

**Field                      Arts and Crafts****Review of *Practical Art* Level 1 achievement and unit standards****Unit standards**

Subfield	Domain	ID
Visual Arts	Practical Art	9041-9044, 9049, 19376, 19377

**Achievement standards**

Domain	ID	Subject reference
Practical Art	90018-90021	1.1-1.4

The Ministry of Education and NZQA National Qualifications Services have completed a review of the achievement and unit standards listed above.

**New Registration date                      November 2010**

**Date new versions published              November 2010**

**Planned review date                         December 2014**

**Summary of review and consultation process**

In 2008 the Ministry of Education (MoE) and NZQA began to review achievement and unit standards in light of the revised New Zealand Curriculum (NZC). This Alignment of Standards (AoS) review also addressed duplication of outcomes, credit parity, fairness, consistency, and coherence. The AoS review was guided by the revised NZC itself and the Standards Review Guidelines. A copy of the NZC is available at <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>.

National consultation was undertaken in 2009, with the results analysed by Research New Zealand. The responses were generally positive. Teacher subject associations were involved in the review and draft achievement standards were the focus of wide consultation, especially with secondary schools and teachers. Extensive resources, including student exemplars, were also developed to support these standards, and are available on the MoE and/or the NZQA websites.

The review of unit standards included consultation with tertiary providers to assess continued relevance and likely future use of the standards. Unit standards that duplicate achievement standard outcomes and those without the likelihood of future tertiary use were recommended for expiry.

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The review of unit and achievement standards at Level 1 was completed in time for implementation in schools in 2011. Standards at Levels 2 and 3 will be implemented in 2012 and 2013 respectively.

## Main changes resulting from the review

- All NZC Level 6 (NZQF Level 1) outcomes derived from the NZC are now assessed using achievement standards, and any unit standards are no longer linked to NZC.
- Existing achievement standards were reviewed and new achievement standards were developed to align with the NZC. See Exclusions List below.
- Grading criteria for achievement standards were reviewed in accordance with the Standards Review Guidelines.
- Unit standards that recognised similar outcomes as achievement standards were designated expiring. See Review categories table below.

## Impact on Accreditation and Moderation Action Plan (AMAP)

All new achievement standards have been registered on AMAP 0233.

Further detail on the outcomes of the review of Practical Art achievement standards can be found in Appendix 1.

## Impact of changes on [NCEA Exclusions List](#)

For transition purposes, the following exclusions will apply for new achievement standards. This transition will apply until December 2011 only.

New achievement standard	Excluded against each of these standards
90914	90019, 9049
90916	9044

## Review Categories and changes to classification, title, level, and credits

The following summary shows the changes made to the standards as a result of the review. All changes are in **bold**. Where a new or new version of an externally assessed achievement standard is registered, the following designation appears after the title [Externally Assessed].

Key to review category	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</b>	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
<b>C</b>	Major changes that necessitate the registration of a replacement standard with a new ID
<b>D</b>	Standard will expire and not be replaced

<b>Externally assessed achievement standards categorised as category C or D expire at the end of</b>	<b>December 2010</b>
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<b>Internally assessed achievement standards and unit standards categorised as category C or D expire at the end of</b>	<b>December 2011</b>
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## Arts and Crafts &gt; Visual Arts &gt; Practical Art

ID	Title	Level	Credit	Review Category
9041	Make and use a pinhole camera	1	4	D
9042	Research and respond to the art and art work of Aotearoa New Zealand	1	6	D
9043	Use established drawing methods to record and analyse information for making 2D art work	1	6	D
19376	Develop 3D work using ideas and methods from established practice	1	8	D
19377	Develop design solutions from a given design situation using established ideas and methods	1	8	D
90018	Investigate Māori and European art works from established practice	1	3	D
90020	Generate and develop ideas in making art works	1	12	D
90021	Extend ideas in media and techniques to produce new work	1	4	D
<b>90913</b>	<b>Demonstrate understanding of art works from Māori and other cultural contexts using art terminology</b>	<b>1</b>	<b>4</b>	<b>New</b>
9049	Develop basic drawing methods and skills	1	4	C
90019	Use drawing processes and procedures	1	5	C
<b>90914</b>	<b>Use drawing methods and skills for recording information using wet and dry media</b>	<b>1</b>	<b>4</b>	
<b>90915</b>	<b>Use drawing conventions to develop work in more than one field of practice</b>	<b>1</b>	<b>6</b>	<b>New</b>
9044	Develop art work from pictorial ideas generated in previous drawing study	1	6	C
<b>90916</b>	<b>Produce a body of work informed by established practice, which develops ideas, using a range of media [Externally assessed]</b>	<b>1</b>	<b>12</b>	
<b>90917</b>	<b>Produce a finished work that demonstrates skills appropriate to cultural conventions</b>	<b>1</b>	<b>4</b>	<b>New</b>

## **Appendix 1**

### **Development of Visual Arts Standards**

#### **Process of Aligning Standards with the New Zealand Curriculum**

The new matrix has been designed to facilitate assessment of cross-curricular rich learning opportunities and personalised learning programmes for students.

Robust discussion occurred about the retention of the large credit production standards (folio), particularly in order to retain the rigour of external assessments in a national and global setting. The wording of the large production standards needed to acknowledge a holistic approach to learning, and be flexible enough that a wide range of evidence will be presented.

A greater flexibility of assessment mode was discussed in order to cope with new media and technologies. The assessment of time-based and new media art work is currently under investigation by NZQA, and could be assessed using the proposed external standards.

The new internal production standard AS1.5 (90917) is not field specific, and could only be used to assess a single artwork at each level.

#### **Addressing Duplication**

During the process of reviewing the standards liaison with other subjects has occurred to ensure that duplication between standards is eliminated. It is intended that the new matrices complement one another.

#### **Addressing Credit Parity**

The Credit Parity principle - one credit should reflect a notional 10 hours of learning, practice and assessment for an average candidate - gives a clear guideline to the allocation of credit value. This principle has been used to allocate credits to all achievement standards.

#### **External and Internal Assessment**

The writing group have retained a similar balance of external and internal assessment.

#### **What Has Changed?**

The new production standard AS1.5 allows for assessment of a much wider range of art practice than is currently available. In addition, it is designed to encourage work from a range of social and cultural contexts from learners who may face barriers because of the current requirements of external assessment.

Most current unit standards represent duplication of parts of the achievement standards and have therefore been designated as expiring and will not be replaced.

## Responses to Consultation Feedback

Feedback from consultation resulted in some changes to the draft standards. These are summarised below.

AS1.1 (90913)      *Demonstrate understanding of artworks from cultural contexts using art terminology*

- This standard has been expanded to include the study of art works from other cultures which makes it possible to consider art works other than exclusively those of European or Maori origin.

AS1.2 (90914)      *Use drawing methods and skills for recording information using wet and dry media*

- In response to feedback asking for clarification of the term 'drawing', the term 'drawing methods' has been used to refer to the use of techniques, skills and media for making drawings, and 'drawing' has been used to refer to the 'thinking and working process' underpinning art making processes.

AS1.3 (90915)      *Use drawing conventions to develop work in more than one field of practice*

- Substantial feedback expressed concern at the amount of learning required for students to achieve this standard. In response, the credit value of this standard has been increased to 6 to reflect the requirement to work in two fields of practice. AS1.2, the 'drawing methods' standard has remained at 4 credits.
- An additional explanatory note for 'develop ideas' has been added to further clarify the difference between AS1.2 and AS1.3.
- Feedback indicated that there was some concern about possible disparity between the quality of evidence in the two fields assessed for AS1.2. This is a teaching and learning issue, and should be addressed in the anticipated Teaching and Learning Guide for this subject. Exemplars will provide a visual guide to support this. Teachers should allow the opportunity for students to develop competency in more than one field of practice.
- A note has been added to the Conditions of Assessment for this standard that clarifies the need to demonstrate the characteristics and constraints of established practice in more than one field, particularly where individual works combine two or more fields.

AS1.4 (90916)      *Produce a body of work informed by established practice, which develops ideas, using a range of media*

- Substantial feedback was received regarding confusion about the difference between the terms 'coherence' and 'fluency'. In response a change has been made to the Merit criteria requiring a '.. systematic body of work.. develops ideas using a range of media with control.', and the Excellence criteria requiring a '.. systematic body of work.. clarifies ideas using a range of media with facility.'

AS1.5 (90917)      *Produce a finished work that demonstrates skills appropriate to cultural conventions*

- In response to feedback asking for further explanation and guidance about 'cultural conventions' the definition has been supported by further examples from both traditional and contemporary practice.
- Feedback both supported and questioned the 4 credit value of this standard. Acknowledging the notional relationship of 10 hours per credit it was decided that the 4 credit value remain. Exemplars for the standard will provide further guidance for this, as will the Teaching and Learning Guide.