



SAMPLE ASSESSMENT TASKS

VISUAL ARTS
GENERAL YEAR 12

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Sample assessment task

Visual Arts – General Year 12

Task 1 – Unit 3 – Inspirations

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

32.5% of the school mark for this pair of units

Task 1 Part A: Production process 10% – due Week 8

Task 1 Part B: Resolved artwork and artist statement 22.5% – due Week 15

Part A and Part B: Production – due Week 15

Explore your own immediate environment – the everyday objects such as the discarded, the assumed and the forgotten, and produce a monochromatic acrylic painting based on the theme, *The Innocent Eye*. Drawing focus from the work of the Surrealists and other contemporary pop surreal artists, develop:

- preliminary ideas, sketches and designs
- an artwork that presents elements of the supernatural and fictional
- an artwork that communicates meaning about the value of nostalgia. **(70 marks)**

The production tasks involve completion of drawings, research, design development and media experiments that will assist you in producing a two-dimensional artwork. You will be assessed in two parts.

Part A – an interim review of the practical task design development process (20 marks)

Part B – the resolved artwork and artist statement (50 marks)

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

- creativity and innovation
- communication of ideas
- use of visual language
- use of media
- selection of skills and processes.

What you need to do

Inquiry

Drawing objects

Complete a series of detailed and expressive observational drawings of everyday consumer objects e.g. tin jars, milk cartons, chocolate wrappers. Focus on detail, form, texture and tone. Render each drawing in a variety of media.

Drawing animals or humans

Produce a series of drawings of animals or humans (use photos of a family pet, a trip to the zoo, family snaps). Capture the subjects' distinct features and characteristics. Consider angle, lighting, texture, form and environment.

Applying juxtaposition

Combine drawings to create innovative compositions that employ symbolism and surrealist techniques. Place objects in diverse settings, capturing mood and narrative.

Design development

Explore alternative compositional arrangements for your two-dimensional artwork. Describe and document design ideas, concerns and possible solutions, using elements and principles of design. Consider how context, symbolism and commentary will be developed in your surreal artwork. Alternatively, construct a visual 'think map' to explore options and assist in creative decision making.

Visual language

Visual collection

Collect examples in your journal of animals and objects placed in unusual settings or situations or created from diverse materials. Annotate your thoughts and potential design concepts.

Testing paint

Select and trace one of your best animal/object drawings and practise colour mixing to produce a monochromatic painting.

Visual influence

Researching artists and artwork

Consider exploring surrealist techniques and symbolism in your work or use specific artists to help develop ideas in combination with your research. Research both contemporary painters (Lisa Ericson, Zoe Byland, Joel Rea, Mark Ryden, Pat Perry) as well as historical masters (Salvador Dali, Rene Magritte, Max Ernst).

Art forms, media and techniques

Working with a variety of media

Experiment with painting techniques and styles to create a variety of effects in your inquiry. Explore wet and dry media to render the imagery. Incorporate collage, drawing, print-making and spray paint techniques to experiment with surface, detail, depth and mark-making.

Materials experimentation

Purposefully trial diverse paint, mediums and surfaces to explore design ideas and determine desired effects. Document media testing and findings, making notes about the choice and application of materials, techniques and processes in your journal.

Art practice

Painting

Select and prepare desired surface and painting materials. Commence painting with concern for painting conventions. Apply media and techniques according to your materials experimentation, ideas development and research.

Presentation**Display your artwork with your artist statement**

Factor into your planning the additional considerations you will need to make when displaying your work e.g. framing, mounting, varnishing, hanging devices. Consider and plan for the presentation of your final artwork and self-evaluation by the due date.

Write an artist statement

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

Self-evaluation for artist statement

Name: _____

Write an artist statement that describes the process of creating your artwork. Reflect on all the steps involved in drawing, designing, experimenting, researching and producing your mixed media artwork. Make notes in the space provided.

Describe the process of drawing, designing and researching ideas

Discuss the process of drawing and 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 intention, emotion and concepts developed in your work

Discuss the messages that are being communicated in your resolved artwork. What emotion and concepts did you develop in your work? Discuss the relationship between the figure and setting in your mixed media artwork. What was your intention in this artwork?

Explain the decisions and steps involved in producing your artwork

Describe the procedure and decision-making process taken in the process of designing and creating your work, i.e. the step-by-step method used in order to create my mixed media artwork (I commenced by... then I... next I... and then...)

Explain the stylistic influence in the development of your artwork

Which artist/s or art movements have influenced the style of your work? How did this assist in shaping your designs and final artwork?

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 collage, stencils, printmaking and/or painting?

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

Marking key for sample assessment task 1

Task 1 Part A – Production process – interim feedback

Inquiry /6

Well-developed drawings and development of ideas	5–6	Satisfactory drawings and development of ideas	3–4	Limited drawings and development of ideas	1–2
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Visual language /4

Thoughtful application of visual language demonstrated in work	4	Sound application of visual language demonstrated in work	3	Limited application of visual language demonstrated in work	2	Minimal application of visual language demonstrated in work	1
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Visual influence /4

Careful consideration given to the use of influences in work	4	Some consideration given to the use of influences in work	3	Limited consideration given to the use of influences in work	2	Minimal consideration given to the use of influences in work	1
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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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/20 marks

Task 1 Part B – Art making (Production)

Description	Marks
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
Communication of ideas (Inquiry/Visual influence/Presentation/Reflection)	
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
Use of visual language (Visual language)	
Effective application of visual language demonstrated in artwork with highly-organised visual relationships evident	9–10
Appropriate application of visual language demonstrated in artwork with cohesive visual relationships evident	7–8
Suitable application of visual language demonstrated in artwork with sound visual relationships evident	5–6
Limited application of visual language demonstrated in artwork with some ineffective application of visual language	3–4
Minimal application of visual language demonstrated in artwork with fundamental mistakes in application of visual language	1–2
Total	/10

Description	Marks
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
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

Total Part A	/20
Total Part B	/50
Final total	/70

Sample assessment task

Visual Arts – General Year 12

Task 5 – Unit 4 – Investigations

Assessment type: Analysis

Conditions

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

Task weighting

5% of the school mark for this pair of units

Analysis due Week 4

(20 marks)

Using specific art language and terminology, analyse selected Australian sculptures. Discuss the use of juxtaposition, scale and context, and how these contribute to the meaning of the artwork.

Use a critical analysis framework 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

Analysis Worksheet 1: Temporary Displacement, 2005

Visual analysis

Examine artworks: The Frames

Study the sculptural artwork by Australian artist Louisa Dawson – <http://www.louisadawson.com/>. Complete The Frames worksheet to visually decode her work. Using dot points, analyse the artwork according to the following headings:

- Subjective
- Structural
- Cultural
- Postmodern.

Analysis worksheet: Temporary Displacement, 2005

Analyse the selected artwork. Complete the attached questions on the worksheet Temporary Displacement, 2005. Use full sentences to answer and use appropriate art terminology.

Personal response

Re-contextualising the everyday

Discuss the artist's use of industrial and domestic objects with reference to Dawson's use of scale, colour, juxtaposition and non-traditional materials. Examine the placement of the sculpture and how it encourages dialogue and injects creativity in public spaces.

Meaning and purpose

Interpreting artworks

Discuss the techniques employed to communicate meaning and to challenge accepted notions of art. How successful do you think the work is in fusing ordinary life and art? What messages and moods are presented in the sculpture?

Analysis Worksheet 2

Social, cultural and historical contexts

Sculpture by the Sea

Expressions of a culture's concerns and beliefs through public art have existed for thousands of years. View slideshow gallery at <http://www.sculpturebythesea.com/Home.aspx>. With reference to specific artists, discuss and document how their work reflects society and adds meaning to place. Examine how contemporary artists and artists from the Ancient World enrich their communities and contribute to our collective memory. **Sculpture by the Sea Analysis Worksheet 2** – present your written work with specific visual imagery to support your responses.

THE FRAMES

SUBJECTIVE

Personal psychological experience

- Describe your first impression
- What do you see, hear?
- What emotional impact is created?
- What are you reminded of?
- What intuition or thoughts do you have about the artwork?
- What is it about?
- Why was it created?
- How does it relate to you or your experiences?
- What emotions are being expressed by the artist?

STRUCTURAL

Visual communication and language

- Describe the visual language – elements and principles
- What media, techniques and processes were used?
- What style or art movement is evident?
- Why were these signs/symbols selected?
- What other purposes do found objects have?
- What formal conventions are shown e.g. perspective, tonal modelling?
- What cultural conventions are evident e.g. landscape, nude?
- Describe how these explain the world then and now

CULTURAL

Cultural and social meaning

- What significant events?
- What social class, gender, race?
- What cultural group, race, place or identity is presented?
- What political stance?
- Describe the ideology presented in ideas, concepts and shared beliefs
- What beliefs – secular or spiritual?
- How do these cultural and social meanings affect the practice of the artist?

POSTMODERN

Ideas that challenge the accepted

- Mainstream or not?
- Identify the source and the meaning added to the work
- Has the artist used humour, irony, parody or wit?
- Is this an appropriation?
- What conventional notions of art are challenged?
- Does the artwork omit or disregard information?
- What is being challenged about art history? the role of art; art for art's sake?

Analysis Worksheet 1

Name _____

Temporary Displacement, 2005	
Examine and decode the sculpture using the following guided questions	
Artist's name	_____
Title of artwork	_____
Date of artwork	_____
Media	_____
Dimensions	_____
Location	_____
1.	Describe the features, ideas, concepts and creativity presented in this work.
2.	The placement of public art is crucial in the meaning of an artwork. Explain reasons for Dawson's choice of location and how it affects the viewer.
3.	How has the artist created the work? What materials and processes have been used? How has Dawson used scale, juxtaposition and humour to re-contextualise everyday objects?

4.	Describe the ways in which <i>Temporary Displacement's</i> physical surroundings impact on the work, and how this influences you, in your interpretation of the sculpture. If the work were exhibited in a different context, how might that change the way you experience and interpret it?
5.	Dawson sourced both industrial and domestic objects for this sculpture. What might each object's former use have been? How have their original forms and functions been altered? How does this change the way you think about them?
6.	Discuss the artist's use of industrial and domestic objects with reference to Dawson's use of scale, colour, juxtaposition and non-traditional materials. Examine the placement of the sculpture and how it encourages dialogue and injects creativity in public spaces.
7.	Discuss the techniques employed to communicate meaning and to challenge accepted notions of art. How successful do you think the work is in fusing ordinary life and art? What messages and moods are presented in the sculpture?

SCULPTURE BY THE SEA
Social, cultural and historical context

View and select a sculpture – <http://www.sculpturebythesea.com/Home.aspx>.

Compare this sculpture with one sourced from the Ancient World.

Paste your printed image of the selected artworks in the boxes below

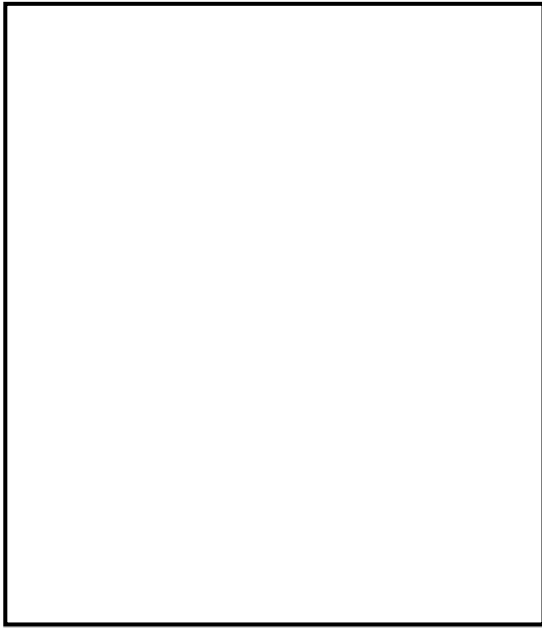


IMAGE A – from Sculpture by the Sea

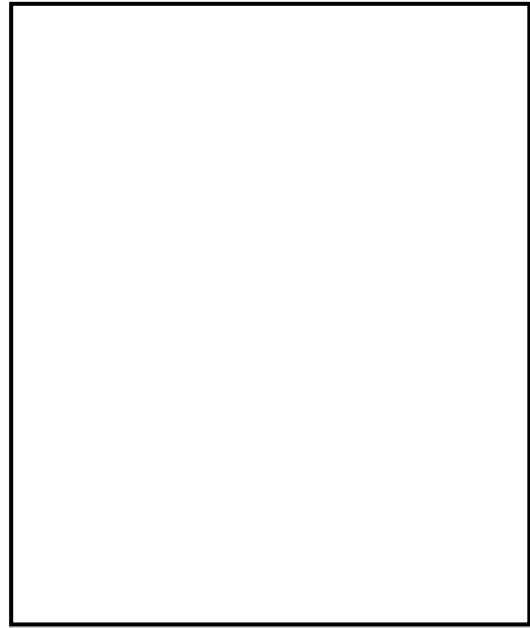


IMAGE B – from the Ancient World

SOCIAL CONTEXT

Describe the society that the artworks were made in or for. Do the artworks have a social role, purpose or effect? Have the artists been influenced or inspired by any aspect of society?

CULTURAL CONTEXT

Describe the culture within which the artworks were made or currently being viewed. In what ways may culture have influenced the creation of the works or the way we view them? What is the artist's cultural heritage? Has this influenced the work? How?

HISTORICAL CONTEXT

Describe the historical period in which the artworks were made. How is it different from the period in which you are viewing it? Do the artworks respond to any historical issues? What aspects do they relate to? Were the artists inspired or influenced by any aspects of history e.g. war, religion, politics?

SUMMARISE

Summarise what you have learnt about the context, meaning and inspiration of these sculptures.

Marking key for sample assessment task 5 – Unit 4

Art Interpretation (Analysis)

Description		Marks
Visual analysis (Worksheet 1)		
<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 the artwork, identifying and describing the artwork clearly, using a wide range of technical art language	5
	Provides an objective response to the 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
Personal response (Worksheet 1)		
<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 opinion or interpretation of artwork given	1
Total		/5
Meaning and purpose (Worksheet 1)		
<ul style="list-style-type: none"> offer reasons why artworks are 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 artworks	5
	Provides a clear response that connects form, style, purpose and meaning communicated in artworks	4
	Provides a satisfactory response that identifies the key ideas and meaning communicated in artworks	3
	Provides a limited response with literal interpretation of meaning communicated in artworks	2
	Provides an inadequate response with little attempt to discuss meaning of artworks	1
Total		/5
Social, cultural and historical contexts (Worksheet 2)		
<ul style="list-style-type: none"> discuss the context of the 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 the artists socially, culturally and historically 	Provides a comprehensive explanation of the context surrounding the artist/s and their work	5
	Provides a detailed explanation of the context surrounding the artist/s and their work	4
	Provides a satisfactory explanation of the context surrounding the artist/s and their work	3
	Provides a limited explanation of the context surrounding the artist/s and their work	2
	Provides an insufficient explanation of the context surrounding the artist/s and their work	1
Total		/5
Final total		/20

Sample assessment task

Visual Arts – General Year 12

Task 3 – Unit 3 – Inspirations

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

5% of the school mark for this pair of units

Task 3: Investigation - due Week 11

(20 marks)

Research one artist (Pat Perry, Mark Ryden or Joel Rea) in relation to their art practice. You will need to investigate and explore their art making practice by referring to photographs, artworks, interviews and extracts found on the Internet, in textbooks or in print media (art magazines).

What you need to do

Visual analysis

Collect a variety of imagery (artworks, photography, illustrations, advertising etc.) that demonstrate your chosen artist's use of juxtaposition, illusion and surrealism. In your journal, complete a series of small thumbnail sketches of some of these images, showing the compositional techniques used to create desired effects. Analyse these and include supporting notes that discuss visual language, symbols and conventions. Complement your notes with annotations discussing how these influenced your own art making.

Personal response

Select **two** images from your chosen artist that inspired you in your art making. Using art terminology, and in your opinion, discuss the artist's use of:

- compositional techniques
- the mood of the artwork
- subject matter, media, skills or processes
- conceptual strength and meaning in the artworks.

Discuss the relevance of the artist's work and style to your own art making.

Meaning and purpose

You are an art critic for the 'Art About' magazine and you have been invited to write an article on Pat Perry, Mark Ryden or Joel Rea. Discuss the artist's artworks in relation to the heading 'Hidden Messages'. In your review, discuss the feelings, ideas and messages presented in the artist's work.

Social, cultural and historical contexts

Research the art movement, Surrealism. Identify key similarities and differences noted between the Surrealists' artwork to that of your chosen artist. Your information should include reference to the context surrounding the artists and the artworks produced at the time.

Marking key for sample assessment task 3 – Unit 3

Art interpretation (Investigation)

Description		Marks
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 the artwork, identifying and describing the artwork clearly using a wide range of technical art language	5
	Provides an objective response to the 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
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 the artwork	3
	Provides some opinions and limited interpretation of the artwork	2
	Expresses little or no opinions or interpretation of the artwork given	1
Total		/5
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 the artwork	5
	Provides a clear response that connects form, style, purpose and meaning communicated in the artwork	4
	Provides a satisfactory response that identifies the key ideas and meaning communicated in the artwork	3
	Provides a limited response with literal interpretation of meaning communicated in the artwork	2
	Provides an inadequate response with little attempt to discuss meaning of the artwork	1
Total		/5
Social, cultural and historical contexts		
<ul style="list-style-type: none"> • discuss the context of the artists' practice and give examples of their work • discuss the social, cultural and historical influences on the work of the selected artists • identify the impact of the artists socially, culturally and historically 	Provides a comprehensive explanation of the context surrounding the artist/s and their work	5
	Provides a detailed explanation of the context surrounding the artist/s and their work	4
	Provides a satisfactory explanation of the context surrounding the artist/s and their work	3
	Provides a limited explanation of the context surrounding the artist/s and their work	2
	Provides an insufficient explanation of the context surrounding the artist/s and their work	1
Total		/5
Final total		/20