

Creative Arts Zoom Meeting – notes and chat – 18 May 2020

Here's some clarification on the changes to the subject outline:

These optional changes to the subject outline are in response to teachers' requests at the last Zoom meeting.

The two contributing factors are: loss of learning time, and the uniqueness of each Creative Arts student's situation.

The changes provide more flexibility in the number of assessments. The focus is quality over quantity.

Please keep in mind that word/time/page limits are only the maximum. It's reasonable for students to perform at the highest level with less than the maximum words etc. in tasks, if they meet the performance standards at the highest level.

Here are the new options:

OPTION 1: No change

AT1 Product:

- 2 Products
- Folio of up to: 2000 words, 12 minutes, 20 A3 pages

AT2 Inquiry:

- either*: - 1 Inquiry up to 2000 words (or equivalent)
or: - 2 Inquiries up to 1000 words each (or equivalent)

OPTION 2: (1 product)

AT1 Product: (One less task)

- 1 Product
- Folio of up to: 2000 words, 12 minutes, 20 A3 pages.

PLEASE NOTE: It may be possible to show depth and breadth of learning and meet the criteria in a Folio of around 1000 words. Every student's art is unique – teachers and students should use their judgment to decide how many words/minutes/pages is enough to show what they have learnt.

AT2 Inquiry: (No change)

- either*: - 1 Inquiry up to 2000 words (or equivalent)
or: - 2 Inquiries up to 1000 words each (or equivalent)

OPTION 3: (1 inquiry)

AT1 Product: (No change)

- 2 Products
- Folio of up to: 2000 words, 12 minutes, 20 A3 pages.

AT2 Inquiry: (one less task)

- 1 Inquiry up to 1000 words (or equivalent)

PLEASE NOTE:

- You may have some students in your class who suit one option over another. Each student should have the choice of any of the options.

PLEASE MAKE SURE:

- Tasks must be designed to ensure a student is able to achieve each specific feature of the criteria
- Your LAP includes an addendum that clearly states the changes and include this for moderation

ALSO PLEASE NOTE:

- No changes have been made to the External Assessment AT3. Thanks, Martin (SACE Board Curriculum & Assessment)

Meeting Chat

15:55:38 From Delaney Zooms : Hi
15:55:46 From Martin Gray : Hi everyone!
16:02:56 From Beth Sztekel : Hi Mak, I have a student who has done the same thing. He's fit 10 skills into 12 mins.
16:03:55 From Mak Djukic : Hi Beth - any chance you have a breakdown or example of his work? Did he place all Investigation/Development into the presentation or perhaps leave it as a folder to the side?
16:04:17 From Beth Sztekel : The whole thing is in the 12 minute video
16:04:30 From Vicky Brooks : I teach filmmaking too Man, my students evidence the whole thing in the 12 minute video too
16:04:35 From Vicky Brooks : *Mak
16:05:00 From Mak Djukic : Thanks guys! I'll chat with the students - should be fine :)
16:05:33 From Casey Tyler : Could record screen progress of skill and put it all together with audio dialogue over the top.
16:06:42 From Deanne Dicker : I have had a student do it in 12 minutes before with other skills on side of video
16:14:42 From Beth Sztekel : Option 2
16:14:43 From Casey Tyler : Option 2
16:14:43 From Shaun Thomas : Option 3
16:14:43 From hortons : Option 2
16:14:44 From pbojanic : Option 1
16:14:45 From Jacqueline Barry : Option 1
16:14:46 From Deanne Dicker : option 3
16:14:47 From Vicky Brooks : Option 1 & 2
16:14:47 From Anna : option 3
16:14:47 From Miria CRETIER : 1
16:14:48 From hannaminchin : 1
16:14:48 From Gemma V : option 3
16:14:49 From Emma Omar : Option 3
16:14:50 From Delaney Zooms : option 1
16:14:51 From Julie Martin : Only 1 Inquiry
16:14:51 From cheryl burgemeister : 1
16:14:51 From Meredith Resce : 1
16:14:53 From Kate Missen : 2, 3
16:14:54 From Emma Hebenstreit : Combination
16:14:54 From Kristen Bence : 1
16:14:54 From Vasily.Mouzakitis : 2,3
16:14:55 From claran : 3
16:14:57 From SarahMelhuish : 1 and 3
16:14:57 From Jaime Werner : option 1
16:14:57 From Jenny : 1
16:14:58 From Lyndall : only 1 inquiry

16:14:58 From Michelle.Fleming : 3, but only for one student who is still isolated

16:14:59 From Michelle West SVCC : Option 1 or 2

16:15:00 From Marita Smith : option 1

16:15:00 From Mak Djukic : Option 2 - 1 Product

16:15:00 From eburns : Most Option 2 - a couple still Option 1

16:15:01 From KH : 1,2

16:15:02 From ssshilling : 2

16:15:03 From jo.green : option 3

16:15:04 From Judith Coverdale : option 1

16:15:04 From bbreeding : 1 and 3

16:15:04 From russelde : aiming for option 1 for everybody

16:15:06 From lhatch : Option 1, Option 3

16:15:07 From Tiffany.Beasley : 1

16:15:10 From sesvbri : 1 inquiry

16:15:11 From miriam.nicholls : only 1 inquiry

16:15:22 From Noll Beach : 16 Option 1 4 Option 2

16:15:29 From Michelle.Fleming : All others doing option 1

16:15:35 From Dina Campbell-McQuillan : 2

16:15:35 From amber archdale : I have offered all options to my students (I have a class of 3, 2 are still isolating)

16:15:42 From buchgr : Ive gone down track of experimental 1st piece leading to a second piece

16:16:22 From Michelle West SVCC : My students like the idea of a body of work and 1 folio

16:17:04 From Jacqueline Barry : The External assessment Criteria is maximum 12 pieces of EVIDENCE..... No specific number of skills

16:17:08 From russelde : I'm also promoting the idea that 2 products can work as a body of work if they are closely related

16:17:17 From Emma Hebenstreit to Martin Gray(Privately) : Apologies Martin, I have a meeting with a Parent. Talk to you Wednesday

16:17:26 From Dee Barton : option 1 and 2 as 2 students are interstate or overseas and one has just come back from isolation.

16:17:29 From Noll Beach : Documentation of which student is completing which OPTION why...that must be placed on the present LAP for MODERATION

16:18:37 From Gemma V : Just want to know that these options are definitely happening and going ahead?

16:19:04 From Michelle.Fleming : Yes, up to 12 pieces of EVIDENCE, not 12 skills??

16:19:44 From Julie Martin : Up to 12 skills or 12 specific pieces of evidence.

16:19:57 From Mak Djukic : Yeah, I'm thinking he might use one example for a couple of his skills together, rather than exactly 12 skills

16:20:00 From russelde : yes 12 pieces of evidence for prac skills not necessarily 12 skills at all

16:20:46 From Mak Djukic : What does that look like for some of your students who aren't just going Skill #1/Skill #2/Skill #3 etc?

16:21:40 From Jacqueline Barry : They do Investigation/development for each skill and present evidence last and evaluate to include multiple skills

16:23:34 From Jacqueline Barry : I can send you a folio? from last year

16:23:36 From Jacqueline Barry : year

16:23:46 From sesvbri : Query on Option involving 1 inquiry... if students require more than 1000 words to answer their inquiry, would it be better to leave them in the Option where they can write a max of 2000 words. Is there a minimum here?

16:24:29 From Beth Sztekel : Jacqueline, do students find it difficult to reflect upon the building of their skills for the individual skills when they're all shown in one? How do they go with differentiating between skills?

16:26:05 From Meredith Resce : Sorry, don't know how that happened.

16:26:10 From amber archdale : Jacqueline, this is my first time teaching Stage 2 Creative Art, would it be possible to see your folio from last year?

16:26:38 From Jacqueline Barry : They kind of group skills that go together if it makes sense.... In photography it is natural to discuss ISO, Aperture and Shutter speed in one piece of evidence for example

16:26:50 From Jacqueline Barry : Jamie email address?

16:27:25 From Mak Djukic : Thanks :)

16:27:58 From russelde : I usually have counted one A3 page as one piece of evidence so their digital folio is often constructed as a page count in this way

16:29:25 From Noll Beach : Q: Where n When will the OPTIONS be placed on the SACE Board web site ?

16:30:47 From russelde : 5

16:30:51 From Meredith Resce : 3

16:30:51 From Luke Greaves : 4

16:30:52 From Casey Tyler : 4

16:30:53 From sesvbri : 4

16:30:53 From Shaun Thomas : 4

16:30:53 From Michelle.Fleming : 4.5

16:30:53 From mroberts : 4

16:30:54 From Marita Smith : 4

16:30:54 From eburns : 4

16:30:55 From lhatch : 3

16:30:55 From miriam.nicholls : 3

16:30:55 From bbreeding : 4

16:30:55 From pbojanic : 5

16:30:55 From Julie Martin : 4

16:30:55 From Miria CRETIER : 4

16:30:56 From Natalie Ziedas to Martin Gray(Privately) : 4

16:30:56 From Kate Missen : 4

16:30:56 From hannaminchin : 5

16:30:56 From sschilling : 4

16:30:57 From Dee Barton : 4.5

16:30:57 From Kristen Bence : 4

16:30:57 From jo.green : 5

16:30:58 From Deanne Dicker : 4

16:30:58 From Vasily.Mouzakitis : 4

16:30:59 From Mak Djukic : 4

16:30:59 From Delaney Zooms : 5

16:31:00 From Emma Omar : 4

16:31:00 From Lyndall : 3

16:31:00 From Michelle West SVCC : 5

16:31:01 From Anna : 3

16:31:01 From prioreb : 4.5

16:31:04 From Gemma V : Feeling much more positive and really grateful that our feedback was taken on board. 5

16:31:06 From troberts : 5

16:31:06 From KH : 4

16:31:08 From claran : 4

16:31:10 From Jaime Werner : 5

16:31:10 From cheryl burgemeister : 4

16:31:12 From Dina Campbell-McQuillan : 5

16:31:18 From Judith Coverdale : 4

16:31:24 From Jacqueline Barry : 5

16:31:27 From Casey Tyler : The 1 task taken away has certainly lifted some of the pressure.

16:31:28 From Ann Tannebring : 4

16:31:35 From kayla : 4

16:31:43 From Jenny : 4

16:33:03 From Noll Beach : My AT 1 student suggestion for 2020 is to Keep it very SIMPLE Keep it DETAILED

16:33:26 From Deanne Dicker : one less task lifted the pressure of getting student thru

16:33:27 From Michelle West SVCC : I think the adjustment options are really fair and give good opportunities for students to opt for variation but am finding it interesting that most of our students don't want a reduction at this stage but it is good to have there as a backup further on in time if needed.

16:33:59 From Jacqueline Barry : Mak, Jamie and Beth... email sent :)

16:34:06 From Anna : Any suggestions for teaching year 8,9,10, stage 1 and stage 2 at the same time?

16:34:14 From Jaime Werner : thank you

16:34:21 From Casey Tyler : ME

16:34:44 From Vasily.Mouzakitis : Good ol' Comm. st.

16:36:09 From prioreb : If students ARE wanting an ATAR, there is also Integrated Learning as an avenue.

16:37:34 From Beth Sztekel : Devil's advocate - did the student do it, or did the parents?

16:38:14 From Natalie Ziedas to Martin Gray(Privately) : Agree

16:39:28 From Julie Martin : Student has been able to explain in detail to me what he did and how. I also send him in the yard to do on the spot....

16:39:49 From Beth Sztekel : Excellent!

16:40:43 From Noll Beach : ACARA Media Arts 7-10 is the link

16:44:30 From Kate Missen : Anna. I have recently used the creative arts structure for my year 8s as a way of letting them choose their own projects. Its working really well in terms of their enthusiasm. So in answer to your question...maybe just having the same structure for all year levels is the key. Then students can choose their own path. Also you just adjust your expectations of the amount and depth of documenting from different year levels.

16:45:02 From miriam.nicholls : Anna with your year 8-12s can you run a mini production, eg musical or drama play?

16:45:21 From russelde : Kate's advice for managing multiple year levels is the way to go

16:47:27 From Miria CRETIER : Anna, a great year 8 play is "ernies incredible illucinations" great for a class of 30 because it can be divided into three sections

16:47:35 From Anna : Great advice, thank you.

16:53:30 From lhatch : yes

16:55:51 From russelde : i have found plato really eaasy to use

16:56:22 From Meredith Resce : Q Will this zoom session be recorded and made available? If so, where will we find it.

16:56:25 From Anna : yep

16:58:11 From lhatch : Thanks for all your help Martin.

16:58:18 From bbreeding : Thanks martin

16:58:34 From Delaney Zooms : Thank you for your time

16:58:40 From Luke Greaves : cheers Martin

16:58:46 From buchgr : what ive done with students is look at what they have and any aspect of development they can further elaborate on further to satisfy the product area

16:58:50 From Marita Smith : Thanks from me too Martin

16:58:52 From Kristen Bence : Thanks Martin!

16:59:03 From Gemma V : Cheers, really appreciate this.

16:59:03 From pbojanic : Thank you Martin!

16:59:13 From russelde : thanks everybody

16:59:15 From Vasily.Mouzakitis : Thanks mate.

16:59:17 From Miria CRETIER : Thank you so much 😊

16:59:18 From Luke Greaves : Three cheers for Martin!

16:59:37 From Kate Missen : Thanks Martin. I concur with Julie

17:00:01 From miriam.nicholls : Thanks Martin
