



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 7
2017

This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.

Equity, Creativity, Excellence

Newtown High School of the Performing Arts

YEAR 7 ASSESSMENT BOOKLET

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NHSPA Years 7 – 9 Assessment Task Absence & Lateness Policy

Each faculty in the school has formal common assessment tasks, whose schedules are published in the school's official Assessment Booklets. The school is committed to enhancing and encouraging students' learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines. Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on.

All students are given at least **TWO weeks' notice** prior to an assessment task being due.

Illness/misadventure

- In all cases of absence or late submission, students need to bring a note from their parent/carers outlining the reason for the absence/lateness. This will be taken into consideration by the teacher in consultation with the head teacher, to avoid loss of marks.
- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carers at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the teacher in consultation with the head teacher.

Technology

Technology problems are generally not deemed a valid excuse for late submission of an assessment task. Further, tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in performance, technical rehearsal, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

ASSESSMENT TASK ABSENCE & LATENESS PROCEDURES

In Class Tasks (Written & Practical)

Students absent on the date of an in class task will complete the task in the next lesson or another time (as close as possible to the original due date) as arranged by the class teacher.

Hand In Tasks

A faculty will deduct 20% of the total assessment task mark each school day a task is late. After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

Oral Presentations

Students who are not prepared for an oral presentation on the due date will lose 20% of the total mark each school day until a copy of the speech is handed to their teacher. Students without a hard copy on the due date have the opportunity to give a speech without using notes on that day to avoid loss of marks.

Performances

Students absent on the date of a performance will be assessed in the next lesson or another time as arranged by the class teacher. In the case of student absence for group performances the task will be rescheduled by the class teacher.

Year 7 Dance

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> • A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations sequences and dances. 	<ol style="list-style-type: none"> 1. Perform Dance Sequence 2. Submit Dance Journal 	30%	Term 1 Week 8
2	<ul style="list-style-type: none"> • A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations sequences and dances • A student demonstrates an understanding of performance quality through the performance of locomotor and non-locomotor combinations sequences and dances • A student describes dance performances through the elements of dance. 	<ol style="list-style-type: none"> 1. Perform Dance 2. Analyse Dance 	40%	Term 2 Week 6
3	<ul style="list-style-type: none"> • A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations sequences and dances. • A student demonstrates an understanding of performance quality through the performance of locomotor and non-locomotor combinations sequences and dances • A student describes dance performances through the elements of dance. 	<ol style="list-style-type: none"> 1. Perform Dance 2. Analyse Dance 	30%	Term 3 Week 6

Year 7 Drama

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama 	Elements of Drama <ul style="list-style-type: none"> Logbook 	15%	Term 1 Week 11
2	<ul style="list-style-type: none"> Explores a range of ways to structure dramatic work in collaboration with others Uses performance skills to communicate dramatic meaning 	Characterisation-exploring characters through animal characteristics <ul style="list-style-type: none"> Performance 	20%	Term 2 Week 6
3	<ul style="list-style-type: none"> Improvises and playbuilds through group-devised processes Uses performance skills to communicate dramatic meaning Describes the contribution of individuals and groups in drama using relevant drama terminology 	Group devised piece based on picture books <ul style="list-style-type: none"> Performance Reflection scaffold 	30%	Term 3 Week 7
4	<ul style="list-style-type: none"> Identifies and describes elements of drama to develop belief and clarity in character, role, situation and action Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience 	Shakespeare-introduction to Shakespeare and Romeo and Juliet <ul style="list-style-type: none"> Performance Shakespeare matrix 	35%	Term 4 Week 4

Year 7 English

Objectives	Outcomes
<p><i>Through responding to and composing a wide range of texts and through close study of texts, students will develop knowledge, understanding and skills in order to:</i></p>	<p>A Student:</p>
<ul style="list-style-type: none"> communicate through speaking, listening, reading, writing, viewing and representing 	<ul style="list-style-type: none"> EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
<ul style="list-style-type: none"> use language to shape and make meaning according to purpose, audience and context 	<ul style="list-style-type: none"> EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
<ul style="list-style-type: none"> think in ways that are imaginative, creative, interpretive and critical 	<ul style="list-style-type: none"> EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-6C identifies and explains connections between and among texts
<ul style="list-style-type: none"> express themselves and their relationships with others and their world 	<ul style="list-style-type: none"> EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-8D identifies, considers and appreciates cultural expression in texts
<ul style="list-style-type: none"> learn and reflect on their learning through their study of English 	<ul style="list-style-type: none"> EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

Task	Outcomes	Task Detail	Weighting	Date Due
1	EN4-3B EN4-4B EN4-5C EN4-6C EN4-7D EN4-9E	In this module on Ways of Writing, students will compile a Poetry Anthology.	30%	Term 1 Week 11
2	EN4-1A EN4-5C EN4-7D EN4-9E	In this module on Genre, students will read a novel and working in groups, prepare a multimedia presentation for the class and write a review.	35%	Term 2 Week 8
3	EN4-1A EN4-2A EN4-3B EN4-5C	In this module students will conceive, draft and publish a picture book.	35%	Term 3 Week 8

Year 7 Geography

Task	Outcomes	Task Details	Weighting	Due Date
1	1a Works collaboratively to think critically and creatively to investigate landscapes and landforms	Topic: Landscapes and Landforms Task: Part a: Landforms in class group project Part b: Landscape Management Case Study individual project presentation	50%	Part a Semester 1 Term 1 Weeks 3-5
	GE4-2 describes processes and influences that form and transform places and environments			Semester 2 Term 3 Weeks 2-4
	1b GE4-4 examines perspectives of people and organisations on a range of geographical issues		20%	Part b Semester 1 Term 1 Weeks 8-9
	GE4-5 discusses management strategies for places and environments for their sustainability		30%	Semester 2 Term 3 Weeks 7-8
	GE4-8 communicates geographical information using a variety of strategies			
2	GE4-3 explains how interactions and connections between people, places and environments result in change	Topic: Places and Liveability	50%	Part a Semester 1 Term 2 Week 1
	GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry	Task: Part a: Fieldwork excursion and hand in booklet	20%	Semester 2 Term 4 Week 1
	GE4-8 communicates geographical information using a variety of strategies	Part b: Test based on fieldwork	30%	Part b Semester 1 Term 2 Week 3
				Semester 2 Term 4 Week 3

Year 7 History

Task	Outcomes	Task Details	Weight	Due Date
1	<ul style="list-style-type: none"> • HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past • HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies • HT4-8 locates, selects and organises information from sources to develop an historical inquiry • HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past 	Hand in task Historical investigation – History Mystery	50%	Semester 1 Term 1 Week 7 Semester 2 Term 3 Week 6
2	<ul style="list-style-type: none"> • HT4-2 describes major periods of historical time and sequences events, people and societies from the past • HT4-5 identifies the meaning, purpose and context of historical sources • HT4-6 uses evidence from sources to support historical narratives and explanations • HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past 	In Class Task: Skills, Knowledge and Source Analysis Ancient Egypt	50%	Semester 1 Term 2 Week 3 Semester 2 Term 4 Week 3

Year 7 Languages

Task	Outcomes	Task Detail	Weighting	Date Due
1	4.UL.3 establishes and maintains communication in familiar situations 4.MLC.1 demonstrates an understanding of the importance of appropriate use of language in diverse contexts 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of language	Speaking	15%	Term 1 Weeks 7-8
2	4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 4.UL.4 applies a range of linguistic structures to express own ideas in writing 4.MBC.1 demonstrates understanding of the interdependence of language and culture 4.MBC.2 demonstrates knowledge of key features of the culture of French or Italian speaking communities.	Listening (15%) Writing (10%) Reading (10%)	35%	Term 2 Weeks 1-2
3	4.UL.3 establishes and maintains communication in familiar situations 4.MLC.1 demonstrates an understanding of the importance of appropriate use of language in diverse contexts 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of language	Speaking	15%	Term 3 Weeks 7-8
4	4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 4UL.4 applies a range of linguistic structures to express own ideas in writing 4.MBC.1 demonstrates understanding of the interdependence of language and culture 4.MBC.2 demonstrates knowledge of key features of the culture of French or Italian speaking communities.	Reading (10%) Listening (15%) Writing (10%)	35%	Term 4 Weeks 1- 2

Year 7 Mathematics

Task	Outcomes	Task Detail	Weighting	Date Due
1	MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation	Task 1	20%	Term 1 Week 7
2	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1, 2	20%	Ongoing Semester 1 and 2
3	MA4-9NA operates with positive-integer and zero indices of numerical bases MA4-8NA generalises number properties to operate with algebraic expressions MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays MA4-20SP analyses single sets of data using measures of locations, and range	Half Yearly Exam	20%	Term 2 Week 2
4	MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles MA4-18MG identifies and uses angle relationships, including those related transversals on sets of parallel lines MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles MA4-6NA solves financial problems involving purchasing goods	Task 3	20%	Term 3 Week 8
5	MAe-12MG describes and compares the masses of objects using everyday Mae-13MG sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks Mae-9MG describes and compares lengths and distances using everyday language	Yearly Exam	20%	Term 4 Week 4
6	End of Stage 4	Common Stage 4 Test		Term 4 Week 8

Notes

- Half-Yearly Report will comprise tasks 1, 2 and 3
- Yearly Report will comprise tasks 1, 2, 3, 4, 5 and 6
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

Year 7 Music

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p><i>An Introduction to Musical Concepts</i></p> <p>Demonstrates an understanding of duration, dynamics, pitch and structure through experimenting, improvising, organising and arranging.</p>	<ul style="list-style-type: none"> • Ensemble arrangement/performance <ul style="list-style-type: none"> a) Graphic score arrangement b) Percussive tone colours arrangement 	25%	Term 1 a) Week 5 b) Week 8
2	<p><i>Music of A Culture/World Music Styles</i></p> <p>Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.</p>	Written test	25%	Term 2 Week 4
3	<p><i>Music and Media (Jingles) and Popular Styles</i></p> <p>Performs music demonstrating solo/ensemble awareness and skills</p> <p>Notates a jingle melody</p>	Solo/ensemble performances <ul style="list-style-type: none"> • Pop song arrangement • Jingle 	25%	Term 3 Weeks 5-6 Week 9
4	<p><i>Music for Dance- Classical/Contemporary Themes</i></p> <p>Demonstrates a development of musical literacy through the use of notation, terminology, & the reading & interpretation of scores used in the music selected for study</p>	Written Test	25%	Term 4 Week 4

Year 7 PD/H/PE

Assessment in Stage 4 PDHPE is conducted over four assessment tasks in the year (each worth 25% of the total assessment mark). There are two in Semester 1 and two in Semester 2. Each semester has a theory based task (PD/H – personal development and health) and a practical based task (PE – physical education).

Outcomes	Task	Task Detail	Weighting	Date Due
4.1 Describes and analyses the influences on a sense of self	1	7.2 'Athletics'	25%	Term 1 Weeks 6-11 Ongoing
4.2 Identifies and selects strategies that enhance their ability to cope and feel supported		(PE) Practical Assessment		
4.3 Describes the qualities of positive relationships and strategies to address abuse of power	2	7.3 'Managing Change'	25%	Term 2 Week 6
4.4 Demonstrates and refines movement skills in a range of contexts and environments		(PD) In-class test		
4.5 Combines the features and elements of movement composition to perform in a range of contexts and environments	3	7.5 'Supporting Myself and Others'	25%	Term 3 Week 5
4.8 A student describes how to access health information, products and services	4	7.6 'Striking/Fielding Games'	25%	Term 3 Weeks 6-10 Ongoing
		(PE) Information Sheet and PE Practical Assessment		

Year 7 Science

Task	Outcomes	Task Detail	Weighting	Date
1	<p>VALUES AND ATTITUDES SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p> <p>WORKING SCIENTIFICALLY SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>	<p>Planning and Conducting Evaluation: Formal assessment of the skills required for the researching and planning of fair tests and the analysis and evaluation of data</p>	20%	Term 1 Week 9
2	<p>VALUES AND ATTITUDES SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p> <p>WORKING SCIENTIFICALLY SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text type and representations</p>	<p>Half Yearly Examination: Formal assessment of skills, knowledge and understanding, developed through the topics “Introduction to Science” and “Water”</p>	20%	Term 2 Week 4

Year 7 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
2	<p>EARTH AND SPACE SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management <i>ES3 Scientific knowledge influences the choices people make in regard to the use and management of the Earth's resources.</i> <i>ES4 Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.</i></p> <p>CHEMICAL WORLD SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life <i>CW1 The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.</i> <i>CW2 Scientific knowledge and developments in technology have changed our understanding of the structure and properties of matter.</i> <i>CW3 Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.</i></p>			
3	<p>VALUES AND ATTITUDES SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures</p> <p>WORKING SCIENTIFICALLY SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p>	<p>Research/Oral Presentation Assessment: This task is to assess student ability in the area of accessing information from various sources; to evaluate relevant from irrelevant information and to summarise information and to construct new texts for a particular audience.</p>	20%	Term 3 Week 6

Year 7 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
3	<p>SC4-8W selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p>LIVING WORLD</p> <p>SC4-14LW relates the structure and function of living things to their classifications, survival and reproduction</p> <p>SC4-15LW explains how new biological evidence changes people’s understanding of the world</p> <p><i>LW1 There are differences within and between groups of organisms; classification helps organise this diversity.</i></p> <p><i>LW4 Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people’s understanding of the world.</i></p> <p><i>LW5 Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems.</i></p>			
4	<p>VALUES AND ATTITUDES</p> <p>SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p> <p>WORKING SCIENTIFICALLY</p> <p>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>	<p>Yearly Examination: Formal, summative assessment of skills, knowledge and understanding, and the ability to work scientifically developed in all topics covered throughout the year: “Introduction to Science”, “Water”, “This Rocks”, “Ecosystems and Classification”, “Full of Energy”.</p>	40%	Term 4 Week 4

Year 7 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
4	PHYSICAL WORLD			
	SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations		
	<i>PW3</i>	<i>Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.</i>		
	<i>PW4</i>	<i>Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.</i>		
	EARTH AND SPACE			
	SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and Solar System		
	SC4-13ES	explains how advances in scientific of processes that occur within and on the Earth, influence the choices people make about resource use and management		
	<i>ES1</i>	<i>Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.</i>		
	<i>ES3</i>	<i>Scientific knowledge influences the choices people make in regard to the use and management of the Earth's resources.</i>		
	LIVING WORLD			
	SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction		
	SC4-15LW	explains how new biological evidence changes people's understanding of the world		
	<i>LW1</i>	<i>There are differences within and between groups of organisms; classification helps organise this diversity.</i>		
<i>LW5</i>	<i>Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems.</i>			

Year 7 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
4	<p>CHEMICAL WORLD</p> <p>SC4-16CS describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles</p> <p>SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life</p> <p><i>CW1 The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.</i></p> <p><i>CW3 Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.</i></p>			

Year 7 Technology

Task	Outcomes	Task Detail	Weighting	Date Due	
1	4.1.1	Applies design processes that respond to needs and opportunities in each design project	Focus Technology: Timber /100 - Design Project Folio - Design Product – practical - Progressive Assessment - Skills - WH & S Test	33 ⅓%	All Focus Technologies Assessment Period <u>Rotation 1</u> Term 2 Weeks 3-4
	4.1.2	Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications			
	4.1.3	Identifies the roles of designers and their contribution to the improvement of the quality of life			
	4.2.1	Generates and communicates creative design ideas and solutions			
2	4.2.2	Selects, analyses, presents and applies research and experimentation from a variety of sources	Focus Technology: Food /100 - Design Project Folio - Design Product – practical - Progressive Assessment - Skills - WH & S Test	33 ⅓%	<u>Rotation 2</u> Term 3 Week 5
	4.3.1	Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects			
	4.3.2	Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project			
3	4.4.1	Explains the impact of innovation and emerging technologies on society and the environment	Focus Technology: /100 Metal/Mixed Material/Textiles/Jewellery/Graphics - Design Project Folio - Design Product – practical - Progressive Assessment - Skills - WH & S Test	33 ⅓%	<u>Rotation 3</u> Term 4 Week 5
	4.5.1	Applies management processes to successfully complete design projects			
	4.5.2	Produces quality solutions that respond to identified needs and opportunities in each design project			
	4.6.1	Applies appropriate evaluation techniques throughout each design project	As these units are rotating and date due will vary, students will be given dates as they commence each new technology.		
	4.6.2	Identifies and explains ethical, social, environmental and sustainability considerations related to design projects			

Year 7 Visual Arts

Task	Outcomes	Task Detail	Weighting	Date
1	Art Criticism and Art History 4.7, 4.8, 4.9, 4.10	Theory Task Written assessment task	15%	Term 1 Week 8
2	Artmaking 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Body of Work (BOW) Students submit resolved Body of Work and documentation of processes in VAPD	35%	Term 2 Week 5
3	Art Criticism and Art History 4.7, 4.8, 4.9, 4.10	Theory Task Written assessment task	15%	Term 3 Weeks 8/9
4	Art Criticism and Art History 4.7, 4.8, 4.9, 4.10	Body of Work (BOW) Students submit resolved Body of Work and documentation of processes in VAPD	35%	Term 4 Week 3

Year 7, 2017 Assessment Booklet

The Principal
Newtown High School of the Performing Arts
P O Box 785
NEWTOWN NSW 2042

Dear Mr.Gray

I have received the Year 7 Assessment Booklet.

Student's Name: (Please print) Roll:.....

Student's Signature:

Date:

I have sighted the School Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature:

Date:

**Please sign and return this page to XXXX or YYYY
(Year 7 Student Advisers) or Deputy Principal Mr K. Pico**