

# **National Qualifications Framework Levels 1 – 3, 2011**

## **Visual Arts**

### **National Moderator's Report**

## **National Moderator's Report for Visual Arts**

### **General Guidance for Assessors**

The purpose of external moderation is to provide reassurance that teacher judgements are at the national standard and are made on the basis of assessment materials that are fair and valid. All assessment materials are expected to:

- give the student the opportunity to meet the requirements of the standard
- include an assessment schedule that gives evidence of appropriate student responses and clear judgements at all levels.

To help to ensure best assessment practice teachers need to access the Subject Specific Resources for Visual Arts on the NZQA website: [www.nzqa.govt.nz/visualart](http://www.nzqa.govt.nz/visualart)

The resources on this webpage include:

1. annotated student exemplars
2. clarification of issues with the standards
3. newsletters - current and archived editions
4. previous national moderator reports
5. a link to the TKI resources

A number of issues addressed in previous National Moderator's Reports continue to be relevant:

- Digital Submissions
- Appropriate Research Evidence
- Artists from Outside the Field of the Standard
- Evidence for More than One Standard
- Integrated Standards
- Group activities
- Selection of Artist Models
- Appropriated Imagery

### **General comments**

#### **Using TKI Resources**

It is intended that TKI assessment resources be adapted to better suit the available resources, the knowledge, experiences and interests of students in individual schools.

#### **Using Written Response Templates for Research Standards**

The use of 'written response templates' has become a popular and effective strategy for visual arts research standards at all levels. While these resources are entirely appropriate for addressing the literacy needs of particular students, there are two significant issues to consider in relation to those students who wish to gain higher levels of achievement in 2012.

#### *Meaning and Cultural Context*

Data entry spaces for pictorial meaning, artist intention, and cultural influences need to be prioritised over the summary of technical features and biographical information. For Merit and Excellence responses, students need to concentrate on the meaning and context of art works rather than descriptions of stylistic features.

### *Template Limitations*

The sizes of template spaces can limit students' opportunity to present the sustained and detailed responses needed for higher levels of achievement. For students with higher aspirations it is recommended that templates are used as research and planning tools rather than final evidence presentation formats.

### **Specific Issues for the New Level One Standards:**

#### **90913 Demonstrate understanding of art works from Māori and other cultural contexts using art terminology.**

Typically students will need to discuss at least four works by New Zealand artists of which at least two should be from artists working within a Māori cultural context. The remaining art works may be from a cultural context relevant to students which may include New Zealand European, Pacific, or Asian. For higher levels of achievement students need to move beyond the description of pictorial features to explain how and why these features have been influenced by cultural, geographic, historical, and technical influences to communicate personal ideas.

Successful submissions will typically reveal independent research from appropriate sources (books, magazines, the internet) rather than simply unpacking the colour, compositional and technical aspects of the work. This research into the communicative intention and circumstances that gave rise to the art work is required to demonstrate the in-depth understanding needed to move beyond Achieved. For Excellence, students need to make strong connections between the art works and their cultural contexts.

#### **90914 Use drawing methods and skills for recording information using wet and dry media.**

The focus of this standard is exclusively on the recording of information such as colour, tone, line, form, space, and surface texture. The consideration of compositional conventions required of the previous standard 90019 is not an assessment requirement for this standard.

Where the student skill level differs for the use of dry and wet media, teachers need to take this variable performance level into account. Care needs to be taken to ensure that students have sufficient opportunity to develop skills in both wet and dry modes of drawing. This typically means at least three significant works in each mode.

When undertaking photography and design approaches within the context of this standard, while a photograph and illustration processes often include recording with wet and dry media, digital camera and computer software does not sit comfortably within conventional interpretations for wet (paint, ink, dye, shellac) and dry (pencil, pen, crayon, pastel, charcoal) processes. In essence the use of a camera to generate images aligns more closely with the 'use drawing conventions in field' (composition, light, framing, viewpoint) assessment outcome for achievement standard 90915.

#### **90915 Use drawing conventions to develop work in more than one field of practice.**

Attempting to operate in more than two fields may limit a student's opportunity to demonstrate the 'comprehensive understanding' needed for Excellence.

Where the level of understanding of conventions differs for each field, teachers need to take this variable performance into account. Care needs to be taken to ensure that students have sufficient opportunity to develop ideas and demonstrate understanding in both fields. This typically means a period of research into established practice, technical experiments and planning drawings, followed by one or more significant works in each field.

A mixed media outcome (art work that combines printmaking and painting) is a valid approach for this standard although sustained development of technical methods and pictorial ideas needs to be demonstrated in each field.

**90917 Produce a finished work that demonstrates skills appropriate to cultural conventions.**

A key issue with this standard is the requirement to clearly identify the conventions associated with the project. Students need to be aware of specific technical, stylistic and procedural protocols associated with the work being undertaken. An example of the type of information needed is available in the TKI assessment resources. Projects need to be of an appropriate scale and complexity in relation to the four credit weighting and level one status of the standard.

A period of research, planning, and technical trialling is also likely to be needed although the assessment of student evidence should be based entirely on the quality of the finished work. This preparatory evidence may be undertaken as a pre-learning activity or integrated into the previous level one standards.

This standard provides opportunity for students to engage in group projects and where this approach is adopted, teachers need to ensure that strategies are in place to assess the individual contribution and performance of students.

**The National Moderator reports will be replaced by newsletters and clarifications documents from 2012.**