Goal Setting for Professional Learning Teams – The Arts - 2010

Teachers: Staff Member 1 & 2
PLT: Arts

Year levels/ subject focus: Year 12 Visual Communication and Design

Data available:
- VCAA analysis of each question response on the exam
- Folio results
- SAC results
- ENTER scores and averages

Data analysis:

<table>
<thead>
<tr>
<th>Students are good at:</th>
<th>Students need to improve on:</th>
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<tr>
<td>Orthogonal, isometric and oblique drawing when asked to develop individually</td>
<td>Identification of drawing methods, one from another</td>
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<td>Rendering wooden texture</td>
<td>Rendering a variety of textures such as metal, fabric, rubber.</td>
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<td>Translation exercises between methods of drawing</td>
<td>Evaluating the effectiveness of the use of design elements and principles in a given visual communication</td>
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<td>How the use of elements effects/ creates principles in a visual communication</td>
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<td>The explanation and justification of the 3Ms – materials, media, methods – in a visual communication</td>
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<td>The use of ICT throughout the design process not just for the final solution</td>
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<td>Folio development - using annotation to document design decisions throughout the folio</td>
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Focus areas to improve student outcomes: The main focus will be on written literacy by improving on:
- Student use of the design process in developing their own visual communications
- Student use of elements and principles in developing their own visual communications and in analysing given visual communications
- Increase the use of ICT throughout the production of a folio
- The use of annotation to document design decisions throughout the folio development
• Rendering techniques that show various textures and use various media to achieve them
• Improve translation of methods of drawing according to Australian Standard Conventions

Evaluation will be by:
• Assessment of SACs and folios
• Explicit use of annotation throughout folio
• Exploration and explanation of ICT

Implementation
• Visual Communication Analysis Summary sheet for senior students years 10 – 12 (attached)
• General Response to unit 3 student folios and recommendations for improvement (attached)
• Year 11 initiated into Year 12 unit 3 by being given explanation of folio requirements and beginning unit 3 in Semester 2 of Year 11. This will be an opportunity for students to learn to annotate their work and to learn how to sign post their annotations for elements and principles and the 3Ms.
• Extension of the year 10 assignment to cover the whole semester to be able to include extensive experimentation with 3Ms and elements and principles and learning the basics of annotation.
• Distribution of Australian Standard Conventions to year 10, 11 and 12 students for technical drawing