CHILDREN'S ARTSPACE
KALEIDOSCOPE – PLAYING WITH COLOUR
LEARNING RESOURCE

YEAR 7-8 ASSESSMENT TABLES

Indicators of success are examples of how students might meet the requirements of the content descriptors. This is not an exhaustive list and students do not need demonstrate every indicator to be successful.

DISCUSSION QUESTIONS

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Analyse how artists use visual conventions in artworks	• Uses visual arts terminology accurately • Connects and describes the elements which show the influence of kaleidoscopes on the work • Identifies different materials and techniques used in the artwork and explains their personal interpretation using evidence • Uses available information, including guides and wall labels to suggest the intention of the artists • Describes similarities and difference between viewed artworks and previously experienced artworks.
	Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks	• Uses visual arts terminology to describe viewed artworks • Compares the use of elements and conventions in the displayed works to other viewed artworks • Considers that the display was made by children and discusses the significance of that in relation to the display space and location. For example, considers the viewpoints of the artmakers and how they might feel about having their work display publicly

ACTIVITY 1 – DON'T LOOK DOWN

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Develop planning skills for art-making by exploring techniques and processes used by different artists	• Explains with reference to the viewed artworks, how the poses and position of the figures suggest emotion and relationship • Describes how the position and pose of the figures suggests emotion, using evidence from the viewed artworks. • Compares how the lines around the figures have different effects, explores how variations in line can enhance or diminish the speed, strength and direction of the movement, and can indicate the volume and quality of a sound.
	Practise techniques and processes to enhance representation of ideas in their art-making	• Draws figures of people and animals which are proportional • Shows emotions using a minimal number of simple lines and shapes to suggest a facial expression • Varies lines by length, direction, weight and texture to suggest the quality and intensity of movement, sound, and emotion

ACTIVITY 2 – ALL ABOUT THE SHAPES

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Experiment with visual arts conventions and techniques to represent a theme, concept or idea in their artwork	• Experiments with different shapes and describes how a shape literally or metaphorically represents something from their life. For example, a triangle could represent a house or it could represent strength. • Considers different colour combinations and describes how each can produce a different affect or convey a different meaning
	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes	• Explores different compositions, with reference to how viewed artists have composed their artworks.
Maths	Describe translations, reflections in an axis and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries	• Describes how they have transformed their shape and its relative position through translations, reflections and rotations • Demonstrates the use of symmetries within their composition

ACTIVITY 3 – KALEIDOSCOPE: SCIENCE MEETS ART

LEARNING AREA	CONTENT DESCRIPTORS	INDICATORS OF SUCCESS
Visual Art	Practise techniques and processes to enhance representation of ideas in their art-making	• Follows processes outlined in task instructions. • Uses all tools safely • Tests the kaleidoscope and makes adjustments and refines techniques throughout the construction process • Explores different combinations of colours and shapes, testing each before selecting and refining a combination.
Maths	Describe translations, reflections in an axis and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries	• Describes using mathematical terminology the translation and reflection of shapes in the kaleidoscope. • Estimates the size of turns in relation to a right angle • Identifies and escribes different symmetries observed in the kaleidoscope including rotational and line symmetries.
	Classify triangles according to their side and angle properties and describe	• Describes and names triangles used and observed in the making and use of the kaleidoscope.