



SAMPLE ASSESSMENT TASKS

VISUAL ARTS
GENERAL YEAR 11

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Sample assessment task

Visual Arts – General Year 11

Task 1 – Unit 1 – Experiences

Assessment type: Production

Conditions

Time for the task: 15 weeks (includes class time and requires out-of-class work time)

Tasks not completed in class are to be completed in your own time in accordance with the school's assessment policy.

Task weighting

35% of the school mark for this pair of units

- Part 1 Part A Body of work/Interim feedback 10%
- Part 1 Part B Resolved studio 25%

Task 1: Production – due Week 15

(80 marks)

Design, make and decorate a free standing sculptural head and face using paper clay.

We all respond to facial expression. Sculptural heads are fun because whatever the facial construction, they communicate messages about character and personality.

The production tasks involve completion of drawings and media experiments that will assist you in building a sculptural head using paper clay.

You will be assessed in two parts.

Part 1 Part A will be an interim review of the practical task design development process. (30 marks)

Part 1 Part B is the resolved studio piece. (50 marks)

What you need to do

The following processes and reflective practices will inform the judgements against the five criteria listed in the marking key.

Inquiry

Draw the human head and facial features

Complete a series of drawings of faces and heads, focusing on proportion and expression. Make detailed drawings of facial features i.e. your eyes and lips.

Study muscles of the face

Study the anatomy and muscles of the face. Identify and label the muscles that control expressions. Write a paragraph describing what happens to facial muscles when smiling and frowning. Describe the expression you wish to express and further consider age, gender, culture and personality traits you wish to develop in your artwork.

Note taking and brainstorming

Construct a mind map to explore options and assist in creative decision making.

Visual language

Testing colour value

Make a 5–6 step grey value scale with white on the left and black on the right. Practise colour mixing using acrylic paint.

Painting

Trace your best face drawing and produce a tonal painting showing three-dimensional form and volume. Use the full range of the grey-value scale to create your painting.

Visual influence

Researching artists, artwork and cultures

Research contemporary ceramic artists as well as historical masters such as Leonardo da Vinci, Rodin and Bernini for ideas and inspiration. Consider exploring cultural links in your work (African masks or Egyptian statues) or using specific artists (Van Gogh or Munch). Develop ideas in conjunction with your research.

Art forms, media and techniques

Working with a variety of media

Explore different wet and dry media when drawing parts of the face. Experiment with techniques and ways to create realism in your studies. Practise using water-soluble oil pastels to complete a drawing of an eye with pupil, iris and lids.

Materials experimentation

Collect and explore ways of using materials to decorate and adorn your sculpture e.g. to create hair, jewellery and eyelashes. Record your media testing in your journal and make notes about the selection and application of materials, techniques and processes.

Art practice

Model your sculptural head using paper clay

Build your sculptural head using correct procedures as demonstrated.

After your work has been fired, complete the following:

- use a spotlight to cast shadows over your sculpture. Complete a detailed drawing (or take a photograph) showing tonal areas. Make notes for future reference
- practice mixing colours and creating flesh tones using acrylic paints
- paint your sculpture emphasising tonal areas and highlights
- add hair, decoration and adornment according to your materials experimentation, ideas development and research

Presentation

Display your artwork with your self-evaluation

Consider how you will present your final artwork and self-evaluation. What additional considerations will you need to make when presenting your work e.g. fixtures/location/props?

Reflection

Complete a self-evaluation

Critically evaluate the project and your achievement.

- Describe the process of drawing, designing and researching ideas.
- Explain the emotion and concepts developed in your work.
- Explain the decisions and steps involved in producing your artwork.
- Evaluate the success of your artwork and achievement in this project.

Self-evaluation

Write a self-evaluation that describes the process of creating your artwork. Reflect on all the steps involved in designing, experimenting, researching and producing your sculpture.

Make notes in the space provided.

Describe the process of drawing, designing and researching ideas

Discuss the process of designing your work. What research did you undertake? How did your research influence the development of your ideas? What aspects about the design process did you find most challenging?

Explain the emotion and concepts developed in your work

What emotion and concepts did you develop in your work? Discuss the personality, feelings, age, gender and attributes of your sculpture.

Explain the decisions and steps involved in producing your artwork

Explain steps and decisions you took in the process of designing and creating your work i.e. this is the procedure I went through in order to construct my sculpture. I began by... then I... next I... and then...

Evaluate the success of your artwork and achievement in this project

Evaluate the overall success of your artwork. What might you have done differently? Identify any areas for future improvement. Have you enjoyed the challenge of working with paper clay?

(Note – the self-evaluation is not marked directly but is a supporting document which assists marking the practical assessment.)

Marking key for sample assessment Task 1 – Semester 1

Task 1 Part A

Inquiry

/6

Well-developed drawings and development of ideas. 5–6	Satisfactory drawings and development of ideas. 3–4	Limited drawing and development of ideas. 1–2
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Comments _____

Visual language

/3

Thoughtful application of visual language demonstrated in work. 3	Sound application of visual language demonstrated in work. 2	Limited application of visual language demonstrated in work. 1
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Comments _____

Visual influence

/3

Careful consideration given to the use of influences in work. 3	Some consideration given to the use of influences in work. 2	Limited consideration given to the use of influences in work. 1
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Comments _____

Art forms, media and techniques

/6

Refined application of media and techniques demonstrated in work. 5–6	Satisfactory application of media and techniques demonstrated in work. 3–4	Minimal application of media and techniques demonstrated in work. 1–2
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Comments _____

Art practice

/3

Well-considered selection and effective use of skill and processes. 3	Satisfactory selection and sound use of skills and processes. 2	Basic selection and limited use of skills and processes. 1
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Comments _____

Presentation

/3

Well-documented and presented work 3	Satisfactorily documented and presented work 2	Incomplete and poorly presented work. 1
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Comments _____

Reflection

/6

Engages in ongoing reflection and evaluation of work to make improvements. 5–6	Undertakes some reflection and evaluation of work. 3–4	Minimal reflection with limited evaluation of work. 1–2
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Comments _____

/30 marks

Marking key for sample assessment Task 1 – Semester 1

Task 1 Part B – Art making (Production)

Description	Marks
Criteria 1: Creativity and innovation (Inquiry/Visual influence/Presentation)	
Work is original and shows innovation.	9–10
Work is creative and shows imaginative thinking.	7–8
Work is complete and shows some creativity.	5–6
Work is very basic and shows limited creativity.	3–4
Work is unoriginal and lacks engagement.	1–2
Total	/10
Criteria 2: Communication of ideas (Inquiry/Visual influence/Presentation)	
Ideas are unique and successfully resolved.	9–10
Ideas are imaginative and effectively communicated.	7–8
Ideas are basic and adequately communicated.	5–6
Ideas are limited and communicated in an obvious way.	3–4
Ideas are undeveloped and ineffectively communicated.	1–2
Total	/10
Criteria 3: Use of visual language (Visual language)	
Effective application of visual language demonstrated in artwork. Highly-organised visual relationships evident.	9–10
Appropriate application of visual language demonstrated in artwork. Cohesive visual relationships evident.	7–8
Suitable application of visual language demonstrated in artwork. Sound visual relationships evident.	5–6
Limited application of visual language demonstrated in artwork. Some ineffective application of visual language.	3–4
Minimal application of visual language demonstrated in artwork. Fundamental mistakes in application of visual language.	1–2
Total	/10
Criteria 4: Use of media (Art forms, media and techniques)	
Sensitive use of media, demonstrating refined application and handling.	9–10
Appropriate use of media, demonstrating competent application and handling.	7–8
Some suitable use of media, demonstrating sound application and handling.	5–6
Limited use of media, demonstrating simple application and handling.	3–4
Ineffective use of media, demonstrating minimal application and handling.	1–2
Total	/10
Criteria 5: Selection of skills and processes (Art Practice)	
Sensitive selection and thoughtful application of skills and processes used to resolve the work.	9–10
Appropriate selection and effective application of skills and processes used to resolve the work.	7–8
Some suitable selection and sound application of skills and processes used to resolve the work.	5–6
Basic selection and application of skills and processes used to resolve the work.	3–4
Inadequate selection and application of skills and processes used to resolve the work.	1–2
Total	/10
Final total	/50

(Note – the self-evaluation is not marked directly but is a supporting document which assists marking the practical assessment.)

Sample assessment task

Visual Arts – General Year 11

Task 5 – Unit 2 – Explorations

Assessment type: Analysis

Conditions

Time for the task: one week, including class time as well as out-of-class working time.

Task weighting

7.5% of the school mark for this pair of units

Task 5: Analysis due Week 4

(20 marks)

Describe artworks, using specific art language and terminology. Discuss the relationship between the compositional devices evident in the artwork and how these contribute to its meaning.

Use a critical analysis framework (STICI) to analyse the work of a selected artist and his/her work.

Discuss how art elements and design principles have been used in the composition.

What you need to do

Visual analysis

Examine artworks: Graffiti/placemat activity

Study the reproductions of landscapes produced by Australian artists including Robert Juniper and Fred Williams. Complete a graffiti or placemat sheet responding to their work. Write their name in the centre circle and then analyse their artwork according to the following headings

- ideas and concepts
- media and techniques
- elements and principles
- colour palette.

Analysis worksheet: Red Desert and Shimmering Salt

Choose one specific artwork to analyse in more detail. Complete the guided questions on the worksheet Red Desert and Shimmering Salt. Use full sentences to answer.

Personal response

Representing the Australian landscape

Explain the relationship between the elements and principles used in the work e.g. line and the illusion of depth, colour and unity, shape and rhythm and pattern. Discuss compositional devices and textural effects you find most appealing about the artwork.

Meaning and purpose

Interpreting artworks

What unique features of the Australian landscape have been communicated in the work? Refer to the artist's compositional devices, use of colour, media and techniques. How effective do you think the work is in describing the Australian landscape?

Social, cultural and historical contexts

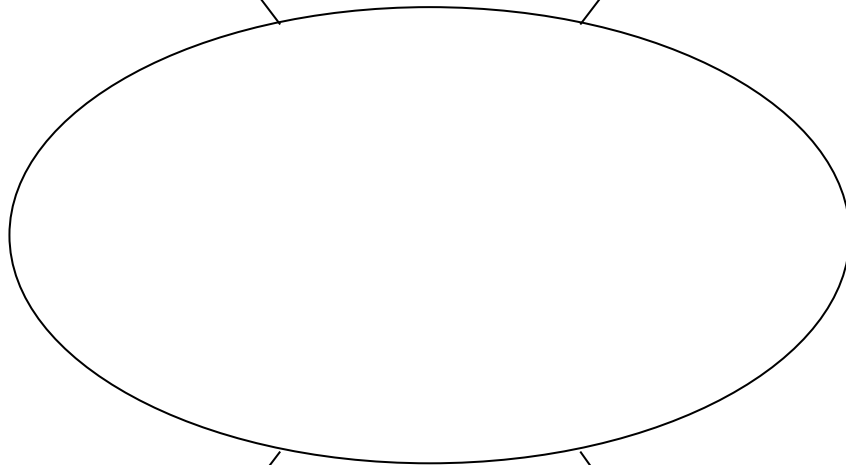
Video viewing

Watch videos 'Fred Williams Overview' and 'Art Nation – Fred Williams'. Make notes about how William's revolutionised the way we view and think about the Australian landscape. Document William's preoccupation with the local environment, process of painting, scale, distance and horizon line in his map-like landscapes. Summarise this information in paragraph form.

Ideas and concepts

Media and techniques

Colour palette



Elements and principles

Critical analysis questions <i>Red Desert and Shimmering Salt</i>		Name
Analyse and decode the painting using the following guided questions.		
	Artist's name _____ Title of artwork _____ Media and dimensions _____	
1	List ideas and feelings communicated by the artist e.g. vast distance.	
2	Where has the artist located the focal point (or special point of interest) to grab your attention? Explain this point. NB: There may be two or even three points of interest.	
3	How has the artist composed the painting? What design principles have been used e.g. is it symmetrically or asymmetrically balanced?	
4	Where can you find areas of rhythm and pattern? i.e. have shapes been repeated over the picture space?	
5	Can you find symbols of the Australian landscape in the work? i.e. water holes, camp sites, windmills. Make a list of all the ones you can identify.	
6	How does the artist achieve an illusion of space, depth and distance? Is there an aerial view? Are there overlapping shapes? Are the objects diminishing in size from foreground to background?	
7	How has the artist unified the composition i.e. choice and application of colour?	

PERSONAL RESPONSE WORKSHEET

NAME: _____

Artist's name _____

Title of artwork _____

Media and dimensions _____

IDENTIFY

1. In the box below, identify the elements and principles of art.

Elements**Principles****EXPLAIN**

2. Explain the relationship between the elements and principles used in the artwork you are critically analysing e.g. line and the illusion of depth, colour and unity, shape and rhythm and pattern.

DISCUSS

3. Discuss the compositional devices and textural effects you find most appealing about the artwork.

PERSONAL RESPONSE WORKSHEET

NAME: _____

Artist's name: Fred Williams

NOTE TAKING

1. In the box below, make notes when viewing the videos, '*Fred Williams Overview*' and '*Art Nation - Fred Williams*'.

SUMMARISE

2. Summarise what you have learnt about the context and inspiration of Fred William's artwork in paragraph form.

Marking key for sample assessment Task 2 – Semester 2

Art interpretation (Analysis)

Description		Marks
Criteria 1: Visual analysis		
<ul style="list-style-type: none"> • identify and discuss key features of artwork • recognise how artwork has been constructed • discuss materials, techniques and processes used in artwork • interpret and make judgements about artwork 	Provides a thorough, objective response to artwork, identifying and describing the artwork clearly using a wide range of technical art language.	5
	Provides an objective response to artwork, discussing the artwork in detail using appropriate art language.	4
	Identifies and describes the main features of the artwork and its construction using some art language.	3
	Uses personal feelings to provide literal and/or subjective response to the artwork using limited art language.	2
	Expresses an inadequate response and description of the artwork with minimal use of art language.	1
Total		/5
Criteria 2: Personal response		
<ul style="list-style-type: none"> • express personal opinions about artwork • support opinions with evidence from artwork 	Provides informed opinions and relevant interpretations that are clearly justified with evidence.	5
	Provides considered opinions and interpretations that are supported with reasons.	4
	Provides personal opinions and interprets specific features of artwork.	3
	Provides some opinions and limited interpretation of artwork.	2
	Expresses little or no opinions or interpretation of artwork given.	1
Total		/5
Criteria 3: Meaning and purpose		
<ul style="list-style-type: none"> • offer reasons why artwork is produced • interpret the meaning communicated by artwork • discuss alternative readings of artwork 	Provides a detailed response that interprets the meaning, message, ideas and attitudes communicated in artwork.	5
	Provides a clear response that connects form, style, purpose and meaning communicated in artwork.	4
	Provides a satisfactory response that identifies the key ideas and meaning communicated in artwork.	3
	Provides a limited response with literal interpretation of meaning communicated in artwork.	2
	Provides an inadequate response with little attempt to discuss meaning of artwork.	1
Total		/5
Criteria 4: Social, cultural and historical contexts		
<ul style="list-style-type: none"> • discuss the context of artists' practice and give examples of their work • discuss the social, cultural and historical influences on the work of selected artists • identify the impact of artists socially, culturally and historically 	Provides a comprehensive explanation of the context surrounding artist/s and their work.	5
	Provides a detailed explanation of the context surrounding artist/s and their work.	4
	Provides a satisfactory explanation of the context surrounding artist/s and their work.	3
	Provides a limited explanation of the context surrounding artist/s and their work.	2
	Provides an insufficient explanation of the context surrounding artist/s and their work.	1
Total		/5
Final total		/20

Sample assessment task

Visual Arts – General Year 11

Task 3 – Unit 1 – Experiences

Assessment type: Investigation

Conditions

Time for the task: 11 weeks which includes class time and requires out-of-class time also.
Tasks not completed in class are to be completed in your own time or in accordance with the school's assessment policy.

Task weighting

7.5% of the school mark for this pair of units

Task 3: Investigation – due Week 11

(20 marks)

Scan books on faces and adornment to collect examples of the way artists/cultures have used design and application to communicate messages and emotion in their work.

What you need to do

Visual analysis

Scan books on faces and body adornment. Collect examples of different ways artists and cultures have communicated ideas and emotions in their work. Your investigation may focus on specific artists who deal with the human form and/or explore cultural connections.
Analyse and make notes about these artworks. Record the research in your journal. Make notes about their significance to your own art making.

Personal response

Select specific images to assist the development of your own sculpture. Collect examples of faces or images showing attributes or characteristics you intend to develop in your work e.g. young/old, male/female, happy/sad.
Clearly demonstrate how your research has been integrated or adapted to suit your own purposes. Use annotations, drawings and media testing to illustrate the link between your art making and research.

Meaning and purpose

Explain the feelings, ideas and meaning/messages communicated in the artists/cultures/works investigated. Discuss the meaning, purpose and relevance to your own art making.

Social, cultural and historical contexts

Provide information in your research about the context surrounding the cultures and/or artists and their work.

Marking key for sample assessment Task 3 – Semester 1

Description		Marks
Criteria 1: Visual analysis		
<ul style="list-style-type: none"> • identify and discuss key features of artwork • recognise how artwork has been constructed • discuss materials, techniques and processes used in artwork • interpret and make judgements about artwork 	Provides a thorough, objective response to artwork, identifying and describing the artwork clearly using a wide range of technical art language.	5
	Provides an objective response to artwork, discussing the artwork in detail using appropriate art language.	4
	Identifies and describes the main features of the artwork and its construction using some art language.	3
	Uses personal feelings to provide literal and/or subjective response to the artwork using limited art language.	2
	Expresses an inadequate response and description of the artwork with minimal use of art language.	1
Total		/5
Criteria 2: Personal response		
<ul style="list-style-type: none"> • express personal opinions about artwork • support opinions with evidence from artwork 	Provides informed opinions and relevant interpretations that are clearly justified with evidence.	5
	Provides considered opinions and interpretations that are supported with reasons.	4
	Provides personal opinions and interprets specific features of artwork.	3
	Provides some opinions and limited interpretation of artwork.	2
	Expresses little or no opinions or interpretation of artwork given.	1
Total		/5
Criteria 3: Meaning and purpose		
<ul style="list-style-type: none"> • offer reasons why artwork is produced • interpret the meaning communicated by artwork • discuss alternative readings of artwork 	Provides a detailed response that interprets the meaning, message, ideas and attitudes communicated in artwork.	5
	Provides a clear response that connects form, style, purpose and meaning communicated in artwork.	4
	Provides a satisfactory response that identifies the key ideas and meaning communicated in artwork.	3
	Provides a limited response with literal interpretation of meaning communicated in artwork.	2
	Provides an inadequate response with little attempt to discuss meaning of artwork.	1
Total		/5
Criteria 4: Social, cultural and historical contexts		
<ul style="list-style-type: none"> • discuss the context of artists' practice and give examples of their work • discuss the social, cultural and historical influences on the work of selected artists • identify the impact of artists socially, culturally and historically 	Provides a comprehensive explanation of the context surrounding artist/s and their work.	5
	Provides a detailed explanation of the context surrounding artist/s and their work.	4
	Provides a satisfactory explanation of the context surrounding artist/s and their work.	3
	Provides a limited explanation of the context surrounding artist/s and their work.	2
	Provides an insufficient explanation of the context surrounding artist/s and their work.	1
Total		/5
Final total		/20