



SAMPLE ASSESSMENT TASKS

VISUAL ARTS
ATAR YEAR 11

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Sample assessment task

Visual Arts – ATAR Year 11

Task 1 – Unit 1 – Differences

Assessment type: Production

Conditions

Time period allowed for completion of the total task: 15 weeks

This is a semester-long unit that requires self-direction and independent work. Activities are to be completed during the week identified in the program outline. Tasks not completed in class are to be completed in your own time and in accordance with the school's assessment policy.

Task

Part A: Body of work feedback (5%)

8 weeks (includes class time and independent work in own time)

Part B: Resolved artwork, artist statement and body of work (20%)

15 weeks (includes class time and independent work in own time)

Total task weighting

25% for each unit

Production

(46 marks)

You are to produce a body of work on the theme *Differences – Of the Animal*.

The resolved artwork will incorporate observational drawings, photography and mixed media, and reflect an expressive response to your understanding of anthropomorphic hybrid form/s.

You are required to explore a range of wet and dry drawing media, alternative grounds and collage techniques with a particular focus on mixed media.

Factors to be considered during inquiry are:

- drawing from life (both animal and human forms); manipulating and extending observational drawings
- incorporation of photography, and use of other creative methods to develop anthropomorphic hybrid forms; for example, human qualities morphed with animal forms
- styles and approaches for visual influence: ROA (style/media/techniques) and Abdul-Rahman Abdullah (subject matter/materials/techniques).

What you need to do

Task 1 Part A: Body of work feedback – due Week 8

(18 marks)

Task 1 Part B: Resolved artwork, artist statement and body of work – due Week 15

(28 marks)

Inquiry

- Produce a series of black and white observational drawings of people and animals, exploring charcoal, white conte on white, grey or black medium/small-scale paper. Include gesture drawing as one of the styles in these explorations. Drawings should derive from observation of any available people, live animals/preserved specimens or, if the former are not available, as a last resort, from digital/print imagery.
- Develop a series of thumbnail sketches exploring different compositional ideas. Annotate the selection and use of media and techniques. Use your thumbnail sketches to carefully plan your final work.

Visual language

- Take a series of black and white photographs exploring visual language, such as texture, contrast and movement. Focus on using a range of camera shots and angles (close-ups, distance or action shots) to capture expressions, postures and interesting features of humans and animals in their living environments. Consider how you could use these resources to communicate or comment on similarities in humans and animals.
- Brainstorm ideas and create a visual mind map of concepts to articulate ways to develop and communicate anthropomorphic hybrid forms.

Visual influence

- Collect images and make notes about Abdul-Rahman Abdullah's use of animals as symbols to explore themes about memory, identity and storytelling.
- Collect and make notes about ROA's depictions of animals, which focus on anatomy, movement and personality
- Complete a series of 1–5 minute sketches of animals (zoo excursion, pets, source imagery – improvise as needed), using black ink and pen on paper, and using a similar style to ROA.
- From these sketches, develop a series of ink drawings exploring pen and brush techniques
- Research ideas, reference material and information to strengthen and resolve the conceptual ideas and plans for your final artwork.

Art forms, media and techniques**Explore materials, techniques and processes.**

- Complete two small-scale 3D maquettes using either fimo, clay or other suitable sculptural material, or
- Complete two small-scale mixed media drawings:
 - one in which you use collage elements cut from photos you have taken
 - one using ink, paper stencils, manipulated print materials and paint overlays, using atomisers or other appropriate techniques.

Art practice

- Make a series of thumbnail sketches of compositional designs and continue exploring techniques in the development of human/animal hybrids.
- Finalise your ideas by producing a 2D or 3D artwork that is a visual commentary (may include text) on human existence and the relationship between humans, animals and their environment.

Presentation

- Compile a 'work in progress' presentation for your peers to review, prior to commencing your final artwork. This is an opportunity for feedback and constructive criticism. It also allows you to review and make any improvements to your work or ideas, prior to commencing your resolved artwork/s.
- Display your final artwork.

Reflection

- Annotate the origin and evolution of your ideas and decisions made during the planning and making of your resolved artwork.
- Use a self-evaluation framework to analyse the success of your artwork.
- Ensure all references to print or internet resources are documented and acknowledged as part of your thinking and working practices.
- Use your annotations and self-evaluation to write a 300-word artist statement about the resolution of your ideas and development of your resolved artwork.

Note: the artist statement is not marked directly but is a supporting document which informs the marking process in the practical assessment.

Marking key for sample assessment task 1 Part A – Unit 1: Body of work feedback

Inquiry **/6**

Thorough exploration and documentation of innovative ideas, drawings and investigative approaches 5–6	Appropriate exploration and documentation of ideas, drawings and investigative approaches 3–4	Basic exploration and documentation of an idea, drawings and investigative approaches 1–2
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Comments _____

Visual language **/3**

Highly competent manipulation of visual language to create visual solutions 3	Sound manipulation of visual language to create visual solutions 2	Limited manipulation of visual language to create visual solutions 1
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Comments _____

Visual influence **/3**

Highly considered reference to visual influence in the development of own artwork 3	Sound consideration to visual influence in the development of own artwork 2	Limited consideration to visual influence in the development of own artwork 1
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Comments _____

Art forms, media and techniques **/6**

Considered selection and sensitive application of media and techniques used to develop artwork 5–6	Appropriate selection and application of media and technique demonstrated in work 3–4	Limited selection and application of media and techniques demonstrated in work 1–2
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Comments _____

Total	/18
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Marking key for sample assessment task 1 Part B – Unit 1

Description	Marks
Criterion 1: Creativity/innovation (Inquiry/Visual influence/Presentation) /5	
Inspired and experimental creativity/innovation evident in artwork	5
Proficient and explorative creativity/innovation evident in the artwork	4
Competent level of creativity/innovation evident in artwork	3
Simple creativity/innovation evident in artwork	2
Little creativity/innovation evident in artwork	1
Criterion 2: Communication of ideas (Inquiry/Visual influence/Presentation) /4	
Effectively communicated ideas in artwork	4
Clearly communicated ideas in artwork	3
Simple communication of ideas in artwork	2
Unclear communication of ideas in the artwork	1
Criterion 3: Use of visual language (Visual language) /10	
Well-developed and effective use of visual language in artwork	9–10
Considered and purposeful use of visual language in artwork	7–8
Competent and appropriate use of visual language in artwork	5–6
Uncomplicated and simple use of visual language in artwork	3–4
Inconsistent and rudimentary use of visual language in artwork	1–2
Criterion 4: Selection and handling of media and/or materials (Art forms, media and techniques) /4	
Astute selection and sensitive handling of media and/or materials	4
Considered selection and consistent handling of media and/or materials	3
Simple selection and handling of media and/or materials	2
Limited selection and handling of media and/or materials	1
Criterion 5: Application of skills and/or processes (Art practice) /5	
Discerning and sensitive application of skills and/or processes	5
Proficient and coherent application of skills and/or processes	4
Consistent and appropriate application of skills and/or processes	3
Under-developed or basic application of skills and/or processes	2
Inconsistent application of skills and/or processes	1
Total	/28

Comments _____

Sample assessment task

Visual Arts – ATAR Year 11

Task 4 – Unit 1 – Differences

Assessment type: Analysis

Conditions

Timed in-class task under test conditions

Due Week 8

Total task weighting

5%

Seen comparative image analysis, in-class short answer timed assessment (25 marks)

In-class assessment Week 8

This assessment task is modelled on Section Two of the ATAR written examination paper and is designed to provide you with opportunities to prepare for that examination.

The comparative images will be provided in the in-class introductory analysis lesson/s, where you will prepare supporting notes to assist you in writing your final response for the scheduled in-class assessment lesson.

In your essay response, consider the following:

- use of visual language (elements and principles of art)
- formal organisation (composition)
- similarities and differences in the two artworks
- meaning communicated in the two artworks
- use of formal, stylistic and/or technical elements.

What you will need to do

Visual analysis (10 marks)

Using a critical analysis framework, examine the two artworks and make detailed notes about the key features of each artwork. Using art terminology, compare each artist's use of compositional devices, media, techniques and visual language.

Personal response (5 marks)

In your opinion, consider the effectiveness of the two artworks. Use visual evidence from the artworks to support your viewpoint.

Meaning and purpose (10 marks)

What idea or meaning is communicated in the two artworks? Discuss the artists' use of elements and principles and how they contribute to meaning.

Marking key for sample assessment task 4 – Unit 1

Description	Marks
Criterion 1: Visual analysis	/10
Comparison of the two artworks and use of art terminology	
Comprehensive comparison of the two artworks and discerning use of art terminology	9–10
Concise comparison of the two artworks and detailed use of art terminology	7–8
Sound comparison of the two artworks and appropriate use of art terminology	5–6
Superficial comparison of the two artworks and limited use of art terminology	3–4
Limited statements about the two artworks and cursory use of art terminology	1–2
Criterion 2: Personal response	/5
Reference to visual evidence to support own viewpoint	
Comprehensive reference to visual evidence in the artworks to support own viewpoint	5
Detailed reference to visual evidence in the artworks to support own viewpoint	4
Appropriate reference to visual evidence in the artworks to support own viewpoint	3
Superficial reference to visual evidence in the artworks to support own viewpoint	2
Limited reference to visual evidence in the artworks to support own viewpoint	1
Criterion 3: Meaning and purpose	/10
Discussion about how the elements and principles contribute to meaning	
Comprehensive discussion about how the elements and principles contribute to meaning in both artworks	9–10
Detailed discussion about how the elements and principles contribute to meaning in both artworks	7–8
Sound discussion about how the elements and principles contribute to meaning in both artworks	5–6
Superficial discussion about how the elements and principles contribute to meaning in both artworks	3–4
Limited discussion about how the elements and principles contribute to meaning in both artworks	1–2
Total	/25

Comments _____

Sample assessment task

Visual Arts – ATAR Year 11

Task 3 – Unit 1 – Differences

Assessment type: Investigation

Conditions

Weeks 1–3 in class time, followed by 6 weeks independent work in own time, as this unit requires self-direction.

Due Week 9

Total task weighting

7.5% for each unit

Research/Investigation

(35 marks)

Contextual influences have influenced the art practice of many artists. Examine the artwork of ROA, Abdul-Rahman Abdullah or a contemporary artist of your choice. Using art terminology, discuss the artist's choice of subject matter, media, techniques and style to convey meaning and/or purpose. Summarise your historical research and critical study of selected artworks in essay format.

What you need to do

Visual analysis

(10 marks)

ROA and Abdul-Rahman Abdullah

Using a critical analysis framework, discuss two artworks by ROA, Abdul-Rahman Abdullah or a contemporary artist of your choice. Make detailed notes, using art terminology about each artwork.

Personal response Artist Choices

(5 marks)

Choose one from below:

- **ROA**
ROA explores the absurd relationship between human and animals both on the street and in found objects. Provide your viewpoint about ROA's choice of style, media and techniques.
- **Abdul-Rahman Abdullah**
Abdul-Rahman Abdullah's artwork often addresses links between the natural world, politics and the agency of culture. Discuss your viewpoint about the artist's choice of subject matter, materials and techniques.
- **Your contemporary artist**
With reference to relevant artwork/s, provide a personal opinion about your selected contemporary artist's choice of style, techniques, media and/or subject matter.

Note: this is not simply a recount of the steps you took in the analysis of the artwork/s. Ensure you provide personal explanations/interpretations that support your response.

Meaning and purpose

(10 marks)

Messages

Explain each artists' use of subject matter, style, media and/or techniques to convey meaning and/or purpose. Include visual evidence to support your response.

Social, cultural and historical contexts

(10 marks)

Challenging the viewer

Examine and discuss the social, cultural and/or historical contexts that have shaped the artist's ideas and art practice. How have they challenged and provoked the viewer?

Marking key for sample assessment task 3 – Unit 1

Description	Marks
Criterion 1: Visual analysis	/10
Discussion of two artworks and use of art terminology	
Comprehensive discussion of two artworks and discerning use of art terminology	9–10
Detailed discussion of two artworks and detailed use of art terminology	7–8
Sound discussion of two artworks and appropriate use of art terminology	5–6
Superficial discussion of two artworks and limited use of art terminology	3–4
Brief statements about the artwork/s and cursory use of art terminology	1–2
Criterion 2: Personal response	/5
Personal response about artists' choices	
Comprehensive personal response about the artist's choices	5
Considered personal response about the artist's choices	4
Sound personal response about the artist's choices	3
Superficial personal response about the artist's choices	2
Limited personal response about the artist's choices	1
No personal response about the artist's choices	0
Criterion 3: Meaning and purpose	/10
Explanation with evidence, about how subject matter, style, media and/or techniques are used to convey meaning and/or purpose	
Extensive explanation with evidence, about how subject matter, style, media and/or technique are used to convey meaning and/or purpose	9–10
Detailed explanation with evidence, about how subject matter, style, media and/or technique are used to convey meaning and/or purpose	7–8
Sound explanation with evidence, about how subject matter, style, media and/or technique are used to convey meaning and/or purpose	5–6
Superficial statements with evidence, about how subject matter, style, media and/or technique are used to convey meaning and/or purpose	3–4
Limited statement with some evidence, about how subject matter, style, media and/or technique are used to convey meaning and/or purpose	1–2
Criterion 4: Social, cultural and historical contexts	/10
Discussion about the social, cultural and/or historical contexts which have shaped the artist's ideas and art practice	
Extensive discussion about the social, cultural and/or historical contexts which have shaped the artist's ideas and art practice	9–10
Detailed discussion about the social, cultural and/or historical contexts which have shaped the artist's ideas and art practice	7–8
Sound discussion about the social, cultural and/or historical contexts which have shaped the artist's ideas and art practice	5–6
Superficial discussion about the social, cultural and/or historical contexts which have shaped the artist's ideas and art practice	3–4
Limited discussion about the social, cultural and/or historical contexts which have shaped the artist's ideas and art practice	1–2
Final total	/35

Comments _____
