

Curriculum Support

for teaching in Creative Arts 7-12

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THE STANDARDS PACKAGE

Visual Arts, Dance, Drama, Music

The Board of Studies HSC standards packages have now arrived in schools for each of the Stage 6 creative arts subjects. These packages describe the standards for each course. The packages will allow teachers to explore samples of work produced by students in the 2001 HSC examinations and will assist teachers to develop an understanding of the standards described in the performance bands for each course. Getting the feel for the standards will provide teachers with an insight into teaching the course in future years and will enable teachers to provide explicit feedback to students on how to improve the standard of their work.

Points of note about the standards packages

- The works provided for each question show the quality of responses typically produced by students whose marks for that question corresponded to the values the judges believed would be achieved by students at the borderlines between bands. In most cases the samples are not the responses of a single student across the whole examination.
- The examples given will have different strengths and

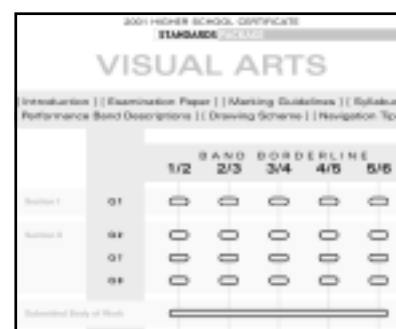
weaknesses. This feature is deliberate and shows that students organise and present their answers in a variety of ways and still demonstrate the same standard in respect to the borderline.

- Marks are not supplied for the samples. This is so that teachers can focus on the features of the responses and the way that students have gone about answering questions.
- Only major works and performances have been annotated to include descriptions of the key characteristics and features of works.
- The responses are not flawless. Even those samples in the top band will contain errors and shortcomings.
- Not all questions have been used in the standards package. Those included were answered by a majority of students.
(Adapted from *Understanding the Standards Package*, OBOS, 2002)

Navigating the standards packages

The standards packages for the creative arts all have different features. Music has three CDs, dance has two, drama and visual arts each have one CD. Features that each CD have in common are discussed below and

illustrated by the visual arts opening screen.



The Index screen

When the CD is loaded the screen will appear. The top third of the screen allows access to:

- an introduction. This is a description of the judging process and the development of the standards package.
- the syllabus
- the marking guidelines for the 2001 exams
- the examination papers
- performance band descriptions

In this issue...

1. The standards package
4. *Hands on Hindson* is now live!
5. A compositional view of *Carmen*
7. Scriptwriting in drama

- the drawing scheme (visual arts only)
- navigating tips: how to use the buttons on the CD.

For each of the body of work categories, there are illustrations of the body of work and the judges' comments. Below is an example taken from sculpture.



This screen indicates that there are samples for:

- core performance: borderline 3/4 and 5/6
- major study performance: borderline 3/4, 4/5 and 5/6
- major study composition: borderline 3/4 and 4/5
- core composition: borderline 3/4 and 4/5.

Below this section the questions which have been used in the standards package are highlighted. In the case of Visual Arts these questions are:

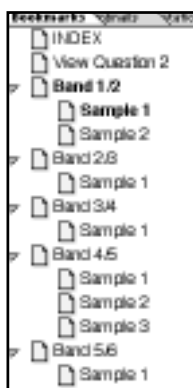
- Section I Q1
- Section II Q2, Q7, Q8.

Below this section is a highlighted bar for the submitted body of work.

Clicking on any of the bars for the question or the body of work opens up the bookmark section.

Bookmarks and samples

The bookmark identifies each borderline and the samples contained within each band.



Activities from the following article *Using the dance standards package* could be adapted for use by the other arts subjects

Using the dance standards package

General navigating tips

The standards package for dance contains two CDs. The first CD covers the appreciation questions and the other CD is video footage from performance and composition core and major study.

Activities for teachers

Step 1

Open up the core performance component. You will note that there are two samples for band 3/4 and one sample for band 5/6. Annotations for each of the samples are provided. An example of the annotations is illustrated.



Step 2

View each of the two samples for band 3/4, and answer the following questions:

- *Apart from the annotations, what characteristics are similar about these two samples?*
- *What outcomes are being addressed in these samples?*

Step 3

View the band 5/6 sample and write down the differences that occur between this sample and the band 3/4 samples.

Step 4

After viewing each of these samples answer the following questions:

- *What differences would you expect to see from a band 2/3 and 1/2 candidate?*

In the case of the visual arts body of work, the sections included are: collection of works, painting, digital media, drawing, photography and sculpture.

Clicking on any of the bands will open up the samples. In the case of the written questions, the screen appears in the student's own handwriting.



The *Index* screen for the practical aspects of the examination is illustrated.

Step 5

Use the performance band descriptions, the marking guidelines and the annotations to:

- *discuss the relationship between each of these*
- *decide how you can apply this relationship to each of the borderlines.*

Step 6

Examine the band 5/6 performance:

- *What would this student need to do to improve the quality of this work?*

Step 7

Use the marking guidelines and band descriptions as a guide in each borderline example and discuss the following question:

- *How could the teacher assist this student to improve the quality of this work?*

This process can be repeated with the other practical components of the examination.

Activities for students

Preparation

Select a core appreciation question. Select a sample from each borderline. This can be the whole or part of the response. Remove the information on the sample which indicates the band. Print hard copies of the samples. Print copies of the marking guidelines.

Step 1

Examine the question. As a group, answer the following questions:

- *What are the key aspects of the question?*
- *What would you expect to see from a better response?*
- *How might the marks be allocated?*

Step 2

Choose one of the samples and ask the students to work in pairs:

- *Read through the sample response.*
- *Identify characteristics and features of the response.*
- *Use the language from the marking guidelines to make a judgement about the standard of the response.*

Step 3

As a group discuss the students' responses to Step 2.

Complete the process with each of the other responses.

Step 4

As a group discuss the following question:

- *Which student response was the best? How do you know?*

Discuss the differences in the responses which indicate a higher standard of work. Ask the students to examine:

- *whether the response demonstrates what the question asks*
- *the use of syllabus terminology*
- *the use of examples to illustrate the response*
- *the demonstration of analysis and critical thinking skills*
- *the clarity of the explanations and the logic and sequence of the response.*

Becoming familiar with the standards for each course will assist teachers and students to develop a picture of the level of skills, knowledge and understanding that need to be demonstrated in order to be successful in the HSC examination. The standards also reinforce the need for teachers to build in explicit teaching strategies that assist students to reach their potential within the standards framework.

Distribution of Environmental Education Policy for Schools and support materials

In July 2001 over 50 000 copies of the *Environmental Education Policy for Schools* were distributed to every government school in New South Wales. Every teacher in the state should have received a personal copy. Initial feedback has shown that in some schools, insufficient copies were received. If your school did not receive a copy for each teacher, please send a fax (or email) to Syd Smith, with a note indicating the number of additional copies required.

In secondary schools, each teacher should also have received an individual copy of a support document for their KLA area. There were eight separate KLA support documents issued to secondary schools. If your school received insufficient numbers in respective KLAs, please send a fax or email to the number or email below, indicating the number of additional copies required in each KLA.



To request further copies please contact Syd Smith, EE Unit, fax 9886 7413, email sydney.smith@det.nsw.edu.au