

Visual Arts NCEA NZC Level 1

Subject Learning Outcomes for Assessment

Companion to the Visual Arts Learning Matrix

What are the Subject Learning Outcomes and how can I use them?

Subject Learning Outcomes identify the knowledge and skills that students need to be ready for assessment. Subject Learning Outcomes are informed by the Achievement Standards. They should be used in conjunction with the full suite of NCEA materials. For guidance on assessment criteria, please also refer to the Achievement Standards, Unpacking, and External Assessment Specifications or Conditions of Assessment as appropriate.

Subject Learning Outcomes do not replace any documents. This includes the External Assessment Specifications and Conditions of Assessment. All NCEA materials need to be used to fully understand the requirements of each Achievement Standard and to plan a robust teaching, learning, and assessment programme. Subject Learning Outcomes should not be used to make assessor judgments. The Achievement Standard and the Assessment Schedule for Internal Assessment Activities are used to make such judgments.

Subject Learning Outcomes, alongside other key documents, make clear to teachers what to include in their teaching and learning programmes and what student capabilities to check for, in the lead up to assessment. Each Subject Learning Outcome does not need the same amount of teaching time.

All learning should connect with students' lives in Aotearoa New Zealand and the Pacific. Teachers or students usually select the contexts. As such, contexts are not always specified in the Subject Learning Outcomes. Examples may be provided to illustrate topics and contexts, but they are not prescriptive.

Students are entitled to teaching that supports them to achieve higher levels of achievement. Subject Learning Outcomes mainly align with outcomes for the Achieved level. However, outcomes for higher levels of achievement are also included.

The knowledge and skills in the Subject Learning Outcomes are the expected learning that underpins each Achievement Standard. Students will draw on this learning during assessment. It is important to note that assessment is a sampling process so not everything that is taught will be assessed.

Achievement Standard 1.1 (91912): Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context (5 Credits)

What is being assessed	Subject Learning Outcomes
Recording of visual and cultural elements, using a range of art making methods and techniques	<p>Students are able to:</p> <ul style="list-style-type: none"> • use practice-based research methods to gather and record visual and cultural information from an Aotearoa New Zealand Māori context and another cultural context. • use a range of Visual Arts processes, materials, and techniques to record information. For example, drawing to record the appearance of objects and/or photographs to show details. <ul style="list-style-type: none"> ○ for higher levels, students will select art making conventions appropriate to their recording intention to investigate elements of their inquiry. • access local and/or other sources to engage in a practice-based visual inquiry.
The connections made between two contexts	<p>Students are able to:</p> <ul style="list-style-type: none"> • make connections between an Aotearoa New Zealand Māori context and another cultural context. • identify how these two contexts connect. For example, recording similarities, differences, and personal connections. <ul style="list-style-type: none"> ○ for higher levels, students will be able to respond to, or review, visual and cultural information. They will highlight relationships and juxtapositions between contexts and/or self and contexts to explain how particular aspects connect.
Working within an Aotearoa New Zealand Māori context	<p>Students are able to:</p> <ul style="list-style-type: none"> • record visual and cultural elements with the use of correct tikanga and cultural safety.

Achievement Standard 1.2 (91913): Produce resolved artwork appropriate to established art making conventions place (5 Credits)

What is being assessed	Subject Learning Outcomes
Production of a resolved artwork appropriate to established art making conventions	<p>Students are able to:</p> <ul style="list-style-type: none"> • identify specific design and production conventions appropriate to their selected established practice. • use media and techniques relevant to the art making conventions they have selected to produce a resolved work. <ul style="list-style-type: none"> ○ <i>for higher levels of achievement, students are able to work with control by consistently managing media and techniques relevant to the art making conventions, or skilfully managing for fluency.</i> • apply the appropriate conventions for the style or type of artwork being created. • refine their use of specific conventions to create a single significant artwork. This includes being given sufficient time, learning a new skill, engaging in workshops, accessing expertise.
Applying conventions to communicate an intention	<p>Students are able to:</p> <ul style="list-style-type: none"> • create a resolved artwork that communicates an idea or narrative. <ul style="list-style-type: none"> ○ <i>for higher levels of achievement, students will be able to communicate their artistic intent through purposeful selection of visual imagery and art making conventions. For example, students looking at traditional raranga may choose to explore contemporary practices and select different materials, scale, or presentation methods when resolving their final outcome.</i> • reference established practice in relation to art making conventions. <ul style="list-style-type: none"> ○ <i>for higher levels of achievement, students will understand how established practice applies to the way an artwork is created, viewed, experienced, and valued. This includes the specific characteristics and constraints, stylistic intent, processes, materials, and techniques unique to the artwork.</i> • have ownership of their art making intention. • evidence the development process of their resolved artwork. For example, research, planning, testing, and the final resolved artwork.

Working within an Aotearoa New Zealand Māori context	<p>Students are able to:</p> <ul style="list-style-type: none"> • use appropriate tikanga to support their outcome when working within a toi Māori context. For example, raranga, kowhaiwhai, whakairo.
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Achievement Standard 1.3 (91914): Explore Visual Arts processes and conventions to inform own art making (5 Credits)

What is being assessed	Subject Learning Outcomes
Exploration of visual art processes and conventions	<p>Students are able to:</p> <ul style="list-style-type: none"> • explore processes, materials, and techniques to produce options for development. This includes experimenting with materials, trialling processes and techniques, creating unexpected outcomes. • work with one or more art making processes. This could be within the same discipline or cross-disciplinary. For example, within painting (single discipline), these could be watercolour, ink, and acrylic paint, or cross-disciplinary could be drawing, painting, and printmaking. <ul style="list-style-type: none"> ○ for higher levels of achievement, students will investigate three or more art making processes, materials, and techniques and evaluate Visual Arts conventions to inform and refine their use of selected processes, materials, and techniques. For example, research into and application of new materials and processes, material testing to refine their art making.
Connect their application of processes and conventions to develop their art making intention	<p>Students are able to:</p> <ul style="list-style-type: none"> • develop their work through the application of Visual Arts processes and conventions. • demonstrate their development process. For example, through inclusion of compositional drawings, documentation of material testing, annotations, or diagrams to show their thinking. • respond to an art making intention through developing their use of Visual Arts processes and conventions <ul style="list-style-type: none"> ○ for higher levels of achievement, students will use an iterative process to refine their art making intention, reflecting on experimental work to extend ideas and create further options for development. They will connect their exploration with the ideas, narratives, or moods they wish to convey within their work. For example, use of subject matter and symbolism.

Working within an Aotearoa New Zealand Māori context	<p>Students are able to:</p> <ul style="list-style-type: none"> • access, and evidence the use of specific Visual Arts processes and conventions, with the use of correct tikanga and cultural safety.
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Achievement Standard 1.4 (91915): Create a sustained body of related artworks in response to an art making proposition (5 Credits)

What is being assessed	Subject Learning Outcomes
Production of finished related artworks in any Visual Arts discipline	<p>Students are able to:</p> <ul style="list-style-type: none"> • use art making conventions to create a set of related artworks. • select and use media, processes, materials, and techniques according to an intended purpose. • use established practice to build on visual ideas and refine technical and pictorial conventions in resolved works. <ul style="list-style-type: none"> ○ <i>for higher levels of achievement, students demonstrate control, by selecting and confidently using media and art making conventions relevant to the art-making intention, or skilfully manipulating media and art making conventions for an intended purpose to demonstrate fluency.</i>
Applying Visual Arts conventions to problem-solving and creating a body or related artworks	<p>Students are able to:</p> <ul style="list-style-type: none"> • develop a sustained body of related artworks and communicate ideas in response to an art making proposition using processes, materials, and techniques. • select, edit, and arrange work to form a cohesive body of related artworks in response to an art making proposition. For example, artworks that have been created to be viewed in sequence are presented accordingly, and scale is used to highlight a student's decision making with larger, more refined works presented at the end of the submission. • use thematic, stylistic, and technical approaches to form connections between artworks in response to their art making proposition. <ul style="list-style-type: none"> ○ <i>for higher levels of achievement, students will develop ideas by showing reflection in the editing and ordering of artworks. Works are presented in a logical order, with scale and position used to build thematic, stylistic, and technical connections from start to finish. Students clarify ideas by</i>



	strategically selecting, editing, refining, and ordering artworks to enhance thematic, stylistic, and technical connections.
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