## **ASSESSMENT RUBRIC: HOW DID I GO?**

## THE ARTS - VISUAL ARTS YEARS 5 AND 6 ACHIEVEMENT STANDARD (AUSTRALIAN CURRICULUM)

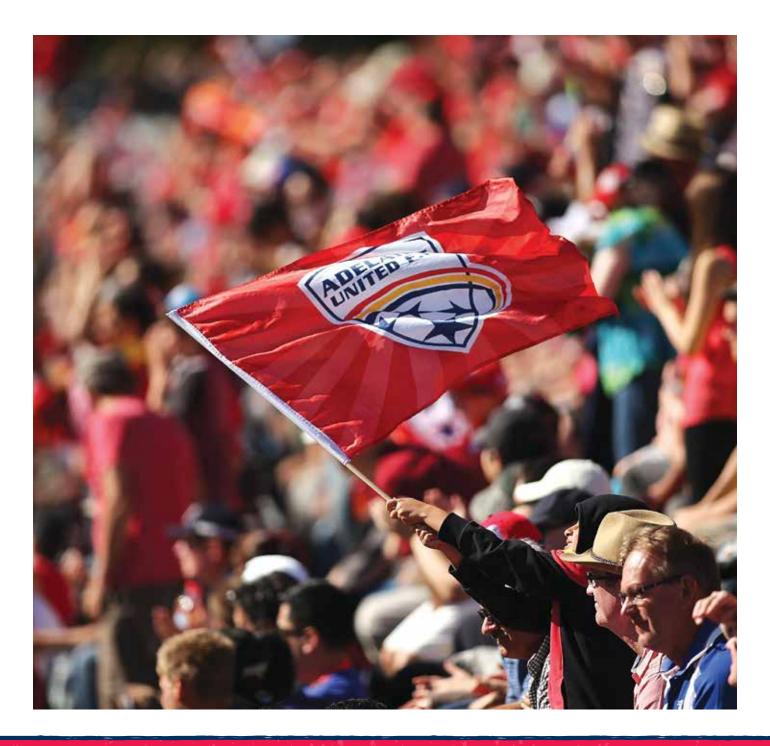
By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.

Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

## THE ARTS - MEDIA ARTS YEARS 5 AND 6 ACHIEVEMENT STANDARD (AUSTRALIAN CURRICULUM)

By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places.

Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.



## **ASSESSMENT RUBRIC: HOW DID I GO?**

Rate yourself for this unit by ticking one of the columns for each statement. Ask your teacher to do the same. Are there differences? Similarities? Talk to your teacher about them.

STATEMENT	EXCELLENT		VERY GOOD		GOOD		DEVELOPING	
MY CHALLENGES	ME	TEACHER	ME	TEACHER	ME	TEACHER	ME	TEACHER
OUR ART EXHIBITION								
I was well prepared and knew my role.								
I looked at the audience as I was speaking.								
I spoke at a good pace - not too slow or not too fast.								
I used expression and changed my voice to make my point.								
I used visual aids to enhance my presentation e.g. artwork, video, PowerPoint/Keynote, images etc.								
KNOWING ABOUT OUR COMMUNITY AND CLUB - CREATING A TEAM LOGO								
I know the elements that can make up a football logo.								
I can investigate the symbols and images of my community to include in my logo.								
I can apply symbols, images and colours from my community to our football logo.								
I can explain how ideas are represented in artworks I make and view.								
DEVELOPING OUR MASCOT MASKS								
I can describe the influences of artworks and practices from different cultures.								
I can recognise distinctive features of Asian masks.								
I have the development of my ideas and exploration recorded in my workbook.								
I can follow step-by-step instructions when creating my 2D or 3D mask.								
I can talk about the artistic features of my work and the work of others.								
I can explain why I displayed my artwork the way I did at our postcard exhibition.								
FINISHED WORK								
I have achieved the interpretation aims I set out in my workbook.								
I can use appropriate design composition, line, shape, tone, texture and colour.								
I can use artistic techniques and processes appropriately.								
I have used an appropriate level of imagination and creativity in my final artwork.								
WORKING WITH OTHERS								
I can show respect to others by allowing them to contribute to discussions and listening to their ideas.								
I can participate in and contribute to discussions.								
I can clarify my understanding by asking questions.								
I can plan, rehearse and deliver a presentation with my team.								
I can express an opinion and justify my ideas.								