

Name of School**Subject****Examiner****Date****Total marks****Type****Duration****Grade****Moderator****Special Instructions/Equipment**

The Formal Assessment Task has been developed as a step-by-step guideline for learners. The activities are to be done in class during the first term. It is important that teachers mediate the various steps of the task with learners to ensure active, creative and critical participation by all learners.

CAPS Link**Skills Developed**

- Remember and Understand;
- Apply and analyse,
- Evaluate and create.

Specific Link and alignment with other Subject Assessments include:

Ecosystems and Food web – Week 8 & 9 Term 1 – Investigating an ecosystem and its biodiversity
Home Language -Term 1 Prepared Reading Assessment Week 3

LIFE SKILLS: CREATIVE ARTS**FORMAL ASSESSMENT TASK: VISUAL ARTS****GRADE 6****TERM 1****ACTIVITY 1: CREATE IN 2D, ANIMALS IN AN ECOSYSTEM****ART MATERIAL:**

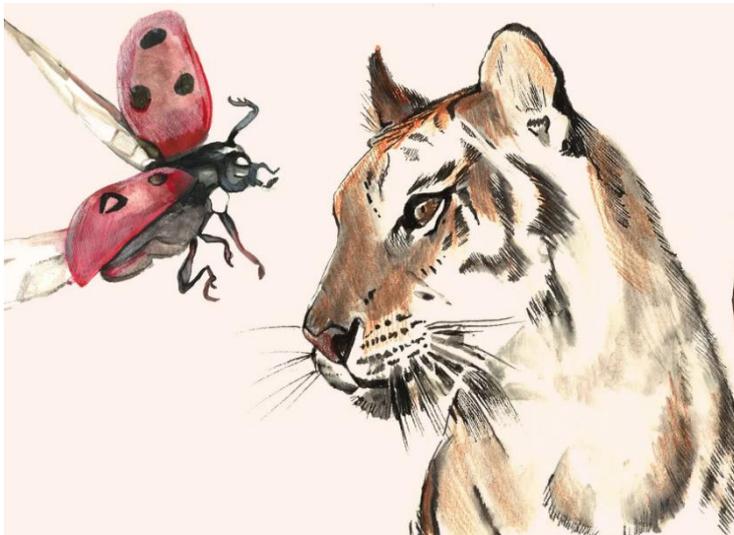
- A4 and A3 paper, 2/3 B pencils, charcoal, coloured inks, oil pastels, dry pastels, and water paint.
- Visual stimuli of animals within their natural habitat and ecosystem. Resources can include photographs, tangible (real) objects, and artwork of animals.

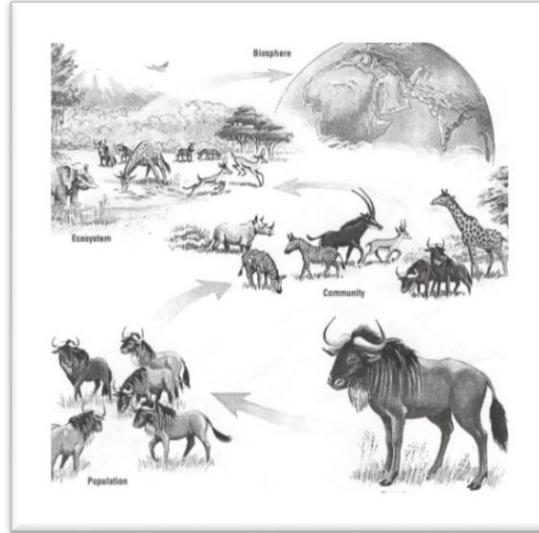
INSTRUCTIONS:

You will be creating a drawing of your favourite animal from observation within its ecosystem and focus on the biodiversity within this ecosystem. Find out a bit more about your favourite animal:

- *What is its natural habitat, and in which ecosystem does it usually live?*
- *What role does it play in this ecosystem?*
- *How does it affect the Biodiversity within the ecosystem?*
- *How does your animal fit in the food web of its natural ecosystem?*

In this activity, you will draw and use colour media to explore a variety of drawing techniques. You will use art elements like shape, line, tone, texture and design principles like contrast, proportion and balance as outline in your textbook. You will also explore the use of monochromatic colour. This is achieved when you use only one colour and add white and black to create different shades of the same colour. In this way, your picture contains a variety of darker or lighter shades of the same colour.







Activity 1.1

1. Find a picture of your favourite animal in its natural ecosystem. Your teacher will also have a variety of pictures of animals to share. Look carefully at all the different images of the animals. Focus on the element of balance. How does one obtain balance in your drawing?
2. Look carefully at your image by observing every little detail.
3. First, trace the lines of your chosen image in the air.
4. Do a rough sketch of your animal within its ecosystem.
5. For your final artwork, if possible, use A3 paper and pencils

Remember:

- *Observe the shapes and proportions of your chosen animal.*
- *Remember that your drawing should fill the whole page.*
- *Start by using lines and shapes but continue looking at your image.*
- *When satisfied with your drawing, start preparing to paint your picture in monochromatic colours (One colour, different shades).*



Activity 1.2

1. Make sure you know how to mix the paint and get the correct consistency. If unsure, ask your teacher.
2. Choose the colour you feel will suit your image the best, as you will only be working with one colour.
3. Mix several tones of your media (your colour paint), for example, light, medium and dark, by adding white or black to your primary colour. Play around and see what works for you.
4. Again, look carefully at the original image by observing the visible darker, lighter or medium shades. Also, think about how you will emphasise the background and different parts of the diversity in the background.
5. By observing your image, decide which shapes are different in tone, which part can be emphasised more, and how you will show different textures in your painting.
6. Make sure your final product is balanced in terms of the use of the entire page and a variety of shades of your chosen colour.

RUBRIC FOR ACTIVITY 1 TERM 1 CREATE IN 2D, ANIMAL IN AN ECOSYSTEM

NAME OF LEARNER: _____

SUBMISSION DATE: _____

CRITERIA	1-2	3-4	5-6	7-8
Monochromatic colour has been used effectively to depict the images and its features.	Attempted to use monochromatic colour, but not able at all.	Able to, but not consistent. Needs more practice.	Has met the criteria and can move on to the next level.	Bold use of monochromatic colour to depict the images and its features.
Composition: The page is used fully and the drawing is well situated	Less than half of the page is covered by the composition	Approximately half (40 - 55 %) of the page is covered by the composition	Three quarters (55 - 80 %) of the page is covered by the composition	More than 80 % of the page is covered by the composition
The art medium has the correct consistency. It is suitably mixed.	Attempted, but not able to mix paint at all.	Able to mix paint, but not correct consistency. Needs more practice.	Has met the criteria to mix paint suitably.	The paint has the correct consistency and is mixed very well.
The paint has been well applied. The learner can use it in an appropriate manner.	Inappropriate application of paint.	Able to apply paint, but not consistent. Needs more practice.	Has met the criteria to apply paint appropriately.	The paint has been applied correctly and enhances the picture.
The learner has expressed him/herself confidently.	Attempted to express him/herself, but not able to attain the desired outcome.	Able to express him/herself in a meaningful manner. Needs more practice.	Has met the criteria to express him/her confidently and in a meaningful manner.	Exceeds expectations and criteria to express him/her confidently.
Subtotals:				
			TOTAL	/40

ACTIVITY 2: CREATING A 3D CLAY SCULPTURE OF AN ANIMAL AND ECOSYSTEM

ART MATERIAL:

- A 4 paper to plan your artwork on
- Pencil to draw your planning
- Air drying clay or paper mâché clay or earth ware clay or homemade clay
- Plastic sculpturing board e.g. ice cream container lid
- Tools: toothpicks, pallet knife, rolling pin

INSTRUCTIONS:

You will be sculpting your chosen animal within its natural ecosystem

Step 1

Use the A4 page and plan your 3-D animal and additional elements with a pencil. Use the painting that you painted in Activity 1.2 for some ideas. However, if needed you can sculpt a different animal. Use depth in your picture to create a 2-D image that will have the effect of a 3-D picture.

Step 2

Wedge your clay balls the way that your teacher has shown you. Pinch and work your clay into a soft usable ball.

Step 3

Start by making the basic shape or form. The animal needs to have the correct features including a face, hair, tail, feet etc.

Step 4

Create a platform for your animal to stand on. Cut a square 15 cm x 15 cm from cardboard or a breakfast cereal box. Built your ecosystem on this square. It can be made of a drawing, pasted magazine pictures, a few other clay structures or even natural items such as grass, leaves, small stones etc. Make sure your ecosystem has a high diversity of animal and plant life.

Step 5

Add your name, the name of your animal and its ecosystem on your square. Finishing touches of the clay figurine must be in line with your rubric and the outcomes you need to reach.

- Your teacher will exhibit your sculpture in the class / any suitable display area.
- The class will now discuss the individual artworks and reflect on the process.

- You can write down your reflection of the process in your art journal.
- Your artwork will be assessed by your teacher who will look at the following aspects of it.

RUBRIC FOR ACTIVITY 2 TERM 1: CREATING A 3D CLAY SCULPTURE OF AN ANIMAL IN AN ECOSYSTEM

NAME OF LEARNER: _____

SUBMISSION DATE: _____

CRITERIA	1-2	3-4	5-6	7-8
Different types of techniques have been used to depict the figure and its expression / emotion.	Attempted to use different types of techniques, but not able at all.	Able to, but not consistent. Needs more practice.	Has met the criteria and can move on to the next level.	Confident use of different types of techniques to depict the figure and its expression / emotion.
Proportion: The proportion of the different body parts are in correct relation to each other.	Attempted, but there is an absence of proportion.	Able to apply proportion, but needs more guidance.	Has met the criteria to apply proportion appropriately.	Proportion has been applied correctly and enhances the sculpture.
The shape / form of the artwork adheres to the criteria of the activity.	Attempted, but not able to use shape / form successfully.	Able to use shape / form but inconsistent. Needs more practice.	Has met the criteria to incorporate shape / form.	Shape / form has been applied successfully and enrich the sculpture.
The sculpture should be able to stand on its own without support.	Sculpture cannot support itself.	Able to stand with minimal support.	Sculpture can stand without support but is unevenly balanced.	The sculpture can stand perfectly on its own.
The learner succeeded in sculpting an animal figure showing different body parts perfectly portrayed	Unable to portray different body parts (figure)	Attempted to portray different body parts (figure) but needs more practice.	Has met the criteria to portray different body parts (figure)	Exceeds expectations and criteria to portray different body parts
Subtotals:				
			TOTAL	/40

MARK ALLOCATION			
ACTIVITY 1	ACTIVITY 2	TOTAL	MARK FOR RECORDING
40 MARKS	40 MARKS	$40+40=80$	$80\div 2=40$

INTEGRATED LEARNING AND ASSESSMENT STRATEGY

The learning and assessment processes are integrated. Assessment is continuous and formative as the teacher will observe the progress of the learner towards the final artwork. The final artwork is assessed formally by the teacher by means of a rubric.

Activity 1: 2D drawing	Assessment Form	Assessment Method	Assessment Technique	Assessment Instrument
	Informal: Formative	Self/peer/teacher assessment	A4 drawing with pencil	Class list (just to be ticked off)
	Formal: Summative	Teacher	Final drawing with colour (A3)	Rubric
Activity 2: 3D model	Assessment Form	Assessment Method	Assessment Technique	Assessment Instrument
	Informal: Formative	Self/peer/teacher assessment	Process towards final model	Class list (just to be ticked off)
	Formal: Summative	Teacher	Final model	Rubric