

**RUBRIC/FEEDBACK SHEET
EDST6786 CREATIVE ARTS (K-6)
UNSW SCHOOL OF EDUCATION**

Assessment Task 1: Interpreting Indigenous Creative Arts using Syllabus Concepts

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Demonstrates respect of the Indigenous perspectives • Appropriate Indigenous works and artists in Visual Arts and Music selected for primary aged students • Identification of key Creative Arts K-6 Syllabus components 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Clear explanation of the artwork and how the work represents the artists ideas • Appropriate use of Indigenous protocols • Integrates references to the Creative Arts syllabus • Expresses a deep understanding of the cultural and practical implications of each artform 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources, and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
<p>General comments/recommendations for next time:</p>					

Recommended:

/20 (FL PS CR DN HD)

Weighting:

40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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Assessment Task 2: Integrated Scope and Sequence Plan

Specific Criteria	(-)—————>(+)				
<p>Understanding of the question or issue and the key concepts involved</p> <ul style="list-style-type: none"> • Clear planning of an integrated unit of work using a theme/topic • Identification and explanation of concepts/elements, outcomes, and content for each of the four artforms within the planning of the integrated unit of work 					
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Stage appropriate artists/artworks, activities and resources identified for each artform • Clear description of how students will explore Creative Arts practices and what students will make and/or perform • Thorough analysis of how students will be assessed and the integration of Creative Arts with other Key Learning Areas 					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					

Specific Criteria	(-)—————>(+)				
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources, and information and listing references (APA style) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 					
<p>General comments/recommendations for next time:</p>					

Recommended:

/20 (FL PS CR DN HD)

Weighting:

60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.