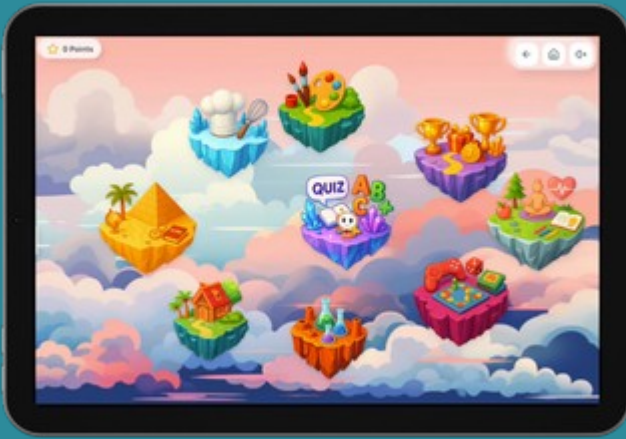


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Communicate and Exhibit - Years 3–4

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Teacher overview

Communicate and Exhibit • Visual Arts • Years 3–4

Purpose: create and refine an original artwork for a defined audience, then justify an informal display using process evidence. No prior artwork is needed.

Core route: lessons 1–8 contain all required teaching, making, presenting and assessment. Lessons 9–10 are optional reinforcement; omit either or both without changing assessment. Each lesson is planned for 60 minutes.

Routine: 5 minutes looking/recall; 10 minutes modelling; 30 minutes purposeful making/application; 10 minutes reflection; 5 minutes safe clean up. Allow artwork to dry between lessons if wet media are chosen.

Ten separate presentation files:

01 Audience and idea

Communicate and Exhibit - Years 3–4 - Lesson 01 - Presentation.pptx

02 Test visual choices

Communicate and Exhibit - Years 3–4 - Lesson 02 - Presentation.pptx

03 Plan the artwork

Communicate and Exhibit - Years 3–4 - Lesson 03 - Presentation.pptx

04 Create the work

Communicate and Exhibit - Years 3–4 - Lesson 04 - Presentation.pptx

05 Refine a specific issue

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06 Display decisions

Communicate and Exhibit - Years 3–4 - Lesson 06 - Presentation.pptx

07 Exhibit and explain

Communicate and Exhibit - Years 3–4 - Lesson 07 - Presentation.pptx

08 Curatorial reflection

Communicate and Exhibit - Years 3–4 - Lesson 08 - Presentation.pptx

09 Compare two display choices — Optional

Communicate and Exhibit - Years 3–4 - Lesson 09 - Presentation.pptx

10 A pop-up audience session — Optional

Communicate and Exhibit - Years 3–4 - Lesson 10 - Presentation.pptx

Preparation, participation and assessment

Before lesson 1

Prepare art paper, pencils/crayons and optional teacher-approved non-toxic water-based media or torn-paper collage with child-safe glue. Have scrap paper for trials, a storage/drying area and the case cards ready. Folios record decisions; art paper and chosen media are used for actual making. Use only school-approved tools; no solvents, aerosols, carving or restricted cultural motifs.

Before the informal display

Check placement, reachable/viewable heights, readable labels, space for pressing, a clear accessible route and unobstructed exits. The teacher handles installation decisions. Use an approved first name or pseudonym on labels. No real pupil names, photos, private stories or public posting without school permission.

Participation

Pupils may speak, draw, write, point/select symbols, gesture, use a communication board/device, partner-supported choices or aids, describe. Offer larger tools, stable paper and manageable material choices. Preserve the same intention, reasoning and evidence expectations. A response mode or support used does not automatically reduce achievement.

Evidence across the core

Lesson 1: intention and audience. Lessons 2–3: trials, effects and justified planning. Lessons 4–5: purposeful making and a specific tested refinement. Lessons 6–7: selection, access, label/display reasons and sharing. Lesson 8: artwork, two selected trials, display/label evidence and a short reflective conference.

Open folios and teacher expectations guidance

W01–W10 are open process records, not fixed-answer drawings. Each lesson plan provides sample expectation and an observation criterion. Accept another reason grounded in visible work and purpose. Do not score attractiveness, neatness, expense, confidence, imitation or amount of writing.

Assessment pages and rubric

Gather evidence during lessons 1–8 and use the two assessment pages at the lesson 8 conference. Score intention/creation, trials/refinement, presenting and reflection/responsibility. A quiz alone cannot assess practical making or presenting.

Lesson 1: Audience and idea

Communicate and Exhibit - Years 3–4 - Lesson 01 - Presentation.pptx

Core lesson • 60 minutes

Learning focus

Choose an idea and explain who will view it.

Preparation and resources

Art paper, pencils or crayons, D1, C01 and W01.

5 minutes — Recall and notice

Look at C01. Sam wants classmates to notice a calm garden. What might Sam show?

10 minutes — Explicit modelling

Sam chooses a calm garden for classmates. Gentle curved lines and open space may suggest quiet. Another artist could make a different, but useful choice.

Say the idea, name the audience, then suggest one visible choice. Model a quick rough sketch; it is a trial, not a picture for pupils to copy.

30 minutes — Making/application

1. Choose a safe idea: a calm place, inanimate sounds as lines, or everyday connections.
2. Name an audience you can share with at school.
3. Try two marks or shapes on separate art paper.
4. Use W01, speech, a drawing, or a communication device to explain your intention.

10 minutes — Reflection and evidence

My idea is __. My audience is __. One possible choice is __.

Teacher observation: Can the pupil link a visible choice to an idea and audience?

One possible explanation: I want classmates to notice quiet. I will leave space around soft curved marks.

Access and challenge

Offer a picture choice for idea and audience. An adult can record the pupil's explanation.

Challenge: How could a younger audience need a different explanation without changing the idea?

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 2: Test visual choices

Communicate and Exhibit - Years 3–4 - Lesson 02 - Presentation.pptx

Core lesson • 60 minutes

Learning focus

Test one change and choose an effect that supports the idea.

Preparation and resources

Crayons or pencils, art paper, C02 and W02. Water-based colour is an optional teacher-approved choice.

5 minutes — Recall and notice

Look at C02. Which large shape draws your attention? Explain what you can see.

10 minutes — Explicit modelling

On two similar trials, keep the shapes and material the same. Change only the size of the main shape. Compare which trial gives more emphasis.

Demonstrate gentle and firm crayon pressure, then model a separate large/small shape comparison. Pupils select one manageable change to test.

30 minutes — Making/application

1. Choose pressure, direction, size, colour or line to test.
2. Make two trials on separate art paper. Change one chosen feature.
3. Notice the effect and compare it with your intention.
4. Record or explain your choice and a next step.

10 minutes — Reflection and evidence

I changed __. I noticed __ because __.

Teacher observation asks the pupil identify the changed feature and explain its observed effect.

One possible explanation: The larger shape stands out. I will use it to make my main idea easier to notice.

Access and challenge

Use two pre-drawn sample shapes for comparison, then support a pupil-made trial.

Pointing can show the selected effect.

Challenge: Name something the trial cannot tell you, such as what every viewer will think.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 3: Plan the artwork

Communicate and Exhibit - Years 3–4 - Lesson 03 - Presentation.pptx

Core lesson • 60 minutes

Learning focus

Compare two small plans and choose a composition for an audience.

Preparation and resources

Art paper, pencil, safe media samples, C01, C03 and W03.

5 minutes — Recall and notice

Look at C01 and C03. How might an open space help a calm idea?

10 minutes — Explicit modelling

Sam makes two thumbnail plans: a main shape crowded by many marks, then the same main shape with clear space around it. Sam chooses the second for a calm intention.

Draw quick small plans live. Move one main shape or change spacing. Think aloud about the idea rather than judging which sketch is prettier.

30 minutes — Making/application

1. Make two different rough composition plans.
2. Keep your original idea and audience in mind.
3. Choose one plan and order two materials.
4. Explain how a position, size or space choice supports meaning.

10 minutes — Reflection and evidence

I selected plan ____ because my first making step will be ____.

Teacher observation: Can the pupil justify selection using a visible feature and intended meaning?

One possible explanation: I chose the spaced plan so my main shape is easier for classmate to notice.

Access and challenge

Offer two placement choices or movable paper shapes. Dictate or demonstrate the reason.

Challenge: Explain a possible limitation: a viewer might notice another feature first.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 4: Create the work

Communicate and Exhibit - Years 3–4 - Lesson 04 - Presentation.pptx

Core lesson • 60 minutes

Learning focus

Make an original artwork using purposeful material and composition choices.

Preparation and resources

Art paper, pencils/crayons or torn-paper collage, child-safe glue if used, C03 and W04.

5 minutes — Recall and notice

Look at C03. Why did Sam choose torn paper for the plan? Shape?

10 minutes — Explicit modelling

Demonstrate tearing two paper shapes and placing them before gluing. Show how overlapping or leaving space changes what is visible. This is a process example, not a required design.

Use safe paper, child-safe glue and school-approved tools to model a small join or mark needed by the chosen media. Keep demonstration brief to protect making time.

30 minutes — Making/application

1. Set out only the materials needed for your work.
2. Begin with the main shape or important marks.
3. Pause to compare the work with your intention.
4. Record one purposeful choice and a useful next step.

10 minutes — Reflection and evidence

A choice I made was ____ to communicate ____.

Teacher observation: Does the pupil use material/process choices for meaning rather than copying a demonstration?

One possible explanation: I overlapped two torn shapes to show connections between garden parts.

Access and challenge

Offer larger tools, stabilised paper or pre-torn materials while the pupil makes the artistic choices.

Challenge: Explain why the selected material helped and what it made harder.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 5: Refine a specific issue

Communicate and Exhibit - Years 3–4 - Lesson 05 - Presentation.pptx
Core lesson • 60 minutes

Learning focus

Use respectful feedback to improve one communication choice.

Preparation and resources

Current artwork, trial paper, chosen safe media, D2, C04 and W05.

5 minutes — Recall and notice

Look at C04. Sam hears: “I notice many busy marks. Which one should I look at first?”
What could Sam test?

10 minutes — Explicit modelling

Sam wants a calm main shape noticed. Sam tests leaving more space beside it. A second viewer finds it sooner. This suggests the change helps, but it does not prove everyone will respond alike.

Model “I notice __. I wonder __.” The artist identifies a mismatch, tests a change, and chooses whether to keep it. Different interpretations are welcome.

30 minutes — Making/application

1. Tell a partner your intention and ask for one observation.
2. Choose one specific communication issue.
3. Try a small change on scrap paper before changing the work.
4. Explain whether you kept the change and why.

10 minutes — Reflection/evidence

I noticed __. I tested __. I decided __ because __.

Teacher observation: Can the pupil connect feedback, a trial and a purposeful refinement?

One possible explanation: The space makes my main shape clearer, so I kept that change.

Access and challenge

Offer a choice of feedback questions and point to the affected area. Scribe the pupil's decision.

Challenge: Describe a useful feedback suggestion you chose not to use and explain why.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 6: Display decisions

Communicate and Exhibit - Years 3–4 - Lesson 06 - Presentation.pptx

Core lesson • 60 minutes

Learning focus

Plan a clear, accessible and safe informal display.

Preparation and resources

Completed work and process trials, paper mock layout, label paper, C05, C06, C07 and W06.

5 minutes — Recall and notice

Look at C05 and C06. Which choices help people move, view and interact?

10 minutes — Explicit modelling

Sam selects a finished work and two useful process trials. Sam plans space around the work, a readable nearby label and a clear route. The teacher checks safe placement and permission.

Use a mock tabletop or paper floorplan. Compare crowded/spaced layouts and reachable viewing positions without installing anything on walls.

30 minutes — Making/application

1. Select the work and two process examples that explain your choices.
2. Try placement, spacing and order in a mock layout.
3. Write a short label using an approved first name or pseudonym.
4. Ask the teacher to check accessibility, privacy and safe handling.

10 minutes — Reflection and evidence

My display helps viewers ___ because ___.

Teacher question: How does the pupil justify placement or label choices for their intended audience?

One possible explanation: I left room beside the work so viewers can pause and the route stays clear.

Access and challenge

Use movable image cards, a seated viewpoint and partner-supported placement choices.

Challenge: Explain a trade-off between fitting more work and keeping viewing space.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 7: Exhibit and explain

Communicate and Exhibit - Years 3–4 - Lesson 07 - Presentation.pptx

Core lesson • 60 minutes

Learning focus

Share work and explain a deliberate choice with process evidence.

Preparation and resources

Teacher-approved informal display, finished work, two process trials, C07, C08 and W07.

5 minutes — Recall and notice

Look at C07. Which two trials tell us most about Sam's decision?

10 minutes — Explicit modelling

Sam says: "My idea is a calm garden. I tried crowded and smudged marks. I chose space so the main shape is clear. The label helps classmates understand my choice."

Model a 30-second artist explanation. Point to a trial and a feature in the finished work. A viewer can respond quietly, with a picture, a question or words.

30 minutes — Making/application

1. Display only where the teacher has approved.
2. Share your idea, one deliberate choice and one process example.
3. Invite a respectful observation or viewing question.
4. Record one response; handle others' work only with permission.

10 minutes — Reflect and evaluate

I showed ___. A viewer noticed ___. I explained ___.

Teacher observation: Can pupils use the artwork and trial evidence to explain purpose and presenting choices?

One possible explanation: My larger main shape helps viewers notice the idea; this smaller trial shows what changed.

Access and challenge

Use a partner's point, recorded words, a communication board/device or a quiet one-to-one sharing option.

Challenge: Explain how a viewer's different interpretation is supported by what they noticed.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 8: Curatorial reflection

Communicate and Exhibit - Years 3–4 - Lesson 08 - Presentation.pptx

Core lesson • 60 minutes

Learning focus

Explain how making and display choices affected an audience.

Preparation and resources

Artwork, two process trials, label/mock display, W08, assessment pages and rubric.

5 minutes — Recall and notice

Look at C08. A viewer sees movement where Sam intended calm. Is this automatically a mistake?

10 minutes — Explicit modelling

Sam can name the intended calm space and the viewer notices repeated marks. Both use visible evidence. Sam reflects on whether another arrangement or label would clarify the intention.

Conduct a brief evidence conference using artwork, tools and display. Model a reason supported by a viewer observation, with one honest limitation.

30 minutes — Making/application

1. Gather your finished work and two chosen process records.
2. Explain one making/refining choice and one display choice.
3. Use a viewer response or observation to reflect.
4. Discuss one possible next step to complete the core assessment now.

10 minutes — Reflection/evidence

Evidence that helped me was _____. A possible next step is _____.

Teacher observation: In this lesson, collect evidence of trials/refinement, purposeful creation and justified informal presenting. Do not wait for optional lessons.

One possible explanation: The nearby label helped my viewer connect the curved marks to calm. One viewer's response cannot show what everyone will think.

Access and challenge

Accept demonstrated, oral, drawn, dictated or picture-supported explanations using the same criteria.

Challenge: Transfer a display choice to a younger class and explain what should change.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 9: Compare two display choices • Optional

Communicate and Exhibit - Years 3–4 - Lesson 09 - Presentation.pptx

Optional reinforcement: all essential assessment is already complete in lessons 1–8. • 60 minutes

Learning focus

Optional: compare two layouts using familiar display choices.

Preparation and resources

Already-completed artwork, paper mock layouts or movable cards C05, C06 and optional W09.

5 minutes — Recall and notice

Recall C05 and C06. What makes a display easier to view and read?

10 minutes — Explicit modelling

Sam tests the same works in two mock layouts, changing spacing only. A partner finds it easier to pause beside one layout. Sam gives a reason, illustrating of beauty.

Keep the audience and artworks the same. Change the layout choice; ask a partner to describe what they noticed.

30 minutes — Making/application

1. Make two small mock layouts using the same work.
2. Change spacing, order of label position.
3. Ask a partner to try viewing and explain their experience.
4. Choose a layout and give a reason to the audience.

10 minutes — Reflection/audience

I changed ____ My viewer noticed ____ My reason is ____.

Teacher observation: Optional formative feedback only. Core assessment is already complete by lesson 8.

One possible explanation: The wider spacing gave my viewer room to pause and read the label.

Access and challenge

Compare two teacher-prepared layouts and point to the preferred choice, then explain with supported options.

Challenge: Name another possible viewer need that the test did not cover.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Lesson 10: A pop-up audience session •

Optional

Communicate and Exhibit - Years 3–4 - Lesson 10 - Presentation.pptx

Optional reinforcement: all essential assessment is already complete in lessons 1–8. • 60 minutes

Learning focus

Optional: share completed work and reflect on one useful response.

Preparation and resources

Completed work, approved classroom display space, feedback proforma C08 and optional W10.

5 minutes — Recall and notice

Recall C08. What could you ask to understand an artist's choices?

10 minutes — Explicit modelling

A viewer asks, "Which part would you like me to notice?" Sam points to the main shape and explains the space around it. The viewer can offer a different interpretation respectfully.

Model a brief invitation and response. Pupils can choose quiet viewing, partner sharing or a teacher conference. No public performance or compulsory personal story.

30 minutes — Making/application

1. Use the teacher-approved classroom viewing setup.
2. Share a completed work or select a quiet viewing option.
3. Ask or answer one useful question.
4. Record one useful response and reflection; no new assessed task.

10 minutes — Reflection and evidence

A response I noticed and used was ___ because ___.

Teacher observation: Optional reinforcement only; no new compulsory evidence or criterion.

One possible explanation: My viewer asked about the open space. I explained how it supports the quiet idea.

Access and challenge

Provide question cards, symbols, a partner voice or a communication device.

Challenge: Explain why one response could be useful even when it differs from your intention.

5 minutes — Cleanup

Return tools, clean the work space and store work safely. Use drying/storage routines appropriate to the selected media.

Curator's Choice – teacher criteria I

Cooperative discussion • 2–4 people • no speed requirement or winning score

Use any challenge card at each of six stops: notice, ask, compare, explain, apply and reflect. Pupils give a supported response, ask one respectful question and check these criteria together. Large counters or pointing are equal choices. Quiet partner discussion can replace the board route.

Challenge 1 / C01

Connect a visible choice to the calm idea and classmates as audience. Some curved marks or open space are possible examples; another justified choice in new work.

Challenge 2 / C02

Explain how larger size can draw attention. Ask which detail was compared and what stayed similar. A smaller contrasting feature might also create emphasis with a reason.

Challenge 3 / C03

Trying placement first permits comparison and changing arrangement before glue fixes it. Connect overlap or space to the intended meaning.

Challenge 4 / C04

Identify a specific communication issue; test a spacing or another relevant choice; keep or reject the change with a reason. Feedback does not remove the artist's choices.

Check the reasoning, visible evidence and respectful participation. There can be more than one valid answer. Do not interrupt classmates, force personal disclosure or require speed. If a pupil needs help, model a choice and ask them to explain or demonstrate the reason.

Curator's Choice – teacher criteria 2

Cooperative discussion • 2–4 people • no speed requirement or winning score

Use any challenge card at each of six stops: notice, ask, compare, explain, apply and reflect. Pupils give a supported response, ask one respectful question and check these criteria together. Large counters or pointing are equal choices. Quiet partner discussion can replace the board route.

Challenge 5 / C05

Explain how a clear route, viewing space or reachable/viewable position supports the intended audience. The teacher checks safety and access.

Challenge 6 / C06

Connect a title, approved name, materials or idea/choice to viewer understanding. Keep full pupil names, photos and private information off unapproved display.

Challenge 7 / C07

Selected trials should show a useful process, decision or movement. Their evidence matters more than showing every scrap or the most polished work.

Challenge 8 / C08

Acknowledge another interpretation, ask what visible marks support it, and explain intention without declaring the viewer wrong or rating the artwork.

Check the reasoning, visible evidence and respectful participation. There can be more than one valid answer. Do not interrupt classmates, force personal disclosure or require speed. If a pupil needs help, model choice and ask them to explain or demonstrate the reason.

Quiz and core assessment conference

Quiz file

Communicate and Exhibit - Years 3–4 - Quiz.pptx

The editable quiz has ten questions, each followed by an explicit explanation slide, plus accessible instructions, reflection and a closing slide. Use it for discussion or formative checking after relevant teaching. Practical art and display evidence remain essential.

Concept questions

How do we know a display choice is purposeful? The maker explains how arrangement, labels or placement support an audience or meaning.

Is a different viewer interpretation automatically a mistake? No – accept visible evidence and intention respectfully.

Conference by lesson 8

Ask pupils to show a trial and finished work, explain a purpose in making/refining decision, justify a display/label choice, and reflecting a viewer observation with one limitation.

Transfer prompt

A fictional younger audience cannot read a label. Ask for a safe change and a reason it could help. Accept supported oral, drawn, written, gestural or practical explanation.

Record decisions using the assessment organiser and conference page; apply the same rubric to all responses. Modes 1–4 optional lessons add no compulsory evidence.

Next pages contain finished displays, case cards, game, open folios, two assessment pages and rubric.

Communicate and Exhibit

Key Ideas • Years 3–4

Intention

The idea you want to communicate.



I want to show how calm and hopeful this place feels.

Visual language

Line, shape, colour, texture and space used to communicate.



- Line
- Shape
- Colour
- Texture
- Space

Audience

The people who view your work.



Selection

Choosing work or trials for a purpose.



Explanation

Showing how a choice supports an idea.



I chose bright colours and large shapes to show happiness and growth.

Exhibit

Sharing selected work for viewing.



Your artwork can show your own ideas and choices.

How We Explain Our Evidence

Fictional classroom example.

1 Idea

Sam wants classmates to notice a calm garden.



2 Evidence

Sam tested crowded and spaced marks.
The main shape was clearer with space around it.



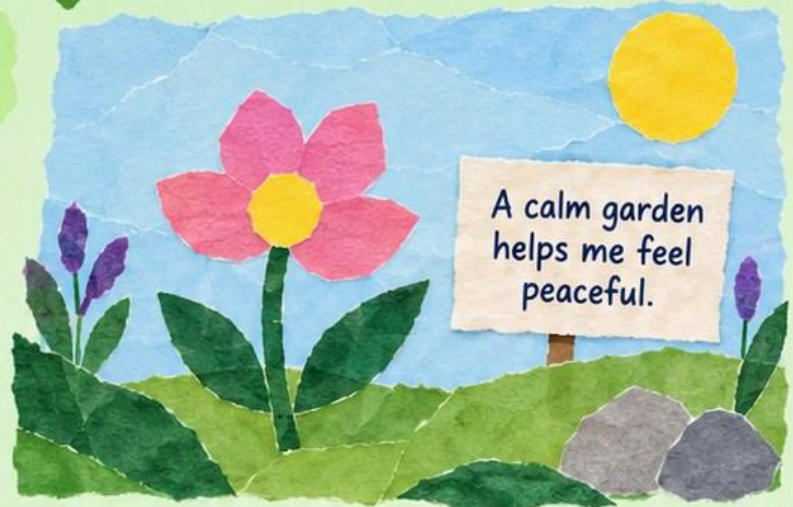
Crowded marks
(trial 1)



Spaced marks
(trial 2)

3 Explanation

I chose space to help viewers notice my main shape.
A nearby label explains my calm idea.



One viewer may interpret it differently.
Use visible evidence and speak respectfully.

Case Cards • Fictional Classroom Examples

C01 Audience



Sam makes a calm garden artwork for classmates.

Question:

What could help communicate calm?

C02 Emphasis



Sam compares the same main shape at two sizes.

Question:

Which choice draws attention, and why?

C03 Making



Sam tears paper shapes and tries their placement before gluing.

Question:

How could overlap or space support an idea?

C04 Refining



A viewer asks, Which part should I notice first?

Question:

What one change could Sam test?

Case Cards • Fictional Classroom Examples

C05 Access



A class leaves a clear route and space for viewing.

Question:

Who might this help?

C06 Labels



A label uses title, approved first name, pseudonym, materials and one idea.

Question:

How does this help viewers?

C07 Selection



Sam chooses two useful trials and a finished work.

Question:

Which process decision could the trials show?

C08 Interpretation



Sam intends calm. A viewer notices movement in repeated marks.

Question:

How can both discuss visible evidence respectfully?

Curator's Choice

Play together • 2–4 people

Materials:

Case cards C01–C08, challenge cards, board and large counters.



Rules:

1

Start at Notice.
Pick any challenge card.



2

Read it together.
Speak, point, draw, use a device or ask a partner to help.



3

Give a reason
using a case card or your artwork.



4

Ask one
respectful question.
The teacher checks the criteria together.



5

Move to the next stop.
Try six turns, then reflect.



Worked turn:



My answer:

I choose a larger main shape because it draws attention to my idea.



A respectful question:

What did your trial show?



Teacher checks:

The choice and evidence.



Quiet viewing or partner discussion is an equal choice.

Do not rate classmates or touch their work without permission.



Curator's Choice • Six Stops

Look
Think
Discuss
Create

START

1

NOTICE

Notice a feature.



Different
ideas make
a richer view!

2

ASK

Ask a respectful
question.



3

COMPARE

Compare
choices.



4

EXPLAIN

Explain
your reason.



5

APPLY

Try a purposeful
choice.



6

REFLECT

Reflect on
what helped.



FINISH



Choose a challenge card at each stop.
Point or use a large counter.
Work together; there is no speed test.

Curator's Choice • Challenges

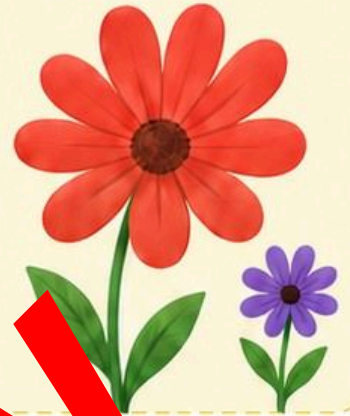
1 C01

Suggest a visible choice for Sam's calm idea.



2 C02

Explain how size can create emphasis.



3 C03

Give a reason for trying placement before gluing.



4 C04

Suggest one reinforcement Sam could test.



5 C05

Explain one choice that helps access.



6 C06

Choose a useful label detail and explain why.



7 C07

Explain why two selected trials could help.



8 C08

Give a respectful response to a different interpretation.



More than one justified answer may work.
Check the teacher criteria.

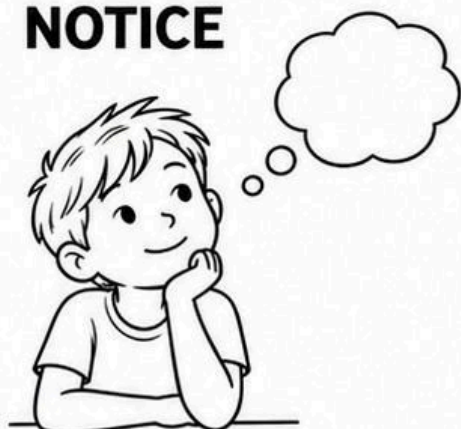
W01 • Audience and idea

Case C01

Years 3–4 • Learning Record

Name: _____ Date: _____

NOTICE



PLAN: My idea is:

My viewers are:

RECORD / COMPARE: Draw or describe marks, shapes you could try.

EXPLAIN / REFLECT:

One choice could help my idea because:

Draw, write, speak, point or dictate your ideas.

This page records decisions; make your artwork on art paper.

W02 • Test visual choices

Years 3–4 • Learning Record

Case C02

Name: _____ Date: _____

NOTICE



PLAN: The one feature I will change is:

What stays similar?

RECORD / COMPARE

Record what you tried on separate art paper

Trial A

Trial B

EXPLAIN / REFLECT



I noticed _____.

I choose _____ because _____.

Draw, write, speak, point or dictate your ideas.

This page records decisions; make your artwork on art paper.

W03 • Plan the artwork.

Years 3–4 • Learning Record

Name: _____ Date: _____

Case C01, C03.

NOTICE

PLAN: My idea and audience:

Materials I could use:



RECORD / COMPARE

Two thumbnail plans. Try a different arrangement.

Plan A

Plan B

EXPLAIN / REFLECT

I choose plan __ because __.

My first step is __.



Draw, write, speak, point or dictate your ideas.

This page records decisions; make your artwork on art paper.

W04 • Create the work.

Years 3–4 • Learning Record.

Name: _____ Date: _____

NOTICE



PLAN: My chosen materials and safe setup:

The first making step:

RECORD / COMPARE

Record one purposeful choice.

Make the artwork on separate art paper.

EXPLAIN / REFLECT



This choice helps my idea because ____.

My next step is ____.

Draw, write, speak, point or dictate your ideas.

This page records decisions; make your *artwork* on art paper.

W05 • Refine a specific issue.

Case C04

Years 3–4 • Learning Record

Name: _____

Date: _____

NOTICE

PLAN: My intention:

A viewer noticed or asked:



RECORD / COMPARE:

Sketch or describe the one change tested.

Before

Trial change.

EXPLAIN / REFLECT:

I kept / changed my choice because ____.

Draw, write, speak, point or dictate your ideas.

This page records decisions; make your artwork on art paper.

W06 • Display decisions

Years 3–4 • Learning Record

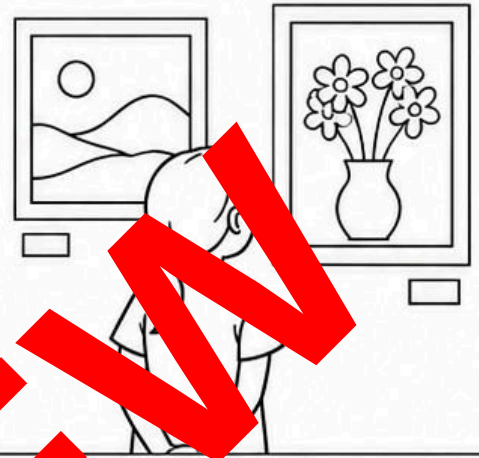
Case C05, C06, C07

Name: _____ Date: _____

NOTICE

PLAN: My audience and selected work:

Two useful process trials:



RECORD / COMPARE

Mock display layout: Show placement, spacing, level and clear route.

EXPLAIN / REFLECT

One choice helps viewers because ____.

Teacher checks safety, access and permission.

Draw, write, speak, point or dictate your ideas. This page records decisions; make your artwork on art paper.

W07 • Exhibit and explain

Years 3–4 • Learning Record

Name: _____ Date: _____

Case C07, C08.



NOTICE

PLAN: My artwork title and approved name: _____

My idea: _____

RECORD / COMPARE

A process trial and a feature I can point to.

EXPLAIN / REFLECT

My display choice helps _____.

A viewer noticed _____.

_____.

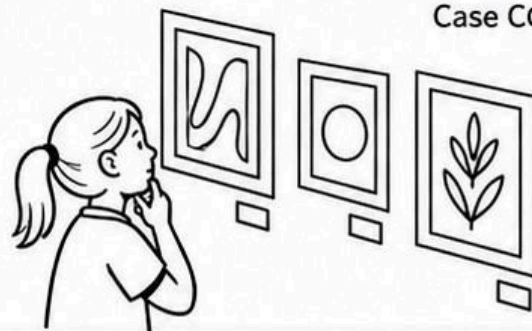
_____.

W08 • Curatorial reflection

Years 3–4 • Learning Record

Case C08

Name: _____ Date: _____



NOTICE

A making or refining choice:

A display choice:

RECORD / COMPARE

Record a viewer response or observation.

EXPLAIN / REFLECT

The evidence suggests ____.

It cannot prove ____.

A possible next step is ____.

Draw, write, speak, point or dictate your ideas.

This page records decisions; make your artwork on art paper.

W09 • Compare two display choices.

Years 3–4 • Learning Record

Case C05, C06.

Name: _____ Date: _____

NOTICE

PLAN: OPTIONAL • Core assessment finishes in lesson 8.

My unchanged audience and work:



RECORD / COMPARE

Change spacing, order or label position.

Layout A

Layout B

EXPLAIN / REFLECT

A viewer noticed __. I choose __ because __.

Draw, write, speak, point or dictate your ideas.

This page records decisions; make your artwork on art paper.

W10 • A pop-up audience session

Years 3–4 • Learning Record

Name: _____ Date: _____ Case C08

NOTICE

PLAN: OPTIONAL • No new compulsory assessment.

A respectful viewing question:



RECORD / COMPARE: Record one useful viewer response.

EXPLAIN, REFLECT:

My response was ____.

This helped me reflect because ____.

Draw, write, speak, point or dictate your ideas. This page records decisions; make your artwork on art paper.

Assessment • Communicate and Exhibit

Evidence Planner • Years 3–4

Name: _____ Date: _____

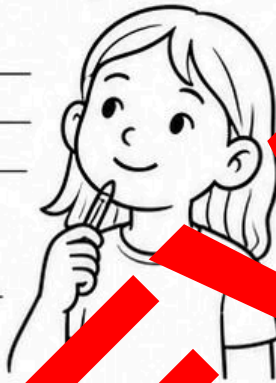
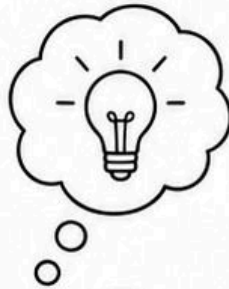
Task: Make and refine an original artwork for an audience. Share it in a teacher-approved informal display and explain your choices. Use evidence from lessons 1–8.

1. My idea and audience.

What is your artwork about?

Who is your audience?

Why will it interest them?



2. Two trials that show what I tested.

Trial 1 – What did you try?

What did you learn?

Trial 2 – What did you try?

What did you learn?

3. One purposeful material or refinement choice.

What did you choose to do, and why?



How did this choice improve your artwork?

4. My display and label choice.

How will you display your artwork?

What will your label say?

Why did you choose this display and label?

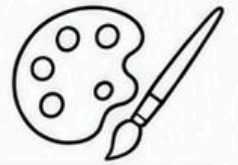


Checklist – have you included:

- | | | | |
|---|---|--|--------------------------------------|
| ☐ Finished artwork | ☐ Two process trials | ☐ Approved label or mock layout | ☐ Explanation |
|---|---|--|--------------------------------------|

Explain through speech, drawing, writing, pointing, a communication device or adult scribing. The same learning is assessed. Keep pupils' private information off display.

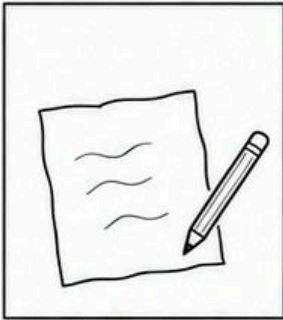
Assessment • Evidence Conference



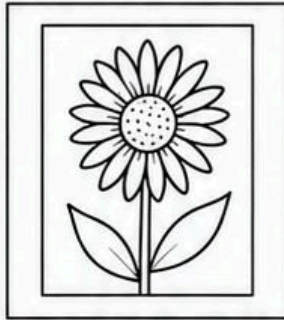
Name: _____

Date: _____

- 1** Show a trial and your finished work.
What did you change, and how does it support your idea?

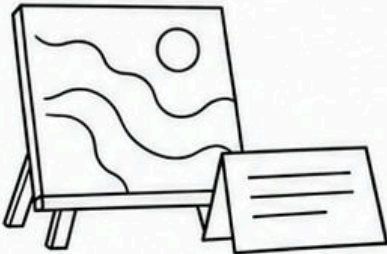


Trial example

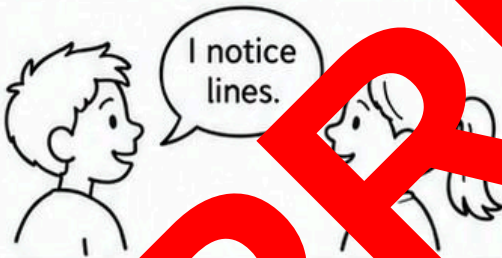


Artwork example

- 2** Explain one display or label choice.
How does it help your audience?



- 3** Describe a viewer's response.
What evidence supports your reflection, and what is one limitation?



Transfer ... in a class gallery. Younger pupils cannot read a high label. Suggest a safe display change and explain why it may help.



Teacher record
(use the rubric).

Trials and
refinement

☐

Purposeful
creation

☐

Justified
display

☐

Reflection

☐

Complete core evidence by lesson 8. Optional lessons add no compulsory evidence.
A supported response mode does not lower achievement.

Rubric • Communicate and Exhibit

Name: _____ Date: _____

Criterion	Developing	Sound	Extending
1. Intention and creation	Choice is not yet linked clearly to idea and audience.	Explains a purposeful visual/material choice for an idea and audience.	Justifies choices and explains a possible alternative.
2. Trials and refinement	Trial or change has little explained evidence.	Compares trials and uses evidence to refine a specific issue.	Explains an effect and a limitation of the trial.
3. Presenting	Display or label reason is unclear.	Justifies an accessible display or label choice for viewers.	Adapts a display choice for a new audience with a reason.
4. Reflection and responsibility	Reflection needs a clearer link to observations.	Uses a viewer observation and respects access, privacy and handling.	Weighs another interpretation and identifies an evidence limitation.

Judge demonstrated learning, not beauty, neatness, confidence or expensive materials. Speech, symbols, gestures, drawing, writing, a device or scribing can show the same achievement.

PREVIEW

Lesson 1 Audience and idea



Our learning

Choose an idea and explain who will view it.

Show your thinking through your network and explanation.

PREVIEW

Words for our choices

Intention: what I want to communicate. Audience: the people who will view my work.

PREVIEW

Notice and discuss

Look at C01. Sam wants classmates to notice a calm garden.

What might Sam show?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Sam chooses a calm garden for classmates. Gentle curved lines and open space may suggest quiet. Another artist could make a different composition choice.

PREVIEW

Process demonstration

Say the idea, name the audience, then suggest one viable choice. Model a quick rough sketch, it is a trial, not a picture for pupils to copy.

PREVIEW

Materials and safe choices

Art paper, pencils or crayons, D1, C01 and W01

Use non-toxic, teacher-approved materials. Leave exits clear and handle work with permission.

PREVIEW

Making: first steps

1. Choose a safe idea: a calm place, movement sounds, as lines, or everyday connections.
2. Name an audience you can share with at school.

PREVIEW

Making: next steps

3. Try two marks or shapes on separate cut paper.
4. Use W01, speech, a drawing or a communication device to explain your intention

PREVIEW

Ways to participate

Offer a picture choice for idea and audience. An adult can record the pupil's explanation.

Challenge: How could a younger audience need a different explanation without changing the idea?

PREVIEW

Check and discuss

Can the pupil link a visible choice to an idea and audience?

One possible explanation: I want classmate to notice quiet. I will leave space around short curved marks.

PREVIEW

Reflect and tidy

My idea is _____. My audience is _____. One possible choice is _____.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



Lesson 2

Test visual choices



Our learning

Test one change and choose an effect that supports your idea.

Show your thinking through your work and explanation.

PREVIEW

Words for our choices

Visual language: line, shape, colour, texture and space used to communicate.

PREVIEW

Notice and discuss

Look at C02. Which large shape draws your attention?

Explain what you can see.

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

On two similar trials, keep the shapes and material the same. Change only the size of the main shape. Compare which trial gives more emphasis.

PREVIEW

Process demonstration

Demonstrate gentle and firm crayon pressure when making a separate large/small shape comparison. Pupils select one manageable change to test.

PREVIEW

Materials and safe choices

Crayons or pencils, art paper, CO2 and W 2. Water-based colour is an optional teacher-approved choice.

Use non-toxic, teacher-approved materials. Leave exits clear and handle work with permission.

PREVIEW

Making: first steps

1. Choose pressure, direction, size, colour or spacing to test.
2. Make two trials on separate art paper. Change one chosen feature.

PREVIEW

Making: next steps

3. Notice the effect and compare it with your intention.
4. Record or explain your chosen tool and choice of step.

PREVIEW

Ways to participate

Use two pre-drawn sample shapes for comparison, then support a pupil-made trial. Pointing can show the selected effect.

Challenge: Name something the trial cannot tell you, such as what every viewer will think

PREVIEW

Check and discuss

Does the pupil identify the changed feature and explain its observed effect?

One possible explanation: The image shape stands out. I will use it to make my point easier to notice.

PREVIEW

Reflect and tidy

I changed _____. I noticed _____. I chose _____ because _____.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



Lesson 3

Plan the artwork



Our learning

Compare two small plans and choose a composition for an audience.

Show your thinking through your artwork and explanation.

PREVIEW

Words for our choices

Composition: how the parts of an artwork are arranged.

Selection: choosing what serves a purpose.

PREVIEW

Notice and discuss

Look at C01 and C03. How might an open book help calm idea?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Sam makes two thumbnail plans: a main plan crowded by many marks, then the same main plan with clear space around it. Sam chooses the second for a calm intention.

PREVIEW

Process demonstration

Draw quick small plans live. Move one main shape or change spacing. Think aloud about the idea rather than judging which sketch is prettier.

PREVIEW

Materials and safe choices

Art paper, pencil, safe media samples CO₂ and V₃.

Use non-toxic, teacher-approved materials. Leave exits clear and handle work with permission.

PREVIEW

Making: first steps

1. Make two different rough composition plans
2. Keep your original idea and audience in mind

PREVIEW

Making: next steps

3. Choose one plan and one or two materials
4. Explain how a position, size or space how it supports meaning.

PREVIEW

Ways to participate

Offer two placement choices or movable paper shapes

Dictate or demonstrate the reason

Challenge: Explain a possible limitation: a viewer might notice another feature.

Check and discuss

Can the pupil justify selection using a visible feature and intended meaning?

One possible explanation... I chose the spaced plan so my main shape is easier for classmates to notice.

Reflect and tidy

I selected plan ___ because ___. My first marking step will be ___.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



PREVIEW

Lesson 4
Create the work



Our learning

Make an original artwork using purposeful material and composition choices.

Show your thinking through your artwork and explanation.

PREVIEW

Words for our choices

Process: the steps and decisions used when making.
Original: your own ideas and choices.

PREVIEW

Notice and discuss

Look at C03. Why did Sam choose torn paper for the planned shapes?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Demonstrate tearing two paper shapes and placing them before gluing. Show how overlapping and leaving space changes what is visible. This is a process example, not a required design.

Process demonstration

Use safe paper, child-safe glue and school-approved tools.

Model a small join or mark needed by the class in media.

Keep demonstration brief to prevent making time.

PREVIEW

Materials and safe choices

Art paper, pencils/crayons or torn-paper collage, child-safe glue if used, C03 and W04.

Use non-toxic, teacher-approved materials. Leave exits clear and handle work with permission.

Making: first steps

1. Set out only the materials needed for your plan.
2. Begin with the main shape or important marks.

PREVIEW

Making: next steps

3. Pause to compare the work with your intention.
4. Record one purposeful choice and a series of next steps.

PREVIEW

Ways to participate

Offer larger tools, stabilised paper or pre-formed materials

while the pupil makes the artistic choice

Challenge: Explain why the selected material helped and

what it made harder.

PREVIEW

Check and discuss

Does the pupil use material/process choices for meaning rather than copying the demonstration?

One possible explanation... I overlapped two torn shapes to show connection between garden parts.

PREVIEW

Reflect and tidy

A choice I made was _____. It helps communicate _____.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



Lesson 3

Refine a specific issue



Our learning

Use respectful feedback to improve one communication choice.

Show your thinking through your work and explanation.

PREVIEW

Words for our choices

Refine: change a specific part to better support your intention. Feedback: an observation and/or useful question.

PREVIEW

Notice and discuss

Look at C04. Sam hears: “I notice many busy marks. Which part should I look at first?” What could Sam expect?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Sam wants a calm main shape noticed. Sam tests leading more space beside it. A second viewer finds it sooner. This suggests the change helped, but it does not prove everyone will respond alike.

PREVIEW

Process demonstration

Model “I notice _____. I wonder _____.” The artist identifies a mismatch, tests a change, and chooses what to keep it. Different interpretations are welcome.

PREVIEW

Materials and safe choices

Current artwork, trial paper, chosen safe media, D2, cut and W05.

Use non-toxic, teacher approved materials. Leave exits clear and handle work with permission.

Making: first steps

1. Tell a partner your intention and ask for one observation.
2. Choose one specific communication issue.

PREVIEW

Making: next steps

3. Try a small change on scrap paper before changing the work.
4. Explain whether you kept the change and why.

PREVIEW

Ways to participate

Offer a choice of feedback questions and point to the affected area. Scribe the pupil's decision.

Challenge: Describe a useful feedback suggestion you chose not to use and explain why.

PREVIEW

Check and discuss

Can the pupil connect feedback, a trial and a purposeful refinement?

One possible explanation... The space makes my main shape clearer, so I kept that change.

PREVIEW

Reflect and tidy

I noticed _____. I tested _____. I decided _____ because _____.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



Lesson 6

Display decisions



Our learning

Plan a clear, accessible and safe information display.

Show your thinking through your artwork and explanation.

PREVIEW

Words for our choices

Exhibit: share selected work for viewing. A display choice helps an audience see and understand.

PREVIEW

Notice and discuss

Look at C05 and C06. Which choices help people move view and read?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Sam selects a finished work and two useful process tools.

Sam plans space around the work, a readable nearby label and a clear route. The teacher checks safe placement and permission.

PREVIEW

Process demonstration

Use a mock tabletop or paper floorplan. Compare crowded/spaced layouts and readability in different positions without installing anything on walls.

PREVIEW

Materials and safe choices

Completed work and process trials, paper mock layers, label paper, C05, C06, C07 and W06.

Use non-toxic, teacher approved materials. Leave exits clear and handle work with permission.

PREVIEW

Making: first steps

1. Select the work and two process examples that explain your choices.
2. Try placement, spacing and colour in a mock layout.

PREVIEW

Making: next steps

3. Write a short label using an approved first name or pseudonym.
4. Ask the teacher to check access kits, privacy and safe handling.

PREVIEW

Ways to participate

Use movable image cards, a seated viewpoint and partner-supported placement choices.

Challenge: Explain a trade-off between fitting more work and keeping view of a space.

Check and discuss

Does the pupil justify placement or label choices for their intended audience?

One possible explanation... I left it on the side of the work so viewers can pause and the route stays clear.

Reflect and tidy

My display helps viewers ___ because ___.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



Lesson 1

Exhibit and explain



Our learning

Share work and explain a deliberate choice with process evidence.

Show your thinking through your work and explanation.

PREVIEW

Words for our choices

Explanation: connecting what viewers can see with the artist's idea and choices.

PREVIEW

Notice and discuss

Look at C07. Which two trials tell us most about Sam's decision?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Sam says: “My idea is a calm garden. I tried crowded and spaced marks. I chose space so the marks show up clearly. The label helps classmates understand my choice.”

PREVIEW

Process demonstration

Model a 30-second artist explanation. Point to a triangle and a feature in the finished work. A viewer can respond quietly, with a picture, a question, or words.

PREVIEW

Materials and safe choices

Teacher-approved informal display, finished work, two process trials, C07, C08 and W07.

Use non-toxic, teacher-approved materials. Leave exits clear and handle work with permission.

PREVIEW

Making: first steps

1. Display only where the teacher has approved...
2. Share your idea, one deliberate model and one process example.

PREVIEW

Making: next steps

3. Invite a respectful observation or viewing question.
4. Record one response; handle others (if any) with permission.

PREVIEW

Ways to participate

Use a partner to point, recorded words, communication board/device or a quiet one-to-one sharing session.

Challenge: Explain how viewer's different interpretation is supported by what they noticed.

Check and discuss

Can the pupil use the artwork and trial evidence to explain purpose and presenting choices?

One possible explanation: My large main square helps viewers notice the idea; this smaller trial shows what I changed.

PREVIEW

Reflect and tidy

I showed _____. A viewer noticed _____. I explained _____.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



Lesson 4 Curatorial Reflection



Our learning

Explain how making and display choices affected an audience.

Show your thinking through your artwork and explanation.

PREVIEW

Words for our choices

Curate: select and arrange work thoughtfully
Reflection: use evidence to consider what worked and next step.

PREVIEW

Notice and discuss

Look at C08. A viewer sees movement while Sam intended calm. Is this automatically a mistake?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Sam can name the intended calm space and the viewer's noticed repeated marks. Both use visible evidence. Sam reflects on whether another arrangement or label would clarify the intention.

PREVIEW

Process demonstration

Conduct a brief evidence conference using artwork, models and display. Model a reason supported by viewer observation, with one honest limitation.

PREVIEW

Materials and safe choices

Artwork, two process trials, label/mock display W08,
assessment pages and rubric.

Use non-toxic, teacher approved materials. Leave exits
clear and handle work with permission.

PREVIEW

Making: first steps

1. Gather your finished work and two chosen process records.
2. Explain one making/realising choice and one display choice.

PREVIEW

Making: next steps

3. Use a viewer response or observation to reflect.
4. Discuss one possible next step; complete the core assessment now.

PREVIEW

Ways to participate

Accept demonstrated, oral, drawn, dictated or picture supported explanations using the same criteria.

Challenge: Transfer a display choice to a younger class and explain what should change.

Check and discuss

By this lesson, collect evidence of trials/refinement, purposeful creation and justified informal presenting. Do not wait for optional lessons.

One possible explanation: The early label helped my viewer connect the curved marks to a palm. One viewer's response cannot show what everyone will think.

Reflect and tidy

Evidence that helped me was _____. A possible next step is _____.

Return materials, clean the space and store work safely.

PREVIEW

PREVIEW

Well Done!



Lesson 9 • Optional

Compare two display choices



Our learning

Optional: compare two layouts using familiar display choices.

Show your thinking through your work and explanation.

PREVIEW

Words for our choices

Spacing, sequence and label position can change how
viewers notice the same work

PREVIEW

Notice and discuss

Recall C05 and C06. What makes a display easier to view and read?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

Sam tests the same works in two mock layouts, changing spacing only. A partner finds it easier to read the side one layout. Sam gives a reason, not rating or beauty.

PREVIEW

Process demonstration

Keep the audience and artworks the same. Change only one layout choice; ask a partner to describe what they noticed.

PREVIEW

Materials and safe choices

Already-completed artwork, paper mock-ups or
movable cards, C05, C06 and optical 09.

Use non-toxic, teacher-approved materials. Leave exits
clear and handle work with permission.

PREVIEW

Making: first steps

1. Make two small mock layouts using the same words
2. Change spacing, order or label position.

PREVIEW

Making: next steps

3. Ask a partner to try viewing and explain their experience.
4. Choose a layout and give a reason tied to the audience.

PREVIEW

Ways to participate

Compare two teacher-prepared layouts and resist to the preferred choice, then explain with support and reasons.

Challenge: Name another possible viewer need that the test did not cover.

PREVIEW

Check and discuss

Optional formative feedback only. Core assessment is already complete by lesson 8.

One possible explanation... The wider spacing gave my viewer room to pause and read the label.

PREVIEW

Reflect and tidy

I changed _____. My viewer noticed _____. My reason is _____.

Return materials, clean the space and store work safely.

This lesson is optional: core assessment is complete.

PREVIEW

PREVIEW

Well Done!



Lesson 10 • Optional

A pop-up audience session



Our learning

Optional: share completed work and reflect on one useful response.

Show your thinking through your artwork and explanation.

PREVIEW

Words for our choices

A respectful viewing question asks about choices without rating the artist or artwork.

PREVIEW

Notice and discuss

Recall C08. What could you ask to understand an architect's choices?

Look first. Share one visible feature before explaining.

PREVIEW

Worked example

A viewer asks, “Which part would you like me to notice?”

Sam points to the main shape and explains the space around it. The viewer can offer a different interpretation respectfully.

PREVIEW

Process demonstration

Model a brief invitation and response. Pupils can choose quiet viewing, partner sharing or a teacher conference. No public posting or compulsory personal story.

PREVIEW

Materials and safe choices

Completed work, approved classroom display space,
feedback paper, C08 and optional 1/10

Use non-toxic, teacher approved materials. Leave exits
clear and handle work with permission.

Making: first steps

1. Use the teacher-approved classroom viewing setup.
2. Share a completed work or select a quiet viewing option.

PREVIEW

Making: next steps

3. Ask or answer one respectful question.
4. Record one useful response and a reflection on a new assessed task.

PREVIEW

Ways to participate

Provide question cards, symbols, a partner or voice or a communication device.

Challenge: Explain why the response could be useful even when it differs from your intention.

PREVIEW

Check and discuss

Optional reinforcement only; no new compelling evidence or criterion.

One possible explanation... My view was asked about the open space. I explained how it supports the quiet idea.

PREVIEW

Reflect and tidy

A response I found useful was ____ because ____.

Return materials, clean the space and store work safely.

This lesson is optional: core assessment is complete.

PREVIEW

PREVIEW

Well Done!



Communicate and Exhibit

Unit Quiz • Years 3-4



How to respond

Think, then explain a reason.

Speak, point, draw, write, use a communication device or dictate.

Different justified topics may work.

PREVIEW

Question 1

How do we know a display choice is purposeful?

PREVIEW

Question 1: explanation

The artist explains how placement, arrangement or label supports the intended audience and meaning or concept of another justified display choice.

PREVIEW

Question 2

Is a different viewer interpretation automatically a mistake?

PREVIEW

Question 2: explanation

No. Discuss visible evidence and the artist's intention respectfully. Different supported interpretations are possible.

PREVIEW

Question 3

Sam tests two similar trials and changes the size of one shape. What should Sam compare

PREVIEW

Question 3: explanation

Compare how the size change affects emphasis and whether it helps the intended idea. Keep other choices similar for a clearer comparison.

PREVIEW

Question 4

Sam chooses a composition because it is the teacher's favourite. What reason would be more sensible?

PREVIEW

Question 4: explanation

Explain how a visible feature, such as space or placement, supports Sam's idea and audience. The reader's taste is not the criterion.

PREVIEW

Question 5

A partner says, “I notice busy marks. Which part matters most?” How could Sam use this feedback?

PREVIEW

Question 5: explanation

Identify a specific communication issue, list a change, then keep or reject it with a reason. Sam keeps the realistic decisions.

PREVIEW

Question 6

What should a label include, and what should it say to protect?

PREVIEW

Question 6: explanation

Include title, approved first name/pseudonym, materials and one idea or choice. Do not display full name, photos or private stories without school permission.

PREVIEW

Question 7

Two trial records and a finished work are selected. What might this be better than showing a very small number?

PREVIEW

Question 7: explanation

Selected trials can show a deliberate decision to refine a treatment clearly. Selection should explain the process. Showing more is not automatically better.

PREVIEW

Question 8

One visitor likes Sam's layout. What can this response tell us, and what can it not prove?

PREVIEW

Question 8: explanation

It gives one audience perspective and useful evidence about that layout. It cannot prove every visitor will respond in the same way.

PREVIEW

Question 9

New situation: younger pupils cannot read a high level

Suggest a purposeful change

PREVIEW

Question 9: explanation

Use a teacher-approved reachable/viewable label position, clearer words or a picture cue; test it with the intended audience. Keep exits and the route clear.

PREVIEW

Question 10

New situation: a display leaves no room for a viewer pause. How could you refine it?

PREVIEW

Question 10: explanation

Select fewer pieces or change spacing/order to leave a clear path out of the room. Ask the teacher to check the selected accessible route; justify the change for the audience.

PREVIEW

Reflect on your choices

Name a trial, a purposeful making choice and a display choice.

What evidence helped you explain each?

The quiz supports discussion, practical and presenting are assessed too.

PREVIEW

PREVIEW

Well Done!

