

NCEA Art History Remote Learning and Assessment

Subject matrices are a guide to assessment where remote teaching, learning and assessment have to take place due to a significant event leading to closure of schools over an extended period of time. For example, lockdown, natural disaster, etc.

General Guidance

Students will need access to the internet for the research needed for internal standards identified in green cells below. This may pose issues around access and equity for some students, which you will need to consider in your programme planning.

Art History Matrix

COLOUR KEY: A colour-coding system to categorise standards according to the advice in this document.

Green:	These standards are suitable for remote teaching, learning and assessment.
Blue:	Teachers can facilitate assessment against these standards by remote learning with guidance (refer to General Guidance above).
Orange:	These standards are suitable for remote teaching and learning provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.
Red:	These standards require a collaborative process or interaction with others, and are not suitable for remote teaching, learning and assessment.

Level 2		Level 3	
<p>AS 91180 2.1 External (4 credits)</p> <p>Examine the effects of formal elements of art works</p> <p>These standards are suitable for remote teaching and learning, provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>		<p>AS 91482 3.1 External (4 credits)</p> <p>Demonstrate understanding of style in art works</p> <p>These standards are suitable for remote teaching and learning, provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>	
<p>AS 91181 2.2 External (4 credits)</p> <p>Examine the meanings conveyed by art works</p> <p>These standards are suitable for remote teaching and learning, provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>		<p>AS 91483 3.2 External (4 credits)</p> <p>Examine how meanings are communicated through art works</p> <p>These standards are suitable for remote teaching and learning, provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>	
<p>AS 91182 2.3 External (4 credits)</p> <p>Examine the influence of context(s) on art works</p> <p>These standards are suitable for remote teaching and learning, provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>		<p>AS 91484 3.3 External (4 credits)</p> <p>Examine the relationship(s) between art and context</p> <p>These standards are suitable for remote teaching and learning, provided the candidate has access to appropriate equipment and/or technology. They are not suitable for remote assessment in their current delivery method and/or requirements. Guidance will be provided at the time as required.</p>	

Level 2	Level 3
<p>AS 91183 2.4 Internal (4 credits)</p> <p>Examine how media are used to create effects in art works</p> <p>This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Guidance should be provided regarding appropriate selection of art works, to ensure that the use of more than one medium is covered in the examination.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>	<p>AS 91485 3.4 Internal (5 credits)</p> <p>Examine the impact of media and processes on art works</p> <p>This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Guidance should be provided regarding appropriate selection of art works, to ensure that the use of more than one medium is covered in the examination.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>

Level 2	Level 3
<p>AS 91184 2.5 Internal (4 credits)</p> <p>Communicate understanding of an art history topic</p> <p>This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Guidance should be provided regarding appropriate selection of an art history topic and the research of supporting evidence to be gathered from art works and other sources.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>	<p>AS 91486 3.5 Internal (4 credits)</p> <p>Construct an argument based on interpretation of research in art history</p> <p>This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Guidance should be provided on interpreting researched information and discussing points of view from a range of art history sources to construct an argument.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>

Level 2	Level 3
<p>AS 91185 2.6 Internal (4 credits)</p> <p>Communicate a considered personal response to art works</p> <p>Teaching and learning towards assessment of this standard is suitable remotely, provided that the candidate has access to actual art works that they can generate a personal response to. The evidence can be presented using any mode that clearly communicates the student's own response.</p> <p>Guidance should be provided regarding appropriate selection of actual art works that can be accessed within their own environments (i.e. home and neighbourhood). As students are required to give their own personal responses to art works, actual art works should be selected for examination, rather than reproduced images that can be found online.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>	<p>AS 91487 3.6 Internal (4 credits)</p> <p>Examine the different values placed on art works</p> <p>This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Guidance should be provided regarding appropriate selection of art works and the specific values placed on them, and the research of supporting evidence for the examination.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>

Level 2	Level 3
<p>AS 91186 2.7 Internal (4 credits)</p> <p>Demonstrate understanding of art works in relation to their physical environments</p> <p>Teaching and learning towards assessment of this standard is suitable remotely, provided that the candidate has access to physical environments where actual art works can be seen. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Guidance should be provided regarding appropriate selection of art works situated in a physical environment which can be accessed within the student's own locality. This can be any place in which art works may be seen. However, it may be a digital environment or a book if these environments have a specific relationship to the art work.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>	<p>AS 91488 3.7 Internal (4 credits)</p> <p>Examine the relationship(s) between a theory and art works</p> <p>This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p>Guidance should be provided regarding appropriate selection of a theory and art works, and the research of supporting evidence for the examination.</p> <p>For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p>Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>

Level 2	Level 3
	<p data-bbox="1120 228 2145 256">AS 91489 3.8</p> <p data-bbox="1120 272 1377 304">Internal (4 credits)</p> <p data-bbox="1120 333 1458 365">Analyse texts about art</p> <p data-bbox="1120 394 2119 533">This standard is ideal for distance learning and assessment using digital platforms for word processing or file sharing. The evidence can be presented using any mode that clearly communicates the student's understanding.</p> <p data-bbox="1120 561 2107 628">Guidance should be provided regarding appropriate selection of texts about art, and the research of supporting evidence for the examination.</p> <p data-bbox="1120 657 2145 903">For authenticity purposes, teachers could require draft materials to be submitted along with the final assessment evidence to ensure all evidence is the student's own work, or schedule regular check points/verbal conferences with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.</p> <p data-bbox="1120 932 2141 999">Further support can be found in the clarification document and exemplars on the NZQA Art History page.</p>