



CARI Research Project

Emmanuel College, Victoria

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.

A breakdown of how we addressed the PLT goals

- * 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.

Samples

Year 10 Multimedia

Criteria for Flash Animation		5	4	3	2	1	Not shown
i) Planning of your animation storyboarding		5	4	3	2	1	Not shown
ii) Understanding of tools and functions in Flash CS5		5	4	3	2	1	Not shown
iii) Understanding of timeline, scenes and tweening		5	4	3	2	1	Not shown
iv) Structure of storyline, flow and transition		5	4	3	2	1	Not shown
v) Evaluation of final animation		5	4	3	2	1	Not shown
5	4	3	2	1	ns		
Highly creative and thoughtful visual planning, including thorough and insightful annotation. Clear links between storyboard and final animation.	Creative and thoughtful visual planning, including insightful annotation. Animation created using storyboard and keyframes to scenes and changes.	Sound visual storyboard planning, including annotation and clear keyframes links to scenes.	Some visual planning, including brief annotation. Scenes always follow storyboard.	Visual planning present, however, not many links between planning and final artwork.	No storyboard created and therefore planning not evident.		
Demonstrated understanding and application of advanced tool settings and functions. Creative use of armatures and multiple labeled layers.	Demonstrated understanding and application of some advanced tool settings and functions. Sound use of armatures and layers.	Demonstrated understanding and application of basic tool settings and functions.	Demonstrated understanding and application of some basic tool settings and functions.	Some understanding of basic settings and functions, however, not applied in an appropriate manner.	Animation does not function or is not submitted.		
Seamless and creative timeline structure, use of tweening including multiple motion paths and multiple scenes. Stages created and formatted to enhance animation. Alternating frame rate between scenes, appropriate to plot.	Creative timeline structure, use of tweening including motion, shape and classic tweens. Stage customized to enhance animation. Frame rate is consistent and appropriate to storyline/plot.	Sound timeline structure, use of at least two tween styles. At least two scenes created. Sound use of frame rate.	Timeline used, however, no scene change present and tweening is out of place or does not flow between layers.	Single scene animation with minimal or no demonstrated understanding of frame rate or tweening.	Frames not animated or animation submitted.		
Complex plot, character and storyline. Narrative clear and in conventions. Enhance narrative. Several sound layers are included in time with scenes.	Creative plot, character and storyline. Narrative is clear and in conventions. Several sound layers accompany scenes.	Sound plot, identifiable character. Clear understanding of principles of heed/problem and resolution.	Basic plot, character and storyline. Narrative is disjointed and not easy to follow.	Some evidence of common thread between frames.	No relationship between frames or keyframes or animation submitted.		
Effective and insightful evaluation, offering critical evaluation of animation in terms of techniques, tools and storyline. Reference to specific scenes and frames.	Insightful evaluation, offering critical evaluation of animation in terms of techniques, tools and storyline. Reference to specific examples in work created.	Sound evaluation of animation in terms of techniques, tools and storyline. General reference to animation created.	Some evaluation of key features and tools used.	Basic description of steps followed to create animation.	No evaluation submitted.		

TASK	YEAR 10 VISUAL COMMUNICATION AND DESIGN					
	SEMESTER 2 UNIT 1 – DESIGN ELEMENTS AND DESIGN PRINCIPLES					
	CRITERIA					
	VERY HIGH 5	HIGH 4	MEDIUM 3	LOW 2	VERY LOW 1	NOT SHOWN 0
Creating design elements and principles	High level skill and original and imaginative thought in the application of design elements.	Original and imaginative thought in the application of design elements.	Reasonable level of skill in the application of design elements.	Some skill in the application of design elements.	Limited skill in the application of design elements.	Design elements and/or principles worksheet not submitted.
Black square or line problem	Highly competent and effective decisions about the selection, development and refinement of design alternatives.	Competent and appropriate decisions about the selections, development and refinement of design alternatives.	Appropriate decisions about the selections, development and refinement of design alternatives.	Decisions about the selections of design alternatives are limited.	Decisions about the selections of design alternatives are very limited.	No evidence of design alternatives.
Post card assignment	Highly competent and effective decisions about the selection, development and refinement of design alternatives.	Competent and appropriate decisions about the selections, development and refinement of design alternatives.	Appropriate decisions about the selections, development and refinement of design alternatives.	Decisions about the selections of design alternatives are limited.	Decisions about the selections of design alternatives are very limited.	No evidence of design alternatives.
Design analysis	Thorough evaluation of the application of design elements and principles as well as how they are applied in collaboration to convey information and/or ideas.	Informed evaluation of the application of design elements and principles as well as how they are applied in collaboration to convey information and/or ideas.	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.	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.	Limited understanding of how design elements and principles are applied in collaboration to convey information and/or ideas.	Design analysis not attempted.

What we learnt from this

- * 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

Individuals

- * 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

- * 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

What does that mean?

- * 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

2012

- * 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)

Final Reflection

- * 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