



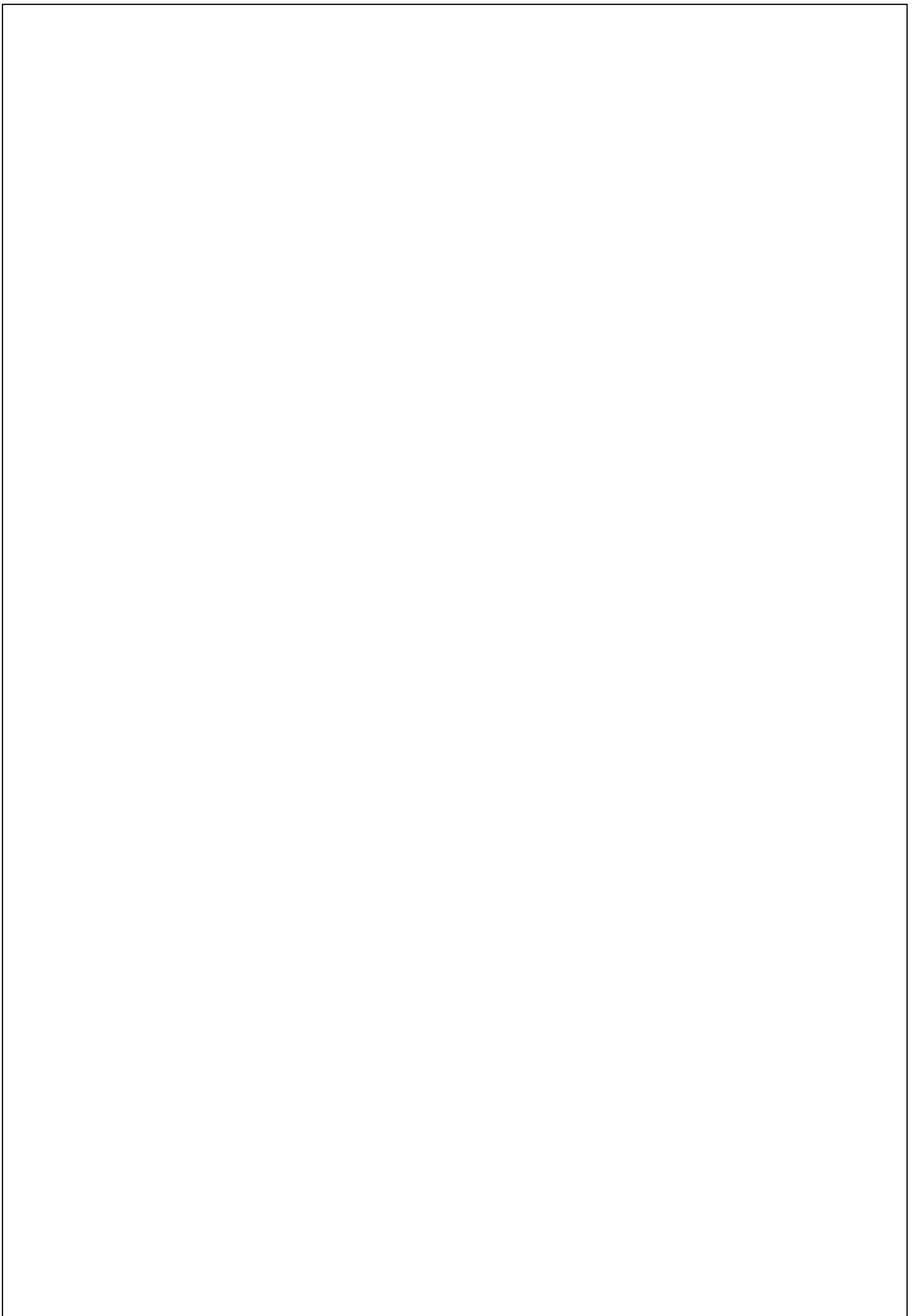
GRADE: 6
SUBJECT: LIFE SKILLS-
CREATIVE ARTS
TERM TWO
FORMAL ASSESSMENT TASK (FAT) 2

Name: _____

Class: _____ Date: _____

FAT	Activity/Form	Learner's mark	Learner's %
2	Visual Arts: Exhibition		
TOTAL			

Please note that either Performing Arts OR Visual Arts should be formally assessed in a term – not both streams.



LIFE SKILLS: CREATIVE ARTS
FORMAL ASSESSMENT TASK: VISUAL ARTS

GRADE 6

TERM 2

NOTE TO THE TEACHER:

The Formal Assessment Task has been developed as a step by step guideline to learners. The activities are to be done in class, during the second 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.

ACTIVITY 1: CREATE IN 2D, CREATIVE LETTERING AND/OR RADIATING PATTERN-MAKING



ART MATERIAL:

A3 paper, 2/3 B pencils, charcoal, coloured inks, oil pastels, dry pastels, tempera paint.

Visual stimuli like photographs, real objects, artworks to identify and name relevant art elements in lettering and /or radiating patterns.

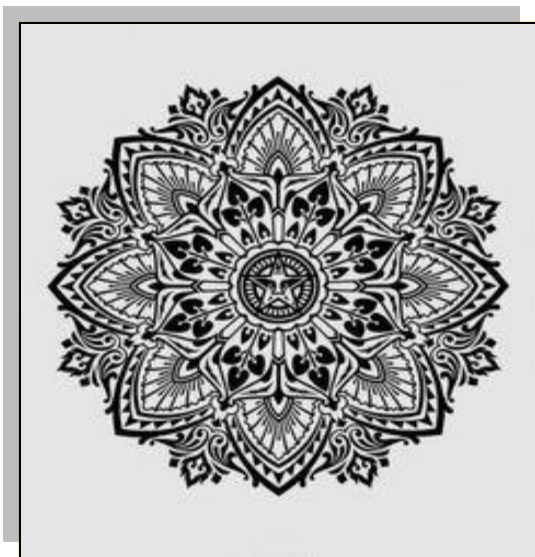
INSTRUCTIONS:

You will be designing and creating your own radiating pattern.

In this activity you will draw and use colour media exploring a variety of techniques. You will use art elements like **SHAPE, LINE, TONE** and **TEXTURE** and design principles like **CONTRAST, PROPORTION** and **BALANCE**. We will also explore the use of **COMPLEMENTARY** and **MONOCROMATIC COLOUR**.

Discuss:

Your teacher will give you a variety of photographs and pictures of patterns on plates, in flowers, on T-shirt designs, book covers, on toys, surfboards etc. Look carefully at all the different images, patterns and lines radiating from the centre of the circle to the outside of it. You will also observe the repetition of the design elements in the patterns. Your teacher will help you to focus on the element of **BALANCE** in the different patterns.



Let us start with the outlines of your pattern.

- Choose an image from the photographs/pictures provided.
- Look carefully at your image by observing every little detail.
- First trace the lines and circles of your chosen image in the air.
- On the **A3** piece of paper using your 2/3 B pencil, begin to draw a large circle filling up most of the page and touching the edges of your page.
- Use a ruler to draw lines through the middle of your big circle - horizontally, vertically and diagonally as you will notice in a compass.
- From North to South and East to West, Northeast to Southwest and Southeast to

Northwest. By doing this you will be able to keep your pattern symmetrical.



- You should end up with eight (8) lines.
- Now draw a smaller shape like a circle, a square, a diamond (motif) in the middle of your big circle to form your centre.
- Draw three more circles outside the first middle shape towards the bigger circle.
- Now draw one last circle close to the big circle to form your boarder.
- Remember to focus on your centre motif while drawing the circles so that everything can be perfectly balanced.
- Now you can start filling in the spaces in between and on the lines with different images like stripes, circles, triangles, squares, diamonds or blocks. If you really want to be creative you can draw birds, flowers, butterflies, teardrops, dolphins, etc. Remember you are busy with a pattern so focus on the grouping of the motifs to make it a beautiful balanced design.

Let us finish our radiating pattern:

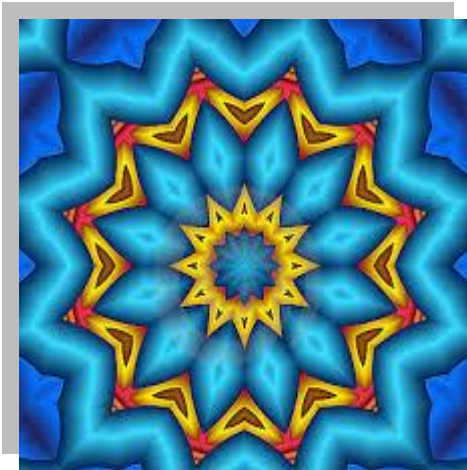
- Before adding colour to your pattern, carefully plan and decide which colour scheme and combinations you would like to use.
- If there are too many similar colours (**monochromatic**) like too many blues or greens your pattern may look uninteresting and one-dimensional.
- On the other hand be careful to use too many colours (**complementary**) because that could make your pattern look as if you simply added colour to your motifs without any discretion.
- You should have a good balance in your colours. Ask your teacher to revise the colour wheel again so that you could make an informed choice when selecting your colours.

At last – let us use colour!

- Start applying colour from the centre and work to the edges of your pattern.
- Now you can choose to make some motives brighter or lighter. Be careful not to let the paint flow into another colour.
- Wait for the ink and paint to dry completely before starting with the next step.
- Now you can use your charcoal, oil pastels or dry pastels to highlight the shapes and lines to establish balance in your design.
- Look again at your pattern and add your final touches to ensure that you are satisfied with the application of your colour.
- When you feel that your pattern is finish, write your name on it and ask your teacher to display it on the wall.
- Your teacher will assess it by using the following criteria on the next page.

Considering inclusivity: Learners with **visual impairment:** you could do the same activity by using dry textured material like crayons, koki's, colouring pencils etc.

For learners who experience **cognitive barriers**, break the activity down in smaller, more manageable steps. Ensure that all learners have an opportunity to complete all the steps at their own pace.



CRITERIA	1-2	3-4	5-6	7-8
Colour has been used effectively.	Attempted to use 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 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 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: CREATE IN 3D, A RELIEF MANDALA/RADIATING PATTERN



ART MATERIAL:

Recyclable materials: A3 size cardboard paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials such as wood glue, etc.

INSTRUCTIONS:

You will be creating / designing your own relief mandala incorporating radiating patterns.

In this artwork, you will use the elements of art called **LINE, SHAPE / FORM**, the design principles called **BALANCE, CONTRAST** and **PROPORTION**, as well as **SPATIAL AWARENESS**.

You will be able to use skills and techniques like pasting, cutting, wrapping, tying, and joining various recyclable materials in building up your own unique relief mandala.

It is important to closely observe your pictures / photographs of different mandalas showing different shapes like round, square, triangle or rectangle shapes. Pay attention to all the unique aspects of design, balance and composition

Let us prepare first:

- Your teacher will help you with the correct selection of the material to use.
- You will be working with your material on a hard, flat surface.
- Your teacher will show you the different techniques that you can use to work with

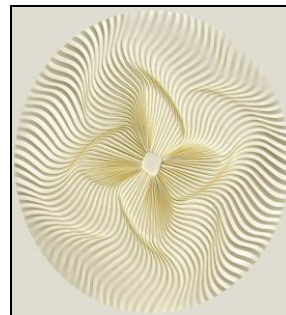


i.e. to tie or join or cut some of your material to get the desired effect.

- Try to work in a tidy way and share the working space, materials and equipment such as scissors, glue brushes etc. with your classmates.

Let us create our own unique relief mandala:

- Lightly draw your mandala design (use your 2D design as guide) onto your A3 cardboard.
- Select and plan the different material that you will use on your design by roughly putting the outlay on a separate A4 page from which you will be working from.
- Begin packing your recycled material pieces on the A3 design without gluing them together until you are satisfied that you could create the desired effect with the combination of the different materials together.
- Now carefully glue them together and try not to make it too complicated by putting too many different textured material pieces together on your mandala.
- Work meticulously with regards to your spacing of your materials.
- Remember to keep it simple, balanced and use the spaces between your different material in a structured way so that your symmetrical lines can emphasise the 3D relief pattern.
- When you are done, wipe off any leftover glue pieces, paper, cotton etc. to make your mandala presentable and tidy looking.
- Spray your mandala with hairspray to protect it and write your name on the back of your artwork.
- Your teacher will exhibit your mandala in the class or any other suitable display area.
- The class will now have a discussion about the individual artworks by reflecting on the process and the new techniques you have learnt. You can write your reflection of the process in your art journal.
- Your artwork will be assessed by your teacher who will look at the following aspects.



CRITERIA	1-2	3-4	5-6	7-8
Different types of techniques and skills have been used to create the desired art work.	Attempt 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 and skills to create the art work.
Elements of art and design principles visible in creating the mandala.	Attempted, but there is an absence in the proper use of the elements and principles.	Able to apply some of the design principles and art elements, but needs more guidance.	Has met the criteria in application of art elements and design principles.	Learner uses art elements and design principles confidently and creatively.
Work is tidily done, presentable and done in the spirit of Ubuntu (caring and considering other learners with regards to the use of materials and consumables.)	Learner struggles to work within the group on his /her own without disturbing his fellow learner.	Able to work on his own within the group but needs some supervision at times.	Can concentrate and work on his/her own without any assistance. Workplace tidy and cleaned up.	Learner provides assistance and advice to other learners in a positive way and contributes towards a positive atmosphere in the classroom.
Materials used in a planned and creative way.	Materials without any plan glued to the surface. Materials are wasted, such as glue.	Trying to work systematically according to a plan, but needs support and supervision in the use of materials.	Able to use the materials in a planned and creative way.	Innovative and authentic way of working with materials. Work systematically according to a plan.
The learner succeeded in creating a completed art work, namely a relief mandala.	Unable to create or present the artwork	Attempted to create but need some support.	Has met the criteria to create a relief mandala.	Exceeds expectations and presented an excellent and unique relief mandala.
Subtotals:				
			TOTAL	/40

MARK ALLOCATION			
ACTIVITY 1	ACTIVITY 2	TOTAL	MARK FOR RECORDING
40 MARKS	40 MARKS	40+40=80	80÷2=40



Considering inclusivity: Learners with **visual impairment:** you could do the same activity using touch to determine the shape and form of the mandala.

For learners who experience **cognitive barriers**, break the activity down in smaller, more manageable steps. Ensure that all learners have an opportunity to complete all the steps at their own pace.

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 art work. The final art work is assessed formally by the teacher by means of a rubric.

Activity 1: 2D Radiant pattern - making	Assessment Form	Assessment Method	Assessment Technique	Assessment Instrument
	Informal: Formative	Self/peer/teacher assessment	A4 drawing	Class list (just to be ticked off)
	Formal: Summative	Teacher	Final drawing colouring /using inks, paint and oil/dry pencils	Rubric (provided)
Activity 2: 3D model Relief mandala	Assessment Form	Assessment Method	Assessment Technique	Assessment Instrument
	Informal: Formative	Self/peer/teacher assessment	Process towards final article	Class list (just to be ticked off)
	Formal: Summative	Teacher	Final 3D relief mandala	Rubric (provided)

DISTRIBUTION OF COGNITIVE LEVELS

REMEMBER AND UNDERSTAND	APPLY AND ANALYSE	EVALUATE AND CREATE
Visual Arts elements and principles: complimentary and monochromatic colour, balance, line, shape, proportion, shape, form, texture, spatial awareness and contrast.	Application of elements and principles in 2D and 3D art works. Continuous critical reflection and application to improve the art work during class time.	Creating and presenting of the 2D and 3D art works.

(According to the Adapted Blooms' Taxonomy, 1990)