2020 September Moderation - Report

YEARS 9 to 12 LEARNING

Meeting Details

The meeting represents the following region:	South
Which meeting is this report for?	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 3 = Overall Criterion 4 = Overall
Sample 1 - What rating (or ratings) has the group assigned this sample?	Group 1 Cr.3 B+ Cr. 4 A - after discussion the group came up on this criteria Group 2 Cr.3 A - Cr.4 B Group 3 Cr.3 A , B (A), B+, A-, B+ (A-) Cr. 4 A, B, A-, B+ , A. (A-) Group 4 Cr.3. (B+) held the majority of ratings but there was an agreement that the student was tracking towards an A by the end of the year. Lots of shooting, and engagement with shooting technologies which represented strong marks here but little engagement with software, editing and development of body of work and the extension of their artist techniques (e2). Cr. 4. (A-) The group assignment an A-. There was a need for further response to artist styles, genres, and art vocabulary in the development of their concept (e3). More discussion of artist intentions and influences needed to strengthen their A as expressed through relevant artist research. More discussion of conceptual intentions (e5). Group 5 Cr.3 - B+, B, B, B+, B+ Cr. 4 - B+, B+, B, A- Group 6 Cr.3 B+ Cr.4 A
Sample 1 - What evidence supports the rating (or ratings) the group has given?	Group 1 Cr.3 B- selects and uses a range of technologies and techniques (from a given range) to develop ideas and designs Cr. 4 A- states, explores and resolves with clarity and cohesion, a stated artistic intention. Given journal work and trend towards greater technique & ideas Group 2 Cr.3 E2. Strong techniques but not extended beyond the straight forward selective

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colour in final images. Keep pushing it!

E1. Good early exploration of techniques tracking towards an A.

E1. Thorough documentation of their own process A

Cr. 4 E2. Continues to explore expressively and then refine artistic techniques to reach A standard on E2.

Cr. 4

E3. More documentation of artistic styles and genres. Personally intentions not overly clear or supported with thorough artistic exploration (artists and artist's techniques).

Group 3

Cr.3 - Review how lighting is being used in the studio, carefully consider how colour schemes are used in the images and have more journal documentation that supports the choices made about these decisions.

Cr. 4 - More references to relevant artists

Research into Vanitas and more detail on colour theory and colour symbolism

Group 4

Cr.3. Lots of shooting, and engagement with shooting technologies which represented strong marks here but little engagement with software, editing and development of body of work.

Cr. 4. Element 3 was strongly supported with a wide range of shoots, and reflections on artists in response to their own ideas and practice.

Group 5

Cr.3 - There are a range of technologies & techniques shown, but there is not a broad range to bring it up to an A.

Cr. 4 - Although the visual diaries are thorough, the ideas and concepts are not clearly articulated, and do not show a broad range of styles to communicate ideas.

What evidence would you need to see in order to assign a higher rating against each criterion?

Cr.3 - More refinement in finished work. Show a range of technologies, not broad.

Cr. 4 - Show a broader range of methods & styles to express ideas.

Group 6

Cr.3 - due to the current way of looking at the work, the body of work sits in the A-/B+ range. So in real life the impact of paper finish, scale, etc would impact the final result Cr.4 - Strong and clear of communication - excellent connection to artists

Sample 1 - What evidence would you need to see in order to

Group 1

assign a higher rating (or ratings)?	Cr.3 less formulaic
	extends artistic techniques (in some aspects identified for attention) through the use of selected technologies - needs to refine
	Cr. 4 demonstrate more extension, they are moving towards an A
	conveys artistic intention through a combination of appropriate artistic principles
	Group 2
	Cr.3 E2. Continues to explore expressively and then refine artistic techniques to reach A standard on E2.
	Cr. 4 E3. More documentation of artistic styles and genres. Personally intentions not overly clear or supported with thorough artistic exploration (artists and artist's techniques).
	Group 3
	Cr.3 more range against E3
	Cr. 4 E 3 Good evidence but continue to build on this to reach an assured result
	Intentions could be more clearly articulated - E4
	Avoid filling the journal with proof sheets, Keep these in a different folder and curate the selection of proofs included in the journal so that more annotation and reflection can be added
	E3 there is generally good exploration of styles, genres and processes but this could be developed a little further to reach a more assure A standard
	Group 4
	Cr.3. The student has identifies and resolves technical problems, but not yet established a complex range of technical problems (element 4). Still working on the refinement of techniques (element 2).
	Cr. 4. The student sits on an A standard, but could strengthen their concept (element 5), and evidence around this idea (element 4). Journal work was strong but still working toward strengthen the concept in the body of the students work. This is especially around their intentions. This was difficult to assess
	Group 5
	Cr.3 - Trying some different compositions and improving lighting of subjects.
	Cr. 4 - Push student to articulate what they are trying to communicate clearly.
	Group 6
	Cr.3 - B+ E1 use a broader range of techniques - show alternatives the the process/technique
	E2 - moving into the refining stage
	E3 - similar to e1 - move into broader range Cr.4 - A

	E1 - get a broader range of techniques & technologies
Sample 1 - Summary of group consensus with comments to element level if applicable.	Group 1 Cr. 3 B- Cr. 4 B+ Group 2 Cr. 3 A- Cr. 4 B Group 3 Cr. 3 A- Cr. 4. A - Group 4 Cr.3. B+ Cr. 4. A- Group 5 Cr.3 - B+ Cr. 4 B+ Group 6 Cr.3 - B+ Cr. 4 A- Overall Group consensus Cr. 3 B+ Overall Group consensus Cr. 4 A-
Sample 1 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Group 1 Cr.3 they have not extended so we would need to see them try more techniques and experiment Cr. 4 demonstrate more extension, they are moving towards an A, more evidence of annotations on the contact sheets. Group 2 Cr.3 E1. Encourage students to analyse success of own work, to document the process of making in more detail, reflect on process more thoroughly. E2. Extends techniques through some experimentation to meet B rating. Cr. 4 E3. More direction to more artistic references. Or greater documentation of the artists explored. Show examples of A grade visual diaries in reference to good artistic research. Group 3 Cr.3 - Review how lighting is being used in the studio, Careful consider how colour schemes are used in the images and have more journal documentation that supports the choices made about these decisions. Cr. 4 - More references to relevant artists Research into Vanitas and more detail on colour theory and colour symbolism Group 4 Cr.3. More evidence of process and refinement of technologies (E2). Cr. 4. There was little response to artist styles, genres, and art vocabulary in the development of their concept (e3). More discussion of artist intentions and influences needed to strengthen their A. More discussion of conceptual intentions

(E5)

Group 5

Cr.3 - More experimentation with images, and technique. Show more development of images.

Cr. 4 - Give prescribed journal tasks to build up responses to styles and genres.

Group 6

Cr.3 - broader range - show alternatives to the process/technique

Cr.4 - E1 - get a broader range and extend the use of techniques & technologies

Moderation Details for Calibration - Sample 2

Sample 2 - Please identify each criterion being moderated and IF SELECTED the elements within that criterion	Criterion 3 = Overall Criterion 4 = Overall
Sample 2 - What rating (or ratings) has the group assigned this sample?	Group 1 Cr.3 B- Cr. 4 C+ Group 2 Cr.3 B Cr. 4 C+ Group 3 Cr.3 B, B, B, B, B Cr. 4 C, B, C, B-, C Group 4 Cr.3. (B+) Artwork was strong, but journal was confusing. There was some confusion around the difficulty of using technologies, and how much of the work was the student's own and not computer generated. The majority of staff determined the work could be an A, with greater documentation in technological process in their journal. There was some need for creative application of a broad range of techniques (e3). It felt like the student was repeating techniques, or at least had not clearly documented diversity of a broad range. Cr. 4. (C) Communication of ideas not clear and what the ideas were limited, they seemed to be based on fractals, but had little (E1), little artistic influence, and description of artist styles (E3). Little writing in journal all elements expressed at C standard. Group 5 Cr.3 - B, B, B, B+, B Cr. 4 - C, C, C, C, C+ Group 6 Cr.3 B Cr.4 C
Sample 2 - What evidence supports the rating (or ratings) the group has given?	Group 1 Cr.3 student had minimal personal annotations and used an application for bulk of the technique extends artistic techniques (in some aspects identified for attention) through the use of selected technologies- needs to refine Cr. 4 Lack of annotation and idea generation. The idea was very process driven relying on the app. selects and uses (from a given range) a limited number of styles to communicate ideas, emotions and information Group 2

Cr.3 E3. Beautiful final images using a range of base designs. Good resolved images.

E4. Extends ideas beyond basic images but not refines images, meeting the B rating.

Cr. 4 E3. Lacking thorough documentation of idea development to support a B rating.

E5. Artwork doesn't yet convey a range of conceptual intentions, only at a C rating currently.

Group 3

Cr.3 - Good evidence against E 1 and E3. The images look very professional and refined but it is not clear how much input the student has had on the quality of the image.

Cr. 4 - C on all elements - mostly notes printed from the internet and glued into the journal without annotation or reference to relevant artworks. Apart from an interest in fractals the students intentions are not clear yet.

What evidence would you need to see in order to assign a higher rating against each criterion?

Cr.3 - More evidence of how the algorithm has been applied by the student E1 in particular 'develop and express own ideas and designs' at the moment it is not clear what input the student is having or if this is simple input algorithm and the computer generates everything. How has the student intervened and modified the process, E3 how have they creatively applied the techniques

Cr. 4 - More engagement with research and investigation of other artwork in the journal and clearer explanation of intentions.

Some more images in the first journal that is related to the notes about fractals,

Research into patterns and some evidence visual and written communicating the visual influences for the work, more annotation and screen shots showing how the processes and technology have been applied

Group 4

Cr.3. (B+) Artwork was strong, but journal was confusing. There was some confusion around the difficulty of using technologies, and how much of the work was the student's own and not computer generated. The majority of staff determined the work could be an A, with greater documentation in technological process in their journal.

There was some need for creative application of a broad range of techniques (e3). It felt like the student was repeating techniques, or at least had not clearly documented diversity of a broad range.

Cr. 4. (C) Communication of ideas not clear and what the ideas were limited, they seemed to be based on fractals, but had little (E1), little artistic influence, and description of artist styles (E3).

Little writing in journal all elements expressed at C standard.

Group 5

Cr.3 - element 1 & 2: shows proficiency with technique, but not refined.

Cr. 4 - element 1 - limited range of communication methods. Element 5 - artwork conveys limited conceptual & expressive intentions.

Group 6

Cr.3 - range of technologies evident in the visual diary

Cr.4 - "limited" evidence across the range of elements.

Are these the students making or an already created program which you click a button???

Sample 2 - What evidence would you need to see in order to assign a higher rating (or ratings)?	Group 1

Group 1

Cr.3 - Journal could extend the evidence use of technologies and techniques

E2 refining not yet extending

E3 creatively applies a broad range Show evidence of their own CREATIVITY Demonstrate the evidence of the learning of 4D program

Cr.4 - "Limited" range for all elements

Group 2

Cr.3 E4/E2. Contact sheets of the images that didn't work from renders. Process not clearly documented. Relies on the evidence to explain process.

Cr. 4 E2/E3. Far more artistic research and refinement of idea. Techniques driven, not ideas driven at this stage. More develop of the concept and personal intentions

Group 3

Cr.3 - More evidence of how the algorithm has been applied by the student E1 in particular 'develop and express own ideas and designs' at the moment it is not clear what input the student is having or if this is simple input algorithm and the computer generates everything. How has the student intervened and modified the process, E3 how have they creatively applied the techniques

Cr. 4 - More engagement with research and investigation of other artwork in the journal and clearer explanation of intentions.

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Group 4

Cr.3. More documentation of evidence; encourage to use own photos; more reflective notes on practical work. Cr. 4. Process and ownership of work not clear and undocumented.

Group 5

	Cr.3 - element 1 & 2: Broader range of techniques shown in development of ideas & refinement of techniques.
	Cr. 4 - element 1 & 2: More annotation through visual diary; and further research into artists and artistic styles.
	Cr.3 - element 1 & 2: Broader range of techniques shown in development of ideas & refinement of techniques.
	Cr. 4 - element 1 & 2: More annotation through visual diary; and further research into artists and artistic styles.
	Group 6
	Cr.3 - Journal could extend the evidence use of technologies and techniques e2 refining not yet extending e3 creatively applies a broad range Show evidence of their own CREATIVITY Demonstrate the evidence of the learning of 4D program Cr.4 - "Limited" range for all elements
Sample 2 - Summary of group consensus with comments to element level if applicable.	Group 1 Cr.3 B- Cr. 4 B+ Group 2 Cr.3 B Cr. 4 C+ Group 3 Cr.3 B Cr. 4 C+ Group 4 Cr.3 B+ Cr. 4 C Group 5 Cr.3 B+ Cr. 4 C Group 6 Cr.3 B Cr. 4 C Overall group consensus Cr. 3 B Overall group consensus Cr. 4 C+
Sample 2 - What actions would you recommend for teachers to help the student attain a higher rating (or ratings)?	Group 1 Cr.3 relying less on an app and more personal annotations about the process and extending these techniques in the journal Cr. 4 more personal annotations and deeper thinking about the ideas in the imagery. Group 2 Cr.3 E1. Encourage students to analyse success of own work, to document the process of making in more detail, reflect on process more thoroughly. Cr. 4 E2. Extends techniques through some experimentation to meet B rating. E3. More direction to more artistic references. Or greater documentation of the artists explored. Show examples of A grade visual diaries in reference to good artistic research Group 3 Cr.3 Perhaps a video where they talk through the development of their images and how the techniques and processes have been applied.

Group 4

Cr.3. Clearer development of technical development and what elements are software verse student intention outline in visual diary.

Cr. 4. Great evidence and investigation of concept as outlined at the beginning of their diary when looking at fractals, but in need of further research of ideas and expression of intentions. This is the case in both final artwork and journal documentation.

Group 5

Cr.3 - More experimentation with images, and technique. Show more development of images.

Cr. 4 - Give prescribed journal tasks to build up responses to styles and genres.

Group 6

Cr.3 - improve the evidence of process in the learning Cr. 4 - across the range of elements the student needs extend their range of artistic principles and clarify the conceptual and expressive intentions.

Planning for March Moderation 2021 - Statewide Samples

For all courses please nominate the criteria and elements (if desired) for moderation.	Criterion 7. Observe, analyse and creatively respond to cultural influences and art works*
State the name of the person who will be providing the samples for moderation	Peta Collins and 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	N/A

would like Years 9-12
Curriculum to consider
in relation to this
course: