

NCEA Visual Arts Remote Learning and Assessment

NZQA has considered the impacts of the Covid-19 virus on teaching, learning and assessment programmes for NCEA Visual Arts. This document includes guidance for both internal and external visual arts Achievement Standards.

General Guidance

- For research standards, students will need access to internet for instruction and information about artists.
- For all standards, research, planning and trialling of visual ideas can be undertaken remotely using readily accessible drawing materials.
- For painting standards, students should have access to basic art making materials (paper, pens, pencils, paint) and internet access for artist models, to receive online instruction, and upload evidence for feedback purposes.
- For design and photography standards, students will need access to camera, computers and appropriate software (Photoshop, InDesign). Adobe has extended its school licencing to enable students to use products at home. Free software such as Gimp is also an option for home computers. This may pose issues around access and equity for some students, which will need to be considered in programme planning.
- For printmaking and sculpture standards, students should be able to undertake research and planning along with basic techniques relevant to each field. For printmaking this may include frottage, collagraph, stencils or monoprints. For Sculpture this may include cardboard maquettes, or assemblage with organic or inorganic materials.
- For developing ideas standards (1.3, 2.3, 3.3) and production standards (1.4, 2.4, 3.4) evidence for higher levels of will take longer, or not be possible, due to limited access to specialist equipment (studio lighting, colour printers, etching presses, casting facilities, etc.).
- Evidence can be documented and submitted digitally for feedback purposes and formative assessment.
- Final assessments should occur after students have returned to schools and have access to specialist resources and equipment.

Visual Arts Matrix

KEY: A colour-coding system to categorise standards according to the advice in this document.

Green	These standards are suitable for remote teaching, learning and assessment.
Blue	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Red	These standards require a collaborative process, interaction with others, or specialist equipment such as colour printers or etching presses, and are not suitable for remote teaching, learning and assessment.

Domain	Level 1	Level 2	Level 3
Visual Arts	<p>AS90913 1.1 Demonstrate understanding of art works from a Māori and another cultural context using art terminology</p> <p>This standard is suitable for remote learning and assessment. Internet access is a requirement to ensure students have access to information about artists' methods and ideas.</p> <p style="text-align: right;">4 credits Internal</p>	<p>AS91305, AS91306, AS91307, AS91307, AS91309 2.1 Demonstrate an understanding of methods and ideas from established practice appropriate to [design, painting, photography, printmaking, sculpture]</p> <p>This standard is suitable for remote learning and assessment. Internet access is a requirement to ensure students have access to information about artists' methods and ideas.</p> <p style="text-align: right;">4 credits Internal</p>	<p>AS91440, AS91441, AS91442, AS91443, AS91444 3.1 Analyse methods and ideas from established [design, painting, photography, printmaking, sculpture] practice</p> <p>This standard is suitable for remote learning and assessment. Internet access is a requirement to ensure students have access to information about artists' methods and ideas.</p> <p style="text-align: right;">4 credits Internal</p>

Drawing Conventions

Domain	Level 1	Level 2	Level 3
Visual Arts	<p>AS90914 1.2 Use drawing methods and skills for recording information using wet and dry media</p> <p>This standard is suitable for remote learning and assessment providing students have access to paper and commonly available wet and dry media. Hard copy or web-based instructions and resources are suitable. Evidence can be documented and submitted digitally or could wait until students have returned to the classroom for assessment.</p>	<p>AS91311 Painting 2.2 Use drawing methods to apply knowledge of conventions appropriate to painting</p> <p>Suitable providing students have access to paper and commonly available wet and dry media. Internet is recommended to ensure students can benefit from appropriate artist models.</p> <p>4 credits Internal</p>	<p>AS91446 Painting 3.2 Use drawing to demonstrate understanding of conventions appropriate to painting</p> <p>Suitable providing students have access to paper and commonly available wet and dry media. Internet is recommended to ensure students can benefit from appropriate artist models.</p> <p>4 credits Internal</p>
		<p>AS91310, AS91312 Design, Photography 2.2 Use drawing methods to apply knowledge of conventions appropriate to design/photography</p> <p>Suitable where students have access to computers and appropriate software (Photoshop, InDesign, etc).</p> <p>4 credits Internal</p>	<p>AS91445, AS91447 Design, Photography 3.2 Use drawing to demonstrate understanding of conventions appropriate to design/photography Blue</p> <p>Suitable where students have access to computers and appropriate software (Photoshop, InDesign, etc).</p> <p>4 credits Internal</p>

Drawing Conventions

Domain	Level 1	Level 2	Level 3
Visual Arts		<p>AS91313, AS91314 Printmaking, Sculpture 2.2</p> <p>Use drawing methods to apply knowledge of conventions appropriate to printmaking/sculpture Initial research, experiments and drafts are suitable</p> <p>Basic processes such as frottage, collagraph, or monoprints for print, or cardboard maquettes or assemblage sculpture can be undertaken.</p> <p>However, highly specialised procedures (etching presses, welding), are not suitable for remote teaching, learning and assessment. Assessment for these aspects of the standard should be deferred till students have returned to the classroom.</p> <p>4 credits Internal</p>	<p>AS91448, AS91449 Printmaking, Sculpture 3.2</p> <p>Use drawing to demonstrate understanding of conventions appropriate to printmaking/sculpture. Initial research, experiments and drafts are suitable</p> <p>Basic processes such as frottage, collagraph, or monoprints for print, or cardboard maquettes or assemblage sculpture can be undertaken.</p> <p>However, highly specialised procedures (etching presses, welding), are not suitable for remote teaching, learning and assessment. Assessment for these aspects of the standard should be deferred till students have returned to the classroom.</p> <p>4 credits Internal</p>

Developing Ideas

Domain	Level 1	Level 2	Level 3
Visual Arts	<p>AS90915 1.3 Use drawing conventions to develop work in more than one field of practice</p> <p>Suitable for painting providing students have access to paper and media in their homes. Evidence can be documented and submitted digitally or could wait until students have returned to the classroom for assessment.</p> <p>Students may focus on painting for the duration of the lockdown, and then explore the second field when students have returned to the classroom.</p> <p>Design, photography, printmaking and sculpture would be suitable where students have home access to specialist equipment and software.</p> <p>6 Credits Internal/External</p>	<p>AS91316 Painting 2.3 Develop ideas in a related series of drawings appropriate to established painting practice</p> <p>Suitable providing students have access to paper and commonly available wet and dry media. Internet access is essential to enable ongoing guidance from teachers and to ensure students can benefit from appropriate artist models.</p> <p>4 credits Internal</p>	<p>AS91446 Painting 3.3 Systematically clarify ideas using drawing informed by established painting practice</p> <p>Suitable providing students have access to paper and commonly available wet and dry media. Internet access is essential to enable ongoing guidance from teachers and to ensure students can benefit from appropriate artist models.</p> <p>4 credits Internal</p>
		<p>AS91315, AS91317 Design, Photography 2.3 Develop ideas in a related series of drawings appropriate to established design/photography practice</p> <p>Suitable where students have access to computers and appropriate software (Photoshop, InDesign, etc). Internet access is essential.</p> <p>4 credits Internal</p>	<p>AS91450, AS91452 Design, Photography 3.3 Systematically clarify ideas using drawing informed by established design/photography practice</p> <p>Suitable where students have access to computers and appropriate software (Photoshop, InDesign, etc). Internet access is essential.</p> <p>4 credits Internal</p>

Drawing Conventions

Domain	Level 1	Level 2	Level 3
Visual Arts		<p>AS91318, AS91319 Printmaking, Sculpture 2.3</p> <p>Develop ideas in a related series of drawings appropriate to established printmaking/sculpture practice Initial research, experiments and drafts are suitable.</p> <p>Clarification may be limited depending on the production methods identified by the student. Internet access is essential.</p> <p>However, extension through advanced processes (etching presses, welding), is not suitable for remote teaching, learning and assessment. Assessment for these aspects of the standard should be deferred till students have returned to the classroom.</p> <p>Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.</p> <p>4 credits Internal</p>	<p>AS91453, AS91454 Printmaking, Sculpture 3.3</p> <p>Systematically clarify ideas using drawing informed by established printmaking/sculpture practice Initial research, experiments and drafts are suitable.</p> <p>Clarification may be limited depending on the production methods identified by the student. Internet access is essential.</p> <p>However, extension and regeneration through advanced processes (etching presses, welding), is not suitable for remote teaching, learning and assessment. Assessment for these aspects of the standard should be deferred till students have returned to the classroom.</p> <p>Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.</p> <p>4 credits Internal</p>

Production Standards

Domain	Level 1	Level 2	Level 3
Visual Arts	<p>AS90916 1.4 Produce a body of work informed by established practice, which develops ideas, using a range of media</p> <p>Unsuited to digital programmes and specialist sculptural/printmaking at year 11. Students would need to focus of research and planning in preparation for returning to school.</p> <p>Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.</p> <p>Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) if remote teaching and learning support is unavailable.</p> <p>However, suitable for research, planning and drawing experiments. Internet access is recommended to ensure students have ongoing feedback from teachers and access to artist models.</p> <p>Painting programs could advance to higher levels where students have access to appropriate materials (wet strength paper, acrylic/oil paint, brushes).</p> <p>12 credits External</p>	<p>AS91321 Painting 2.4 Produce a systematic body of work that shows understanding of art making conventions and ideas within painting</p> <p>Assessment of advanced conceptual or pictorial ideas should occur after schools have resumed.</p> <p>Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) if remote teaching and learning support is unavailable.</p> <p>However, suitable for research, planning, experiments and initial outcomes. Internet access needed for artist models and teacher guidance.</p> <p>12 Credits External</p>	<p>AS91456 Painting 3.4 Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice</p> <p>Assessment of advanced conceptual or pictorial ideas should occur after schools have resumed.</p> <p>Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) if remote teaching and learning support is unavailable.</p> <p>However, suitable for research, planning, experiments and initial outcomes. Internet access needed for artist models and teacher guidance.</p> <p>14 Credits External</p>

Production Standards

Domain	Level 1	Level 2	Level 3
Visual Arts		<p>AS91320, AS91322 Design, Photography 2.4</p> <p>Produce a systematic body of work that shows understanding of art making conventions and ideas within design/photography</p> <p>Assessment of advanced conceptual/pictorial ideas and sophisticated technical outcomes should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) if remote teaching and learning support is unavailable.</p> <p>However, suitable for initial research, concept planning and some development.</p> <p>Digital developments and final outcomes are possible where students have specialist hardware and software. Internet access needed for artist models and teacher guidance.</p> <p>Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.</p> <p>12 Credits External</p>	<p>AS91455, AS91457 3.4</p> <p>Produce a systematic body of work that integrates conventions and regenerates ideas within [field] practice</p> <p>Assessment of advanced conceptual/pictorial ideas and sophisticated technical outcomes should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) if remote teaching and learning support is unavailable.</p> <p>However, suitable for initial research, concept planning and some development.</p> <p>Digital developments and final outcomes are possible where students have specialist hardware and software. Internet access needed for artist models and teacher guidance.</p> <p>Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.</p> <p>14 Credits External</p>

Production Standards

Domain	Level 1	Level 2	Level 3
Visual Arts		<p>AS91323, AS91324 Printmaking, Sculpture 2.4</p> <p>Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking/sculpture</p> <p>Assessment of advanced conceptual/pictorial ideas and sophisticated outcomes requiring specialist equipment (casting, etching presses) should occur after schools have resumed.</p> <p>Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) if remote teaching and learning support is unavailable.</p> <p>However, suitable for research, concept planning and some development with drawing materials and simple production options (monoprint, paper maquettes).</p> <p>Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.</p> <p>Internet access needed for artist models and teacher guidance.</p> <p>12 Credits External</p>	<p>AS91458, AS91459 Printmaking, Sculpture 3.4</p> <p>Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking/sculpture practice</p> <p>Assessment of advanced conceptual/pictorial ideas and sophisticated outcomes requiring specialist equipment (casting, etching presses) should occur after schools have resumed.</p> <p>Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) if remote teaching and learning support is unavailable.</p> <p>However, suitable for research, concept planning and some development with drawing materials and simple production options (monoprint, paper maquettes).</p> <p>Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.</p> <p>Internet access needed for artist models and teacher guidance.</p> <p>14 Credits External</p>

Production Standards

Domain	Level 1	Level 2	Level 3
Visual Arts	<p data-bbox="282 233 880 368">AS90917 1.5 Produce a finished work that demonstrates skills appropriate to cultural conventions</p> <p data-bbox="282 405 792 571">Suitable projects might include portrait painting (e.g. Rita Angus, Frida Kahlo), environmental sculpture (e.g. Andy Goldsworthy) or home-based object installation (e.g. Tony Cragg).</p> <p data-bbox="282 608 866 703">Evidence can be documented and submitted digitally or could wait until students have returned to the classroom for assessment.</p> <p data-bbox="282 740 871 1043">Students with personal skills/interests and/or specialist equipment/software may undertake personal projects with remote guidance of the teacher. These may include computer generated imagery, video outcomes, home murals, etc. Teacher guidance is essential to ensure that students identify and pursue an appropriate visual arts cultural convention.</p> <p data-bbox="282 1080 860 1187">However, collaborative projects and those requiring extensive teacher guidance and/or specialist equipment are unsuitable.</p> <p data-bbox="282 1426 880 1458">4 Credits Internal</p>	<p data-bbox="902 233 1500 368">AS91325 2.5 Produce a resolved work that demonstrates control of skills appropriate to cultural conventions</p> <p data-bbox="902 405 1487 571">Suitable projects might include portrait painting (Rita Angus, Frida Kahlo), environmental sculpture (Andy Goldsworthy) or home-based object installation (Tony Cragg).</p> <p data-bbox="902 608 1487 703">Evidence can be documented and submitted digitally or could wait until students have returned to the classroom for assessment.</p> <p data-bbox="902 740 1491 1043">Students with personal skills/interests and/or specialist equipment/software may undertake personal projects with remote guidance of the teacher. These may include computer generated imagery, video outcomes, home murals, etc. Teacher guidance is essential to ensure students identify and pursue an appropriate visual arts cultural convention.</p> <p data-bbox="902 1080 1480 1187">However, collaborative projects and those requiring extensive teacher guidance and/or specialist equipment are unsuitable.</p> <p data-bbox="902 1426 1500 1458">4 Credits Internal</p>	<p data-bbox="1523 233 2121 400">AS91460 3.5 Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context</p> <p data-bbox="1523 437 2105 533">Collaborative projects and those requiring extensive teacher guidance and/or specialist equipment are unsuitable.</p> <p data-bbox="1523 569 2105 735">Suitable projects might include portrait painting (Rita Angus, Frida Kahlo), environmental sculpture (Andy Goldsworthy) or home-based object installation (Tony Cragg).</p> <p data-bbox="1523 772 2105 868">Evidence can be documented and submitted digitally or could wait until students have returned to the classroom for assessment.</p> <p data-bbox="1523 904 2112 1208">Students with personal skills/interests and/or specialist equipment/software may undertake personal projects with remote guidance of the teacher. These may include computer generated imagery, video outcomes, home murals, etc. Teacher guidance is essential to ensure students identify and pursue an appropriate visual arts cultural convention.</p> <p data-bbox="1523 1244 2098 1340">However, collaborative projects and those requiring extensive teacher guidance and/or specialist equipment are unsuitable.</p> <p data-bbox="1523 1426 2121 1458">4 Credits Internal</p>

