higher rating (or ratings)?</p>	<p>N/A</p>
<p>What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?</p>	<p>N/A</p>

Summary of any further samples moderated

Further samples - Criteria assessed against	C1
What ratings have the group assigned this/these Sample(s)?	N/A
What evidence supports the ratings the group has given	N/A
What evidence would you need to see in order to assign a higher rating (or ratings)?	N/A
What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	N/A

Planning for September Moderation 2018

Are you planning on:	Small number of same samples for all teachers statewide to assess in advance of the meeting - with the expectation that all teachers bring further work for conferencing Larger number of samples for all teachers to assess in advance of the meeting - with the option of teachers to bring further work for conferencing
Please list the criteria to be	Criteria 1, 3, 4 and 6

moderated:	
Briefly describe the type of task you plan to look at:	Teachers nominated to bring complete folios of work representing a range of studio areas; Photography, Graphic Design Digital Art Mixed- media and Ceramics
Please state the name of the person supplying the samples for the September moderation	Peta Collins
Email	peta.collins@education.tas.gov.au

Sharing Resources

Please provide details of any resources or teaching or assessment strategies, useful links etc. that were shared in the meeting.	<p>VCE text books for Art Production and Art Studio Practice and Art Theory and Criticism.</p> <p>Increasing demand and reliance for access to lists of online resources discussed.</p> <p>Makerzine - enquiry re- SOCA and progress with online resources</p>
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Course Support

Please provide details of any future focus and ways forward you would like Curriculum Services to consider in relation to this course:	N/A
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Annotated Exemplars

Which of the samples you have looked at today along with your meeting notes might be suitable to develop further into an annotated exemplar?

Other: none

Any comments:

N/A

Form Name: Years 11&12 March Moderation 2018 - Report

Submission Time: March 15, 2018 3:37 pm

Meeting Details

Meeting Venue:

South

AM or PM session?

PM

Which Learning Area is this Report for?

Arts

Which PM Meeting is this report for?

Arts - Visual Arts Suite: Visual Art Level 2, Art Practice Level 2, Art Production Level 3, Art Studio Practice Level 3 and Art Theory & Criticism Level 3

Moderation Leader Name

Peta Collins

Moderation Leader Email

peta.collins@education.tas.gov.au

Minute Keeper (if available)

Alice Bowman-Shaw

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Hamish Hall
Miriam Berkery
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Jessica Lewis
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Emma Havard
Peter veness
Judith McDonald
Alice Bowman-Shaw
Peta Collins
Alex Pitt
Louise Bloomfield
Stephanie O'May
Dylan Oswin
Wayne Brookes
Rosemary Summers
Kate Langridge
Rachelle Robinson
Jenny Morgans
Gillian Crothers
Ben Hay
Meg Jenkins
Evelyn Murray

Extras - please enter the names and schools (and email addresses if you have them) of anyone extra who wasn't on your attendance list:

N/A

Apologies/absences - please enter the names and schools (and email addresses if you have them) of anyone on your

Miriam Grice ; Carlin Briggs ;Jane Finch ; Damien Stolp ;Eve Mills ; Barb Gilbert; Romany best

attendance list
who did not
attend

Moderation and Annotations for Sample 1

Sample 1 - Criteria
assessed against

C7

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

Over all consensus - Sample 1 = A-

What evidence
supports the
rating (or ratings)
the group has
given

Group 1

Sample 1 - Missing the rejected element in its exhibition
- that did alter the knowledge A- while it was well
resolved on moments.

Group 2

Sample 1 - All consensus on a B grade. Hold back on A,
did modify techniques but not quite fully resolved on E3.

Group 3

Sample 1 - A- E2, E3 resolution of technique could have
been better for a

Group 4

Sample 1 - A wide variety E1 of experimentations,
several support pieces, selecting and not selection
works. A grade.

Group 5

Sample 1

A grade. The works were all a little under resolved.
Distance of tweaking in terms of technical finesse.

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

A lack of evidence of the developmental process and technical experiments.

More support material

Modification and refinement process needed to be more extensively documented

Refinement in technique not completely consistent

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

More depth in the reflective practice materials to demonstrate extensive exploration and experimentation with materials and techniques.

Moderation and Annotations for Sample 2

Sample 2 - Criteria assessed against

C7

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

SAMPLE 2 A

What evidence supports the rating(s) the group has given

Group 1

Sample 2 - A- they had explored a bunch of things riso's drawn line, graphic novels (zines) through to final work. Highly tightly curated exhibition.

Group 2

Sample 2 - A E1, E2, they successfully experimented with drawings and materials. Work was resolved.

Group 3

Sample 2 - A rating across all elements E1 - E4 for that body of work.

Group 4

Sample 2 - A grade as well, beyond an A So highly resolved. Must not compare A's.

Group 5

Sample 2 - A clear A. Above and beyond an A grade.

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

Consistent in A rating against E1 - E4

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

N/A

Moderation and Annotations for Sample 3

Sample 3 - Criteria assessed against

C1

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

N/A

What evidence supports the rating(s) the group has given

N/A

What evidence would you need to see in order to

N/A

assign a higher rating (or ratings)?

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

N/A

Summary of any further samples moderated

Further samples - Criteria assessed against

C1

What ratings have the group assigned this/these Sample(s)?

N/A

What evidence supports the ratings the group has given

N/A

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

N/A

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

N/A

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Email	peta.collins@education.tas.gov.au

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