

NCEA Visual Arts 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 to receive initial instruction and ongoing guidance for Visual Arts standards. This may pose issues around access and equity for some students, which need to be considered in programme planning for remote teaching and assessment.
- For research standards (1.1, 2.1, 3.1) students will need access to the internet for information about artist models and cultural contexts.
- Research, planning and trialling of pictorial conventions and personal ideas can be undertaken remotely for all standards using readily accessible drawing materials.
- For painting standards, students should have access to basic art making materials (paper, pens, pencils, paint) and the internet for artist models, receiving online instruction, and uploading evidence for feedback purposes.
- For design and photography standards, students will need access to a camera, computers and appropriate software (Photoshop, InDesign). Adobe has extended its school licencing to enable students to use products at home. Free software such as Canva or GIMP is also an option for home computers. This may pose issues around access and equity for some students, which will need to be considered in programme planning.
- For printmaking and sculpture standards, students should be able to undertake research and planning along with basic techniques relevant to each field. For printmaking, this may include frottage, collagraph, stencils or monoprints. For sculpture this may include cardboard maquettes, or assemblage with organic or inorganic materials.
- For developing ideas standards (1.3, 2.3, 3.3) and production standards (1.4, 2.4, 3.4), evidence for higher levels of achievement will take longer (or may not be possible) due to limited access to specialist equipment (studio lighting, colour printers, etching presses, casting facilities, etc.).
- Evidence can be documented and submitted digitally for feedback purposes and formative assessment.
- Final assessments should occur after students have returned to schools and have access to specialist resources and equipment.

Visual Arts 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 1	Level 2	Level 3
AS 91912 1.1 Internal (5 credits) Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context Teachers can facilitate assessment for this standard by remote learning with guidance (refer to General Guidance above). A variety of appropriate online sources should be provided to students, such as the Te Ara Encyclopaedia and Te Papa Museum sites. Local information (documents and websites) should be provided where possible. Templates may be provided to ensure students gather key information and use a variety of modes of inquiry (observation drawing, photographs, scrap booking, diagrams, annotations, etc.) Prompt questions may be provided to ensure students respond to contexts and relationships within and between contexts. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	AS 91305, AS 91306, AS 91307, AS 91307, AS 91309 2.1 Internal (4 credits) Demonstrate an understanding of methods and ideas from established practice appropriate to [design, painting, photography, printmaking, sculpture] This standard is suitable for remote learning and assessment. Internet access is a requirement to ensure students have access to information about artists' methods and ideas. A variety of appropriate online sources should be provided for students, to ensure information is sufficiently in-depth and authoritative. Analysis templates may be provided to ensure students move beyond descriptive responses to explore contexts and influences, and are able to make links between visual features and the intentions of artworks (methods and ideas). Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake. For authenticity purposes, teachers should use regular check points or verbal conferencing with students during the assessment period. For specific advice on how to manage authenticity	AS 91440, AS 91441, AS 91442, AS 91443, AS 91444 3.1 Internal (4 credits) Analyse methods and ideas from established [design, painting, photography, printmaking, sculpture] practice This standard is suitable for remote learning and assessment. Internet access is a requirement to ensure students have access to information about artists' methods and ideas. A variety of appropriate online sources should be provided for students, to ensure information is sufficiently in-depth and authoritative. Analysis templates may be provided to ensure students move beyond descriptive responses to explore contexts and influences, and are able to make links between visual features and the intentions of artworks (methods and ideas). Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake. For authenticity purposes, teachers should use regular check points or verbal conferencing with students during the assessment period. For specific advice on how to manage authenticity when assessing during uncertain times, please

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For authenticity purposes, teachers should use regular check points or verbal conferencing 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.	when assessing during uncertain times, please see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.	see the Pūtake module: Tāku Reo, Tāku Mahi - My Voice, My Work.
AS 91914 1.3 External (5 credits) Explore Visual Arts processes and conventions to inform own art making This standard is suitable for remote learning, provided students have access to paper and commonly available wet and dry media. Hard copy or web-based instructions and resources are suitable.	AS 91311 Painting 2.2 Internal (4 credits) Use drawing methods to apply knowledge of conventions appropriate to painting This standard is suitable for remote teaching and assessment, provided students have access to paper and commonly available wet and dry media. Internet access is recommended, to ensure students can benefit from appropriate artist models. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' exploration of technical and pictorial conventions, in order to support learning and ensure authenticity.	AS 91446 Painting 3.2 Internal (4 credits) Use drawing to demonstrate understanding of conventions appropriate to painting This standard is suitable for remote teaching and assessment, provided students have access to paper and commonly available wet and dry media. Internet access is recommended, to ensure students can benefit from appropriate artist models. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' exploration of technical and pictorial conventions, in order to support learning and ensure authenticity.

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	Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.
	AS 91310 Design, AS 91312 Photography 2.2 Internal (4 credits) Use drawing methods to apply knowledge of conventions appropriate to design/photography This standard is suitable for remote teaching and assessment where students have access to computers and appropriate software (Photoshop, InDesign, etc). Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' exploration of technical and pictorial conventions, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	AS 91445 Design, AS 91447 Photography 3.2 Internal (4 credits) Use drawing to demonstrate understanding of conventions appropriate to design/photography This standard is suitable for remote teaching and assessment where students have access to computers and appropriate software (Photoshop, InDesign, etc). Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' exploration of technical and pictorial conventions, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.

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	AS 91313 Printmaking, AS 91314 Sculpture 2.2 Internal (4 credits) Use drawing methods to apply knowledge of conventions appropriate to printmaking/sculpture Initial research, experiments and drafts are suitable for remote teaching and assessment. Basic processes can be undertaken such as frottage, collagraph or monoprints for print, or cardboard maquettes or assemblage for sculpture. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' exploration of technical and pictorial conventions, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake. Highly specialised procedures (etching, welding) are not suitable for remote teaching, learning and assessment. Assessment for these aspects of	AS 91448 Printmaking, AS 91449 Sculpture 3.2 Internal (4 credits) Use drawing to demonstrate understanding of conventions appropriate to printmaking/sculpture Initial research, experiments and drafts are suitable for remote teaching and assessment. Basic processes can be undertaken such as frottage, collagraph or monoprints for print, or cardboard maquettes or assemblage for sculpture. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' exploration of technical and pictorial conventions, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake. Highly specialised procedures (etching, welding) are not suitable for remote teaching, learning and assessment. Assessment for these aspects of

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	the standard should be deferred till schools reopen.	the standard should be deferred till schools reopen.
	AS 91316 Painting 2.3 Internal (4 credits) Develop ideas in a related series of drawings appropriate to established painting practice This standard is suitable for remote teaching and assessment provided students have access to paper and commonly available wet and dry media. Internet access is essential to enable ongoing guidance from teachers, and to ensure students can benefit from appropriate artist models. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' development of technical and pictorial ideas, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	AS 91451 Painting 3.3 Internal (4 credits) Systematically clarify ideas using drawing informed by established painting practice This standard is suitable for remote teaching and assessment provided students have access to paper and commonly available wet and dry media. Internet access is essential to enable ongoing guidance from teachers, and to ensure students can benefit from appropriate artist models. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' development of technical and pictorial ideas, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.
	AS 91315 Design, AS 91317 Photography 2.3 Internal (4 credits)	AS 91450 Design, AS 91452 Photography 3.3 Internal (4 credits)

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	Develop ideas in a related series of drawings appropriate to established design/photography practice This standard is suitable for remote teaching and assessment where students have access to computers and appropriate software (Photoshop, InDesign, etc). Internet access is essential. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' development of technical and pictorial ideas, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	Systematically clarify ideas using drawing informed by established design/photography practice This standard is suitable for remote teaching and assessment where students have access to computers and appropriate software (Photoshop, InDesign, etc). Internet access is essential. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' development of technical and pictorial ideas, in order to support learning and ensure authenticity. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.
	AS 91318 Printmaking, AS 91319 Sculpture 2.3 Internal (4 credits) Develop ideas in a related series of drawings appropriate to established printmaking/sculpture practice Initial research, experiments and drafts are suitable for remote teaching and assessment.	AS 91453 Printmaking, AS 91454 Sculpture 3.3 Internal (4 credits) Systematically clarify ideas using drawing informed by established printmaking/sculpture practice Initial research, experiments and drafts are suitable for remote teaching and assessment.

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	Development (Achieved) may be limited depending on the production methods identified by the student. Internet access is essential. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' development of technical and pictorial ideas, in order to support learning and ensure authenticity. Extension (Merit) through advanced processes (etching, welding) is not suitable for remote teaching and assessment. Assessment for these aspects of the standard should be deferred till schools reopen. Supervised access to specialized equipment should be arranged where possible. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	Clarification (Achieved) may be limited depending on the production methods identified by the student. Internet access is essential. Guidance should be provided regarding appropriate selection and application of artist models' methods and ideas. Regular feedback should be provided (via email or video conferencing) about students' development of technical and pictorial ideas, in order to support learning and ensure authenticity. Extension and regeneration (Merit and Excellence) through advanced processes (etching, welding) is not suitable for remote teaching and assessment. Assessment for these aspects of the standard should be deferred till schools reopen. Supervised access to specialized equipment should be arranged where possible. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.
AS 91915 1.4 External (5 credits) Create a sustained body of related artworks in response to an art making proposition	AS 91321 Painting 2.4 External (12 credits) Produce a systematic body of work that shows understanding of art making conventions and	AS 91456 Painting 3.4 External (12 credits) Produce a systematic body of work that integrates conventions and regenerates ideas

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Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply. Supervised group opportunities, when possible, in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard. Painting programmes could advance to higher levels where students have access to appropriate materials (wet strength paper, acrylic/oil paints, brushes).	ideas within painting Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply. Assessment of advanced conceptual or pictorial ideas should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) may occur if remote teaching and learning support is unavailable. However, remote learning is suitable for research, planning, experiments and initial outcomes. Internet access is needed for artist models and teacher guidance.	within painting practice Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply. Assessment of advanced conceptual or pictorial ideas should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) may occur if remote teaching and learning support is unavailable. However, remote learning is suitable for research, planning, experiments and initial outcomes. Internet access is needed for artist models and teacher guidance.
	AS 91320 Design, AS 91322 Photography 2.4 External (12 credits) Produce a systematic body of work that shows understanding of art making conventions and ideas within design/ photography Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.	AS 91455 Design, AS 91457 Photography 3.4 External (14 credits) Produce a systematic body of work that integrates conventions and regenerates ideas within design/photography practice Teaching and learning towards assessment of this standard is suitable remotely. Assessment is not suitable remotely. The current Assessment Specifications will continue to apply.

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	Assessment of advanced conceptual/pictorial ideas and sophisticated technical outcomes should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) may occur if remote teaching and learning support is unavailable. However, remote learning is suitable for initial research, concept planning and some development. Digital developments and final outcomes are possible where students have specialist hardware and software. Internet access is needed for artist models and teacher guidance. Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.	Assessment of advanced conceptual/pictorial ideas and sophisticated technical outcomes should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) may occur if remote teaching and learning support is unavailable. However, remote learning is suitable for initial research, concept planning and some development. Digital developments and final outcomes are possible where students have specialist hardware and software. Internet access is needed for artist models and teacher guidance. Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard.
	AS 91323 Printmaking, AS 91324 Sculpture 2.4 External (12 credits) Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking/sculpture Teaching and learning towards assessment of this standard is suitable remotely. Assessment is	AS 91458 Printmaking, AS 91459 Sculpture 3.4 External (14 credits) Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking/sculpture practice Teaching and learning towards assessment of this standard is suitable remotely. Assessment is

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	not suitable remotely. The current Assessment Specifications will continue to apply. Assessment of advanced conceptual/pictorial ideas and sophisticated outcomes requiring specialist equipment (casting, etching, welding) should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) may occur if remote teaching and learning support is unavailable. However, remote learning is suitable for research, concept planning and some development with drawing materials and simple production options (monoprint, paper maquettes). Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard. Internet access is needed for artist models and teacher guidance.	not suitable remotely. The current Assessment Specifications will continue to apply. Assessment of advanced conceptual/pictorial ideas and sophisticated outcomes requiring specialist equipment (casting, etching, welding) should occur after schools have resumed. Longer term issues for candidates with little to no digital access (e.g., Chatham Islands) may occur if remote teaching and learning support is unavailable. However, remote learning is suitable for research, concept planning and some development with drawing materials and simple production options (monoprint, paper maquettes). Supervised group opportunities, when possible in terms of access to resources and the required conditions, could be arranged for students to provide evidence for this standard. Internet access is needed for artist models and teacher guidance.
AS 91913 Internal (5 credits) Produce resolved artwork appropriate to established art making conventions	1.2 AS 91325 Internal (4 credits) Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	2.5 AS 91460 Internal (4 credits) Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context

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This standard is suitable for remote teaching and assessment where specific guidance is provided to ensure an appropriately specific visual arts context is selected and that it is sufficiently sustained and significant. Collaborative projects are unsuitable for remote teaching and assessment. Selected projects may involve particular skills/interests and/or specialist equipment/software such as model making, computer generated imagery, moving image outcomes, etc. Regular feedback should be provided (via email or video conferencing) about students' development of conceptual ideas and fabrication techniques, in order to support learning and ensure authenticity. Evidence for assessment could be documented and submitted digitally, or could wait until schools reopen. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	This standard is suitable for remote teaching and assessment where specific guidance is provided to ensure an appropriately specific visual arts context is selected and that it is sufficiently sustained and significant. Collaborative projects are unsuitable for remote teaching and assessment. Selected projects may involve particular skills/interests and/or specialist equipment/software such as model making, computer generated imagery, moving image outcomes, etc. Regular feedback should be provided (via email or video conferencing) about students' development of conceptual ideas and fabrication techniques, in order to support learning and ensure authenticity. Evidence for assessment could be documented and submitted digitally, or could wait until schools reopen. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.	This standard is suitable for remote teaching and assessment where specific guidance is provided to ensure an appropriately specific visual arts context is selected and that it is sufficiently sustained and significant. Collaborative projects are unsuitable for remote teaching and assessment. Selected projects may involve particular skills/interests and/or specialist equipment/software such as model making, computer generated imagery, moving image outcomes, etc. Regular feedback should be provided (via email or video conferencing) about students' development of conceptual ideas and fabrication techniques, in order to support learning and ensure authenticity. Evidence for assessment could be documented and submitted digitally, or could wait until schools reopen. Further support can be found in the clarification document and exemplars on the NZQA Visual Arts page, and the Visual Arts modules on Pūtake.