The Arts PLT 2011 Goal

“Use available Data to inform teaching strategies aimed at improving student literacy skills relevant to the Arts. And to generate, develop and use data to consolidate skills specific to individual Arts disciplines.”

Carried over from 2010

In 2011 our focus will be examining the curriculum and implementing changes to delivery and assessment in order to optimise student outcomes.
VRQA requirements meant that some time was used to prepare the curriculum docs (related to the goal of examining curriculum)

Changes to reporting meant that some time was used to ensure consistency (related to both the curriculum and assessment goals)

Individuals also pursued goals in relation to both VCE data and Arts Literacy (related to data driven improvement to student outcomes)
What we created in 2011

* In semester 1 we created VRQA docs for 23 different subjects! (from Year 7 Drama through to VCE Music, etc.)
* In semester 2 we created over 20 rubrics for assessment tasks as a strategy for consistency in assessing and reporting.
### Criteria for Flash Animation

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Not shown</th>
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<tbody>
<tr>
<td>Planning of your animation –storyboarding</td>
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<tr>
<td>Understanding of tools and functions in Flash CS5</td>
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<tr>
<td>Structure of storyline, flow and transition</td>
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<td>Evaluation of final animation</td>
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- **Creative and thoughtful visual planning**, including insightful animation. Animation created using storyboard and key frames as scene changes. Sound visual storyboard planning, including annotation and clear key frame links to scenes.
- **Some visual planning**, including brief annotation. Scenes do not always follow storyboard.
- **Visual planning is present**, however, not many links between planning and final artwork.
- **Animation does not function or is not submitted**.
- **No storyboard created and therefore planning not evident**.

- **Demonstrated understanding and application of some advanced tool settings and functions**. Creative use of armatures and multiple labeled layers.

- **Creative timeline structure, use of twinning including motion paths and multiple scenes. Stage is used and formatted to enhance animation. Alternating frame rate between scenes, appropriate to plot.**

- **Creative plot, character and storyline. Narrative is clear and genre conventions enhance narrative. Several sound layers are included and in time with scenes.**

- **Reflective and insightful evaluation, offering a critical evaluation of animation in terms of techniques, tools and storyline, reference to specific examples in work created.**

### YEO 10 VISUAL COMMUNICATION AND DESIGN

#### SEMESTER 2 UNIT 1 – DESIGN ELEMENTS AND DESIGN PRINCIPLES

<table>
<thead>
<tr>
<th>TASK</th>
<th>VERY HIGH</th>
<th>HIGH</th>
<th>MEDIUM</th>
<th>LOW</th>
<th>VERY LOW</th>
<th>NOT SHOWN</th>
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<tbody>
<tr>
<td>Creating design elements and principles</td>
<td>High level skill and original and imaginative thought in the application of design elements.</td>
<td>Original and imaginative thought in the application of design elements.</td>
<td>Reasonable level of skill in the application of design elements.</td>
<td>Some skill in the application of design elements.</td>
<td>Limited skill in the application of design elements.</td>
<td>Design elements and/or principles worksheet not submitted.</td>
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<tr>
<td>Black square or line problem</td>
<td>Highly competent and effective decisions about the selection, development and refinement of design alternatives.</td>
<td>Competent and appropriate decisions about the selections, development and refinement of design alternatives.</td>
<td>Appropriate decisions about the selections of design alternatives are limited.</td>
<td>Decisions about the selections of design alternatives are very limited.</td>
<td>No evidence of design alternatives.</td>
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<tr>
<td>Postcard assignment</td>
<td>Highly competent and effective decisions about the selection, development and refinement of design alternatives.</td>
<td>Competent and appropriate decisions about the selections, development and refinement of design alternatives.</td>
<td>Appropriate decisions about the selections of design alternatives are limited.</td>
<td>Decisions about the selections of design alternatives are very limited.</td>
<td>No evidence of design alternatives.</td>
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<tr>
<td>Design analysis</td>
<td>Thorugh evaluation of the application of design elements and principles as well as how they are applied in collaboration to convey information and/or ideas.</td>
<td>Informal evaluation of the application of design elements and principles as well as how they are applied in collaboration to convey information and/or ideas.</td>
<td>Some evaluation of the application of design elements and principles as well as how they are applied in collaboration to convey information and/or ideas.</td>
<td>The application of design elements and principles is identified with some understanding of how they are applied in collaboration to convey information and/or ideas.</td>
<td>Limited understanding of how design elements and principles are applied in collaboration to convey information and/or ideas.</td>
<td>Design analysis not attempted.</td>
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</table>
We learnt that the curriculum docs still need some fine tuning

Through planning, writing, trialing and professional discussions we discovered much about the strengths and weaknesses of rubrics, how to write, structure and focus a rubric and how these can be an aid for both students and teachers

We also found that developing a rubric could highlight areas for improvement in both writing and delivering an assessment task
Each member of the PLT often had individual goals which were furthering the PLT goal and ran parallel with the group tasks.

These were aimed at particular aspects of student outcome improvement; they were focused on things such as content, course structure and sequencing, or curriculum delivery.

Some of these were aimed at a cohort, a particular class or even individuals within a group.
Data was a difficult starting point because there was a limited amount of Arts data available.

The most obvious is VCE data and many people (such as Staff Member 1, Staff Member 2 and Staff Member 3) used VCE Data to focus on aspects of their course content and delivery.

Some were able to use literacy data (such as TORCH) to look at Arts literacy development. This data gave in insight into students’ ability to comprehend written information.

Others used collected data (tests, previous reports/results, homework samples and cohort responses to exam questions) to highlight areas of weakness or gaps in knowledge. This also enabled fine-tuning of the language used in written tasks and exam questions.

Often professional experience and accreted knowledge would direct areas that may need a strategy change. This was highlighted in PLT meetings when anecdotal evidence would arise from professional conversations.
Where it was possible we would use Data
Where we couldn’t we often used experience and knowledge of our students as a starting point for possible changes of curriculum, assessment and delivery
Both of these provided surprisingly similar messages as to where we needed to focus strategies for change
After 3 years of Datawise we hope to re-centre and re-focus the Arts PLT in 2012
We hope to find new sources of Data – this could include survey information and a fresh look at 2011 results
Existing data may be used in a new way (for example – to look at VCE results to direct changes in teaching at 7 to 10)
We aim to work out how to measure some outcomes in a more consistent and reliable way
We hope to get better at collecting results, analysing these and generating new goals. (This is the Datawise step – Step 7: Planning to Assess Progress)
Although in 2011 PLT seemed harder and less driven than last year many of us were surprised when we reflected on what we had achieved

All the members of the Arts PLT were engaged, motivated and pursuing goals to improve their teaching and their students’ outcomes

We had some really stimulating, professional discussions and we all learnt from each other

What challenged us this year has provided clear opportunities for change in 2012 and a sense of impetus