

2020 Y7- Term 1-Integrated Assessment -English/Math/Art/Global Studies

SUBMISSION DATE: 8th APRIL (WEDNESDAY) 2020 by 3:00 p.m.

Global Studies AO: *Identity, Culture and Organisation-Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.*

Global Studies Writing Task Description

1. On a google document you will need to explain why you have chosen to represent your Art with symbols that represent your culture, personal identity and whanau. How does that link in with your overall art project? Choose all 3 elements and describe them and explain why you have used them in your art. Write 3 SEXY Paragraphs.
2. What are the values that have you chosen to represent your art? How are they similar and contribute to school?

Checklist for Global

You have identified symbols~

Culture	
Personal Identity	
Wai whanau	
Values	

GLOBAL STUDIES RUBRIC

The student shows an understanding of how cultural identities integrate into our school culture.

Criteria	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation
Personal values	You have attempted to identify some values of home	You have identified some values of the your cultural identity and whanau	You have described values of your cultural identity and whanau	You have described values of your personal identity and how they contribute to our MHJC wider cultural identity
Own Cultural Identity	You have yet to identify the features of your cultural identity and whanau	You have identified some features of your cultural identity and whanau	You have described features which contribute to your cultural identity and whanau	You have described in detail a range of features which contribute to your cultural identity
Ideas	You are developing awareness of how to communicate ideas	You have formed and communicated ideas clearly	You have formed and communicated ideas clearly, drawing on a range of sources	You have formed and communicated ideas clearly, drawing on a range of sources and viewpoints
Time management	You have yet to complete and submit your assessment.	You have submitted your assessment late.	You have submitted your assessment by the date: 8th April;, 3pm	You have submitted your assessment by the date: 8th April;, 3pm
Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation

ENGLISH:

Through this assessment, you are exhibiting your knowledge and skills of making a 'Static Image,' integrating it with your identity, values, whanau & culture and also writing about it by:

- showing an understanding of your identity, values, whanau & culture through the creation of your badge
- showing an understanding of the elements of Visual Language
- showing an understanding of audience & purpose (SEXY Paragraph Writing)
- showing an understanding of language features
- showing an understanding of grammar, spelling & punctuation

Assessment Instructions:

Part 1: I want you to make a personal Badge (Static Image) that represents your identity, values, whanau & culture. The badge tells us who you are. Use the elements of Visual Language.

Remember, the elements of Visual Language include the Dominant Image, Colors, Symbols, Lines, Borders, Negative Space, Texture, Shapes, Font, Layout, Logo etc.

Part 2: Write two paragraphs explaining your Badge (Static Image). Use SEXY in your paragraphs. Also use the given template for writing your paragraphs.

Paragraph 1: Write how this Badge represents you, your whanau & culture and your values.

Paragraph 2: Write what elements of Visual Language you used in your Badge and why.

SUBMISSION DATE:

Upload your assessment on MHO (Link in Week 8) by 8th April (Wednesday) 2020 by 3:00 p.m.

It must be your original work. Enlist all sources of information at the end of your paragraphs.

ENGLISH Year 7 Creating Meaning: Idea /Purpose and Audience /Language Features/ Visual

Criteria	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation
Purpose and audience (SEXY Paragraph Writing)	You are developing awareness of the purpose and audience and attempted to use personal voice	You have demonstrated awareness of the purpose and audience and used personal voice	You have identified and demonstrated awareness of the purpose and audience and used personal voice	You have consistently demonstrated an awareness of the purpose and audience and uses personal voice
Language features range (Static Image/Visual language Features)	You are developing awareness of a limited range of oral, written, and visual language features.	You are starting to develop use of a wide range of oral, written, and visual language features.	You are starting to develop use of a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest.	You are developing an understanding of how to use a wide range of oral, written, and visual language features to create meaning and effect and to sustain interest.
Accuracy in writing	You have made errors in grammar, spelling and/or punctuation. These are intrusive and affect meaning	You have made errors in grammar, spelling and/or punctuation. These are intrusive at times, but reader can infer meaning	You have made some errors, but minimal reader inference is needed. Meaning is consistently clear	You have carefully edited your writing to ensure you have few (or no) intrusive errors. Meaning is consistently clear.
Time management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date 8th April;, 3pm	You have submitted your assessment by the date 8th April;, 3pm

Visual Art Outcome

Students will create a composition based on artist model David Hockney, that reflects ideas and concepts about identity and sense of place. The students will create the journey from home to school using the artist style and learn about how to balance a composition with colour, use a variety of crayoning techniques. They will use symbols and images collected from their own observation and include elements of their planning of a static image in English to assist in developing ideas for their artwork

Achievement Objectives/ Learning Criteria	Working Towards Expected curriculum level	Working At Expected curriculum level	Working Above Expected curriculum level	Working Beyond Expected curriculum level
Developing Ideas Develop and revisit visual ideas in response to a variety of motivations, observation and imagination supported by the study of the artist work	You have shown limited evidence of using symbols, images or text in your final plan that gives an idea of your personal identity	You have shown some evidence of using symbols, images or text in your final plan that gives an idea of your personal identity	You have shown evidence of using symbols, images or text in your final plan that gives an idea of your personal identity	You have shown accurate and detailed evidence of using symbols, images or text in your final plan that gives an idea of your personal identity
Developing practical Knowledge Explore and use art-making	You are beginning to experiment with a range of crayon techniques. You	You have experimented with some crayon techniques and have	You are experimenting with a range of crayon techniques and have	You use a range of crayon techniques confidently and with clear intent. You

conventions, applying knowledge of elements and selected principles through the use of materials and processes	have demonstrated limited understanding of basic colour theory and principles in your final artwork	demonstrated some understanding of basic colour theory and principles in your final artwork	a clear understanding of basic colour theory and principles in your final artwork	have cleverly demonstrated a sound understanding of basic colour theory and principles in the choices used in your final artwork
<i>Communicating and Interpreting</i> Explore and describe ways in which meanings can be communicated and interpreted in their own and others work	You have listed a few of the symbols and images used in your final artwork represent about your identity	You have listed and explained what some of the symbols and images used in your final artwork represent about your identity	You have listed and explained in detail what the symbols and images used in your final artwork represent about your identity	You confidently explained what all of the symbols and images used in your final artwork represent about your identity
<i>Understanding the Visual Arts in Context</i> Investigate how different artists use symbols, images and text to create a sense of place and identity	You are beginning to compare elements and principles of art used in David Hockney's work to your own attempt, beginning to show some understanding of the principles and concepts used.	You are able to compare elements and principles of art used in David Hockney's work to your own attempt, showing some understanding of the principles and concepts used.	You are confidently able to compare elements and principles of art used in David Hockney's work to your own attempt, showing accurate understanding of the principles and concepts used.	You are confidently able to compare elements and principles of art used in David Hockney's work to your own attempt, showing clear of the principles and concepts used. You are able to share your own opinions about others artworks confidently