

2019 September Moderation - Report



Meeting Details

Meeting took place in:

South

AM or PM session?

PM

Which meeting is this report for?

Arts - Art Production Level 3

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
 Criterion 6 = Overall
 Criterion 7 = Overall

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

Cr. 1 A, A, B+, A, A, A = A Cr. 3 B, A, B+, A, A-, B+ = A-
 Cr. 4 B+, A, B, A, A, A = A- Cr. 6 A, A, A-, A, A-, A = A
 Cr. 7 A-, B, A-, A, A, A = A-

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

Criteria 1 = e1 exploration in colour and scale; e2 selection is strong; e3 broad range of artistic techniques; e4 technique is excellent; e5 support work shows experimenting.

Criteria 3 = e2 refined techniques.

Criteria 4 = e4 work is both expressive and conceptual.

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

Criteria 1 = e2 positive or negative composition; e2 needs further refinement towards final body of work.

Criteria 3 = e1, e2 losing contrast in photocopying, more exploration of scale (size of work).

Criteria 4 = e1, e4 more experimentation to be done yet. Curation/display - scale is the key here.

Criteria 7 = e1, e2, e5 need more variety in other artists of influence.

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

The work meets an A standard across all elements. It is a thorough engagement of process and an interesting concept. Extensive experimentation. Support work is impressive. The visual diary shows evidence of critique of students own work.

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

- Continue exploration.
- Scanning loses the richness of the surfaces, be careful with this.
- Squishing down to small size is also limiting.
- More black - work back into the prints of the collages, more intense blacks and more work!
- Grid the work up in a larger scale.

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
 Criterion 6 = Overall
 Criterion 7 = Overall

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

Cr. 1	B, B, B-, B, B, C	Cr. 3	C+, B, C+, B-, B, C	Cr. 4	C,
	C, C, C+, B, C	Cr. 6	B-, B, B, C, B-, B, C	Cr. 7	
	C, C+, C-, C, C, C/t				

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

Criteria 1 = e3 not a broad range investigated; e4 stylistic choices need to be made.
 Criteria 4 = e4 include and respond to artists; e1, e5 not enough exploration of ideas.
 Criteria 6 = e1 decisions on what to keep and what to change need to be made; e2 needs more work.
 Criteria 7 = e4, e5 more annotation and artists in journal.

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

Criteria 1 = e3 more experimentation; e5 more refinement.
 Criteria 4 = e4, e5 more analysis of artists of influence and annotation of own work; more exploration of ideas and annotations on own work.

ratings)?

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

- More exploration and resolution of technique and composition.
- Student might find some more interesting areas by cropping down.
- More resource material - artwork context needed.
- More original ideas.
- Make some new shapes - more Kandinsky style of shape experimentation. Cut some different shapes with scissors.

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
 Criterion 6 = Overall
 Criterion 7 = Overall

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

Cr. 1 B, C, C, C, C Cr. 3 B, C, C, C, C Cr. 4 B, C, C, C-, C
 C Cr. 6 B, C, C, C, C Cr. 7 B, C, C, C, t

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

Criteria 1 = e2 student is still experimenting and not convincing in decision making or refinement; e4, e5 limited range of materials, no planning to show problem solving.

Criteria 6 = e1 experimentation is strong; e4 unsure as to what is resolved and what is not.

Criteria 7 = e1-5 unclear as to why they have chosen the artists of influence as seemingly little relation to work; e4 lack of annotation/reflection in journals.

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

Criteria 6 = e4 more cohesion / refinement. Seemingly a lack of direction and needs to show evidence in journal of decisions and process.

Criteria 7 = more work on e1, e2, e3, e4.

Sample 3 - Summary of

It is difficult to see what the resolved work is. What is support and what is not? The

group consensus with comments to element level if applicable.

'A' level requires refinement.

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

- More communication on what is the idea being expressed. What form will the final works take and what will the final hang look like?
- Have the student write some reflection/notation about the connections to technique/rationale/artists.
- Needs to be more selective of commitment to final outcome, will there be 8 final pieces or more?
- Annotate in journal; make process notes and modifications in journal.

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
 Criterion 6 = Overall
 Criterion 7 = Overall

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

Cr. 1 C+, B, B, B, B = B Cr. 3 B, B, B, B, B = B Cr. 4 C, C+, C+, C+, B, C = C+ Cr. 6 C, B-, C+, B-, B, C = B- Cr. 7 C+, B-, B+, A, B = B

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

Criteria 1 = e1, e2 supports a 'B' rating, intentions are unclear, selecting and rejecting isn't clear. The final selection and display will be crucial; e4, e5 no planning to show problem solving.

Criteria 3 = e2 if the life drawing is the work there needs to be refinement; e3 shows strong experimentation of techniques but no real refinement or resolution.

Criteria 4 = e1; e4 limited artistic intention; e5 limited conceptual and expressive intentions.

Criteria 6 = e1 experimentation is strong; e2 development without clear endpoint - what is student's intention? There is no analysis of development; e3, e4 final selection of work is vital to lift this.

Criteria 7 = e1, e2 needs to comment on own work more reflectively, not enough notes about how work is evolving.

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

Criteria 6 = e2 development without clear endpoint - more clarity, is it about the figure but what is it saying?

Criteria 7 - exploration of ideas and students own work was excellent.

Summary of whole group consensus with comments to element level if applicable.

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

Unclear what is finished work and what is to be support work. Need to decide what you will continue to work with. Needs to engage with critical analysis of own work in order to develop and move forward. There are many drawings/monoprints but how will the work look on the wall in the end?

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

- The monoprinting process documentation is needed in journal. More evidence of other printmaking works.
- Needs to move past monoprints on paper in multiple.
- Needs to be choreographed to be convincing. More refined - make some aesthetic decisions.
- More editing of folio to create a clearer picture of the direction and concept.
- Direct student to look at artists who have meaningful connections to this work.

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 4 = Overall
 Criterion 6 = Overall
 Criterion 7 = Overall

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

Cr. 1	B, B, B, C+, B+, B = B	Cr. 3	B, B, B+, B, B, B = B	Cr. 4
	C+, B-, B, C, C, B =B-/C+	Cr. 6	C+, B, B, B, B, B = B	
	Cr. 7 C, B, C+, B, C, B = B-/C+			

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

Criteria 1 = e2, e3, e4 limited exploration.

Criteria 3 = e2, e3 consistent, competent skills that need refinement. Totally flat and very the same.

Criteria 4 = e5 unclear what intentions are: why two people the student knows and two people they don't?

Criteria 6 = e3 support is minimal. Lacking in analysis and reflection to make it stronger. Not a broad range of intentions or communication elements.

Criteria 7 = e1, e2 limited range of artists; e3 more historical works; e5 the artist you are exploring are limited and confused.

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

Criteria 7 = e1, e2, e3, e4, e5 more clarity on these elements in the journal. Stronger reflection/annotation in journal work.

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

N/A

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

- Consider history of portraiture. Journal is good but too lean.
- Figure out who your subject is and make it meaningful. Push artist research and experimentation
- Photograph more friends and sandwich with elements that communicate something about their personality.

Moderation Details for Calibration - Sample 6

Sample 6 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion

Criterion 1 = Overall
 Criterion 4 = Overall
 Criterion 6 = Overall
 Criterion 7 = Overall

Sample 6 - What rating (or ratings)

Cr. 1 B, A-, A, A-, A, B+ = A- Cr. 3 B, B, B, B+, A, B+ = B+ Cr. 4 B,
 B+, A, B+, A, B = B+ Cr. 6 B, B+, A, B+, A, A- = A- Cr. 7 B+,

has the group assigned this sample?

B, B, B+, A, B+ = B+

Sample 6 - What evidence supports the rating (or ratings) the group has given?

Criteria 1 = e2, e5 recognises, selects deconstruction of imagery.

Criteria 3 = e2 refines techniques; e3 not a broad range.

Criteria 4 = e2, e3, e5 strong conceptual direction.

Criteria 6 = e4

Criteria 7 = e1, e2 range of artists of influence; e3, e4, e5 not enough critical analysis.

Sample 6 - What evidence would you need to see in order to assign a higher rating (or ratings)?

Criteria 1 = e2, e5 more selecting, rejecting, more experimentation.

Criteria 6 = e4 more cohesion. Need to choreograph their display to help the final outcome.

Sample 6 - Summary of group consensus with comments to element level if applicable.

Folio shows strong conceptual development. High quality body of work, often people don't fully understand the digital process and work gone into it which can disadvantage the student.

Sample 6 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?

- Consider: Miro, Malevich, Suprematism, Cubism, Futurism and early abstraction.
- A bit more diversity and contrast with colour of design.
- Contemplate a different paper stock.
- Play with scale and colour manipulation.
- Look at scientific diagrams and illustrations.
- Format - portrait rather than landscape?
- More meaningful connections and analysis to artists of influence chosen.

Planning for March Moderation 2020 - Statewide Samples

For all courses please nominate the criteria and

Cr. 1 Cr. 2 Cr. 4 Cr. 6 Cr. 7

elements (if desired) for moderation.

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 Curriculum Services to consider in relation to this course:

N/A