

ASSESSMENT TOOLKIT

ASSESSOR GUIDE

CUV50111 - Diploma of Visual Art



Cultural Studies (CSV)

CUVRES502A Analyse cultural history and theory



VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

Assessment Toolkit – ASSESSOR INFORMATION

Assessor Competencies

The VET Quality Framework specifies mandatory competency requirements for assessors within the Standards NVR Registered Training Organisations. ASQA SNR Standard 15.4 requirements are detailed below:

Training and assessment are conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence

Assessments must meet the criteria set out in the SNR Standard 15.5. The mandatory assessment requirements are detailed below:

Assessment, including Recognition of Prior Learning (RPL):

- a) meets the requirements of the relevant Training Package or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence
- c) meets workplace and, where relevant, regulatory requirements
- d) is systematically validated.

Assessment of Employability Skills

- Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way

Access and Equity

- An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Reasonable Adjustments

The purpose of reasonable adjustment is to make it possible for learners to participate fully. It's not to give learners with a disability an advantage over others, to change course standards or outcomes, or to guarantee success. A reasonable adjustment in teaching, learning and assessment activity needs to be justifiable and uphold the integrity of the qualification. RTOs are obliged by law to provide reasonable adjustment to ensure maximum participation of learners with a disability in teaching, learning and assessment activities.

To ensure the participation of all learners, RTOs are obliged to:

- make sure that course activities are sufficiently flexible
- provide additional support to learners where necessary
- where a learner cannot participate, offer a reasonable substitute within the context of the overall course.

Suggested Reasonable Adjustments examples:

- Extend or modify timeframes for assessment.
- Consider the impact of the type of assessment task on the learner with a disability.
- Present information in a range of media (increases accessibility).
- Use oral assessments (presentations, recorded responses, and telephone sessions) as alternatives to written tasks.
- Seek evidence from a third party to demonstrate competence (statutory declaration, video of the learner undertaking a task).
- Ensure the language of assessment instruments does not create barriers (use plain English).

Assessment Toolkit – STUDENT INFORMATION

The following assessments are designed to assess the knowledge and skills you have gained from your training. You will be required to demonstrate your ability to perform tasks in both a simulated workplace environment and regulated education & care service provider.

Assessment Task List	Date of Assessment
1. Essay (writing and research skills)	Classes 3 (concept) & 7 (final essay)
2. Participation & Online Discussion	Class 16 (progressive)
3. Personal Manifesto Project	Class 13
4. Fluxkit (group project)	Class 16

Assessment Requirements

Please read the following instructions about your assessment. They will help you to achieve the level of performance required for a successful assessment.

- It is important that you clearly understand all the requirements of this assessment. If you are having difficulty with the terms or the steps to follow please speak to your teacher / instructor prior to commencing.
- The assessment **Task descriptor(s)** and **Criterion marking sheet(s)** are designed to help you progress in a logical manner through the assessment tasks. Throughout the assessment you are encouraged to **self-assess** your work.
- There might be quality checkpoints highlighted throughout the assessment that you need to observe. At these points your teacher/instructor will check your work prior to progressing.
- A holistic approach to assessment means you will be assessed on a range of skills and knowledge and your ability to perform in a professional manner These skills will include:
 - The way you work safely with fellow workers/students
 - Your ability to organise and plan the task
 - Working efficiently with regard to your time and materials.
- During the assessment you may be asked by your teacher to explain various aspects of the job you are doing, or about similar jobs or situations, to determine your ability to problem solve and transfer knowledge to similar situations.
- On completion of this assessment your assessor will provide feedback. You should also take this opportunity to discuss any concerns you had with the assessment.
- Students are required to complete all assessment tasks to a satisfactory standard in order to be deemed competent in the units included in this cluster.

Re-assessment

- If the student does not achieve the required standard, they will be given the opportunity to be re-assessed by the RTO trainer/assessor. Arrangements will be made on an individual basis.

The assessor guide needs to mirror the student assessment workbook tasks and expectations for each assessment. This guide also needs to include all the expected responses, behaviours and outcomes for each of the assessment tasks. Ensure that the responses, observation behaviours and outcomes are detailed in red under each key tasks within the assessment.

These responses must be moderated with all staff teaching and assessing in this unit / or unit cluster to ensure reliability in the judgment process for students.

Assessment Method Descriptors

Key	Assessment method	Description
QS	Questioning oral/written	Assessor will ask a range of questions from the moderated bank of questions that supports the underpinning skills and knowledge required for competency in this unit. Questions may be answered in written or oral form.
WN	Written notes	Written notes, activities or student resource materials to support the achievement of underpinning knowledge required to achieve competency in this unit.
TB	Test bank	Test bank assessment that supports the underpinning skills and knowledge required to achieve competency in this unit.
PO	Practical observation	Assessor will observe the student complete practical task/s against the assessment criteria to the required specification in the workplace.
DM	Demonstration	Assessor will observe the student complete practical task/s against the assessment criteria to the required specification in a simulated work environment.
CS	Case study/project	Workplace based projects or case study reports to support the underpinning skills and knowledge required to achieve competency in this unit.
LB	Logbook	Evidence of practical work and/or assessment tasks completed at the workplace via personal logbook.
3P	Third party report	Assessor will seek a report from workplace employer, supervisor or other approved party on the performance of an apprentice in the workplace against assessment task criteria and requirements of the unit.
WD	Workplace documents	Copies of workplace documents to support the underpinning skills and knowledge required to achieve competency in this unit.

Practical Placement Component of the Course

NA

Supporting Documentation – Third Party Report

NA

Assessment Task 1 - Essay (research & writing skills)

1. Project Description

Overview

People working across all creative sectors enrich their professional practice through their understanding of cultural history and theory. We are fortunate to have some excellent cultural heritage institutions in Melbourne - and some of these are within walking distance of this campus at City Flinders (or a short ride on public transport).

This project is an introduction to critical analysis: a form of seeing and writing that examines content in detail in order to discover meaning.

Writing a review of cultural material consists of a set of 'ingredients' that communicate both ideas and descriptions with a balance of objectivity and informed opinion. An art review should position the reviewed work within either a broader social context/history or within the practice of a particular media. It should also provide the readers with a framework for developing their own opinion. An objective and informed voice is an essential ingredient of the review.

This first assessment task will give you a chance to demonstrate your research and writing skills. It will involve selection, research and critical analysis in the form of a written piece based upon art/design works that you may select from the last 114 years of art/design practice.

We will visit the **NGV International** in the first Cultural Studies class to see some of the **Melbourne Now** exhibition and get an overview of the permanent collections held there. This will give you a starting-point in selecting and researching a genre and a couple of artists from that genre that may have their work held in NGV collections or you may choose works from any artists that were created after 1900 - so approximately works produced over the last 114 years. These works may be Australian or International, design pieces or artworks - depending on your preference and relationship to your own creative practice.

You will prepare a review that analyses between 2 - 4 works. You should discuss these works, their creators, and the time and place of their creation. This is only a short piece of writing, so a deep analysis of a small number of pieces and the context of their creation is preferable to a shallow description of many works.

You will be assessed on your selection process, the research you have undertaken to investigate your chosen works/creators, your critical analysis of the information found in your research, and the way you present the knowledge you have gained as presentation and written content.

Your text will comprise **a short essay/review of approximately 800 - 1000 words**, and you should include images in your document if they are properly referenced. You must reference your research sources, and create a bibliography at the end of your text. You will be shown the correct standards and procedures to use for citation, referencing and bibliography in Class 02.

Accompany your review with at least two quotes that have been derived from your independent research of the work, and at least one selected support image per artwork that clearly communicates the work.

All forms of support material should represent and reinforce your written focus. Relevance and the capacity to inform and add value to your opinion or argument about the supporting research material should be a prerequisite in your selection of material.

2. Requirements

Technical Development

- Use of diverse research sources - first-hand experience of the piece in the gallery, online content, any electronic or hard-copy publications you can find relating to the works, the artists & the genres being investigated;
- Use of word processing software such as Microsoft Word or OpenOffice (free software);

- Inclusion of digital images in your document where necessary;
- Export of your document to PDF format;
- Email submission of PDF by due date.

Content Development

Project guidelines & Working questions

The broad ingredients of an art review consist of an informative *overview* and an informed *opinion* of the artwork. This information is derived from both primary and secondary forms of research.

A well-researched review contributes to a well-informed or *qualified* opinion.

Primary research is derived directly. This will be a result of you seeing the artwork first hand. Secondary research is derived from indirect sources such as art books or journals, catalogue text, on-line research, gallery websites, etc. This will be a product of your follow-up research.

One approach in describing an artwork can consider the discussion of **Form, Content and Context** of the work.

Form

- What do you see?
- What are the elements, components or materials that comprise the artwork?
- How have the materials comprising the work been treated?
- How has the space surrounding the work been treated?
- What is the style of the work? Can you think of any other work that sits within this known style?
- Compare this other work with the work you have selected to review. How are they similar? How are they different?

Content

- What is the work about?
- How do you think the artist[s] has treated the formal elements to influence the viewers' experience of the work? for example: Has the treatment of materials impacted upon the meaning of the work?
- Do you think the viewers' experience of the work is *directly* linked to the content of the work?
- Has the environment surrounding the work become part of the work? How has this been achieved?

Context

- If the work is other than a 2-dimensional work, where is it? How does it interact with its installation?
- Is the site an important part of the context and how does it interact with other works in its proximity?
- If the work is 2-dimensional what is the social context of the work? Within what body of work does it exist and how does it fit within that work?
- Does the work react to works created either before or at the same time? What are the specifics of this relationship?
- How does the Time and Place (geospatial location) of the work's creation impact upon how that work might be understood?

Informed Opinion:

- Based on the above research, do you think the work you have chosen is a successful example of work within its context? What has lead to your opinion?
- Though this opinion is subjective, consider qualifying your opinion with evidence to support your discussion and/or argument.

Assessment Criteria

- Clear written expression
- Clear and concise discussion of form
- Clear and concise discussion of content
- Clear and concise discussion of context
- Relevant support material

- Varied and relevant independent research
- Incorporation of research and references into body of discussion
- Comparative analysis
- Grounded and informed expression of opinion
- Concisely expressed ideas and points
- Correct use of reference, quotation and bibliography.
- Grammatically correct text without typographical error (read your work aloud or have others read your work & use spell-check please).

You will present your findings to a small group in the workshop. Groups will be organised so that each group contains a diverse selection of topics so you all learn something about the content researched by your classmates.

3. Specifications - What to submit

Class 3: a short concept for your essay – the theme and direction of your discussion

Class 7: final essay – approximately 1500 words, In-line images for works discussed and bibliography.

Convert your word processing document to PDF and name your PDF file as follows:

LASTNAMEfirstname_CSV_AT1_2015.pdf

Submit PDF format electronic document and A4 printed document with your name and student number clearly visible, the subject and assessment task at the start of the document. Electronic submission of documents to be emailed to lisa.cianci@vu.edu.au with the following **email subject**:

CSV AT1 2015: yourLastname, yourFirstname, yourGroup (e.g. VA1, VA2, J15, J25)

4. References

See CSV website and weekly classnotes for references relating to this assessment task.

Assessment Criterion Marking Sheet

ASSESSMENT TASK 1 – Essay – research & writing skills	Student Use	Assessor use only	
	Self Asses	Tick Satisfactory	
		YES	NO
1 Select appropriate content for the task that most strongly resonates with your own creative practice			
2 Research your selected genre/creators/works using a variety of sources, documenting what you have researched.			
3 Write about your chosen topic in a way that demonstrates your research and critical analysis of the your selection			
4 Present your work and submit using appropriate software in the required formats			

Assessment Task 2 - Participation & Online Discussion

1. Project Description

The purpose of this brief is to encourage participation and discussion for the lecture topics each week. An online blog will be established to be used as a space to contribute and develop a personal direction to the development of own practice from research.

2. Requirements

Each week you will be required to attend a lecture on a given topic. There will be a range of artists/designers discussed and questions posed for you to consider. The focus of these lectures is to increase your knowledge of art and design history over the past 100 years - with a focus on relevance to your current creative practices.

For each lecture you will be asked to submit a short "comment" post to the Cultural Studies blog focusing on an artist of your choice and describing the artist's work and how this might be relevant to your current creative practices.

You should include at least one URL link to work by the artist, or history about the artist. With all students' participation, this will allow us to form a useful online resource for the whole class to share and view.

3. Specifications - What to submit

Progressive Assessment until Class 16

Add a comment to the weekly post topic (you will be given a URL link to the appropriate location each week).

4. References

See CSV website and weekly classnotes for references relating to this assessment task.

Assessment Criterion Marking Sheet

ASSESSMENT TASK 2 – Participation & Online Discussion	Student Use	Assessor use only	
	Self Asses	Tick Satisfactory	
		YES	NO
5 Select focus for cultural research in online discussion.			
6 Conduct critical analysis and exploration in online discussion.			
7 Develop own practice from research.			

Assessment Task 3 - Personal Manifesto Project

1. Project Description

Like Artist's Statements, Design manifesto statements serve to present your intent, methods, and the context of your work. They vary from addressing a specific piece of work or project to looking at your overall approach to art and design. Here are some examples of when you would use a Artist/Design Statement:

- Job interview
- Grant application process
- Higher degree application
- Exhibition application

Prospective clients, funding bodies, graduate schools and visual art galleries often request arts/design statements, asking prospective applicants to describe their work and their understanding of their 'place' in contemporary art/design.

Depending on purpose or function, artist / design manifestos statements can address a single project or a lifetime of art and design. Below are some examples of different presentations. Consider one of these approaches for your statement.

Philosophical/Manifesto A statement can serve as a philosophical declaration of beliefs for your work. What strongly defines successful design for you?

Project Proposal A statement can be written before the execution of a project or exhibition, highlighting and explaining your goals and methodology.

Personal Narrative A design statement can be a personal narrative account of your concept development.

2. Requirements

For this assignment brief you are to create a personal art/design manifesto statement written for the purpose of articulating your art/design beliefs and principals (philosophy) as you see them right now. In this capacity, it is an instrument for clarification of your own work process and interests and should contain relevant detail, describing your cultural, art and design interests and intent.

You are to include at least one of your artworks in any medium that reflects your manifesto statement. You are encouraged to include visual representations of your own work throughout your manifesto statement. Your manifesto should be a mix of text and visual content that strongly demonstrate your ethos and creative methods.

3. Specifications - What to Submit

Class 13 – Submit completed Manifesto

Your personal art / design manifesto statement should be printed onto **A4 sized** document with a **title cover page** with your name on it. It should include selected images of your artworks and /or representative images or designs that illustrate your manifesto statement. You must include a variety of information. Here are focuses for you to think about in formulating your statement.

Lineage: Which art/design movement or current trend in art and design, best aligns with your approach to art and design? Explain why this is so.

Process/Technique: What kind of techniques are/or will be significant to your work? Explain how you make decisions about the process and techniques of a design.

Goals/Intent: What are/or will be your goals for an individual art/design work? How do you want the viewer to "read" your art/designs?

Subject/Content: Are there/or will there be a consistent themes or subjects that you address in your design work?

Social Impact of Art/Design: Some artist and designers are interested in the political or cultural effects of art and design in contemporary society. How can art and design change or improve society? What is the relationship between a designer and the social/public in your work?

Ethical Responsibility of the Artist/Designer: What are/or will be the ethical considerations for your art / design practice? What kinds of rules should an artist or designer apply to their work?

Function vs. Aesthetics: How will you balance self-expression and client needs? How can these two (sometimes conflicting) factors be synthesized in your work?

Accessibility and Legibility: Many contemporary artist and designers push the limits of legibility for the sake of creating new content or self-expression. What is your approach to accessibility and legibility?

4. References

See CSV website and weekly class notes for references relating to this assessment task.

Assessment Criterion Marking Sheet

ASSESSMENT TASK 3 – Personal Manifesto Project	Student Use	Assessor use only	
	Self Asses	Tick Satisfactory	
		YES	NO
8 Select a focus for research.			
9 Conduct critical analysis			
10 Discuss cultural history and theory			
11 Develop own practice from research			

Assessment Task 4 – Fluxkit (group project)

1. Project Description

The Fluxus movement was active in visual art, design, architecture, urban planning, performance and music. Fluxus creators like to see what happens when different media intersect (Intermedia). They use found and everyday objects, sounds, images, and texts to create new combinations of objects, sounds, images, and texts.

"Fluxkits" or "Fluxboxes" was the name given to collections of objects and reproduced artworks held in boxes, coordinated by artist George Maciunas. Many artists contributed to the creation of these Fluxkits, and many are currently held in significant modern art collections internationally (such as MOMA). The Fluxkit was a reproducible, affordable, easily distributed format for capturing and documenting the often ephemeral works of those involved in the Fluxus movement. Importantly, Fluxkits were influenced by the *Boîte en Valises*, reproduced miniature works in suitcases by Marcel Duchamp.

Although the Fluxus movement is often attributed to the works created mainly in the 1960s and 1970s, many artists have continued to create work using the ideas of Fluxus to this day - especially in new and digital media spheres. Fluxus has also influenced our popular culture in many ways (as will be discussed further in class). The conceptual basis of Fluxus still has currency today.

You will form groups of approximately 4-6 students and each group will obtain a suitable box to create your own Fluxkit. This task is providing you with an opportunity to embrace the spirit of Fluxus, but allowing you to use your own contemporary creative practice whether graphic design or visual art to collect a set of items within your Fluxkit.

Your Fluxkit may have an overall theme agreed upon by your group, or it may simply be a collection of items/objects/artworks that each have some resonance with the individuals in your group. You may design coverings for the box itself, or keep it unadorned, it's up to your group to determine what should be in your Fluxkit and what it looks like.

This task should be informed by research into the creators (artists, musicians, designers, performers) and their works that were part of the Fluxus movement, or artists such as Marcel Duchamp and Joseph Cornell that were influences for the Fluxus artists. You can use your acquired knowledge to inform your own creative practice in determining what you produce for the Fluxkit.

This task should allow both designers and artists alike to develop skills and creative practices in a collaborative environment. It should be a fun project (in the spirit of Fluxus), and there is room for incorporating elements such as social comment, humour, absurdity, unexpected juxtaposition, etc.

The Fluxkit will be presented to the class by your group on the due date. You will discuss the rationale for your design/creative choices and how the objects in the Fluxkit were selected or created for inclusion.

*Research and support work to be documented and reviewed during project development and production.

2. Requirements

1. A box - cardboard archive box or other format that is practical (your group will provide this).
2. Physical objects created for the project - minimum of one item per student. You may use paper, found objects, cheap mass-produced items, objects you produce yourself. If you're not sure, consult with your teacher.
3. A printed document outlining your group's research and conceptual development of the piece and rationale for the objects placed within.

3. Specifications - What to Submit

Class 16: completed Fluxkit and presentation by your group (can be in the spirit of a Fluxus performance)

This project is quite open to interpretation by your group and specifically by the individuals within each group. As long as you are all equally sharing the workload, and are all producing content that will fit inside the box, you are free to do what you like. The main idea is for the project to be in the spirit of Fluxus and hopefully produce a poetic, creative, witty, meaningful response to the assessment task brief.

4. References

See CSV website and weekly classnotes for references relating to this assessment task.

Assessment Criterion Marking Sheet

ASSESSMENT TASK 4 – Fluxkit (group project)	Student Use	Assessor use only	
	Self Asses	Tick Satisfactory	
		YES	NO
12 Conceptual development and research			
13 Group participation			
14 Execution of ideas			
15 Presentation of the work			