Assessment Task

Subject: Visual Arts Stage 2
Teacher: Mr Palmer
Task Title: Folio 2
Draft Due Date: Friday, 23 September 2016
Final Due Date: Monday, 31 October 2016

Please note that failure to submit the task by this date will result in academic detention until completed.

Learning Requirements:
20 Page Folio

Outcomes Assessed:

Practical Application
PA1 Conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.
PA2 Exploration to refine technical skills and use media, materials, and technologies.
PA3 Documentation of creative visual thinking and/or problem-solving processes.
PA4 Application of technical skills and use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.

Knowledge and Understanding
KU1 Knowledge of visual arts concepts, forms, styles, and conventions, and an understanding of their practical application.
KU2 Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.
KU3 Understanding of the aesthetic and/or functional qualities in works of art or design.

Analysis and Synthesis
AS1 Critical analysis and interpretation of works of art or design from different contexts.
AS2 Use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions.
AS3 Evaluation of own work and connections or comparisons with other practitioners’ work.
AS4 Evaluation of, and conclusions about, visual arts learning.
Task Outline:

Assessment Type 1: Folio (40%)

For a 20-credit subject, students produce one folio that documents their visual learning, in support of their two works of art or design.

A work of art or design may be a single resolved practical or body of resolved work.

The folio is a work in progress that should be:
- useable and manageable
- portable (paper or digital file)
- set up to allow for continual modification, addition, and review.

The folio should include evidence of visual learning, such as:
- starting points for visual thinking
- the application of creative thinking and/or problem-solving skills
- sources of inspiration and influence
- the analysis and comparison of works of art or design
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations and experiments with style, media, materials, technologies, and processes with annotated observations and appraisals
- the practice and application of skills, which may include repetition and analysis
- the refinement of ideas leading up to decisions about the final resolved product and justification for those decisions
- photographic evidence of the stages of production and the resolved works of art or design
- conclusions that challenge or support artistic or design conventions.

The folio should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay.

For a 20-credit subject, as a guide, there should be a total of forty A3 sheets - 20 for each practical (or equivalent) of visual and written and/or oral evidence to support two resolved practical works, or a body of resolved work.
### Performance Standards / Marking Criteria

<table>
<thead>
<tr>
<th>Practical Application</th>
<th>Knowledge and Understanding</th>
<th>Analysis and Synthesis</th>
<th>Inquiry and Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>In-depth knowledge of selected visual arts concepts, forms, styles, and conventions, and a clear understanding of their practical application.</td>
<td>Highly perceptive critical analysis and interpretation of a variety of works of art or design from different contexts.</td>
<td>Productive and thorough use of research skills and a clear understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop perceptive and clear insights into a range of aspects of the visual arts.</td>
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<tr>
<td>Thoughtful and well-planned conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</td>
<td>Some depth of knowledge of selected visual arts concepts, forms, styles, and conventions, and a sound understanding of their practical application.</td>
<td>Well-informed and well-considered critical analysis and interpretation of two or more works of art or design from different contexts.</td>
<td>Systematic use of research skills and a sound understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop mostly clear insights into different aspects of the visual arts.</td>
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<tr>
<td>Thoughtful and well-planned conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</td>
<td>Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</td>
<td>Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</td>
<td>Thoughtful exploration and self-analysis in development of a personal aesthetic through the visual arts.</td>
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<td>C</td>
<td>Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.</td>
<td>Competent and appropriate evaluation of, and conclusions about, visual arts learning.</td>
<td>Considered exploration and self-analysis in development of a personal aesthetic through the visual arts.</td>
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<tr>
<td>Thoughtful exploration to refine technical skills and use media, materials, and technologies.</td>
<td>Clear understanding of aesthetic and/or functional qualities in several different works of art or design.</td>
<td>Considered evaluation of own work and connections or comparisons with other practitioners’ work.</td>
<td>Some considered exploration and self-analysis in development of a personal aesthetic through the visual arts.</td>
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<td>Organised documentation of creative visual thinking and/or problem-solving processes.</td>
<td>Some basic knowledge of selected visual arts concepts, forms, conventions, and styles, and an emerging understanding of their practical application.</td>
<td>Considered knowledge and understanding of visual arts in a cultural, social, or historical context.</td>
<td>Some use of basic research skills and awareness of inquiry methods to locate one or more sources (with attempted acknowledgement), explore, and experiment.</td>
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<td>Competent application of technical skills and elements of sensitivity in the use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</td>
<td>Some reference to knowledge or understanding of visual arts in a cultural, social, or historical context.</td>
<td>A superficial understanding of aesthetic or functional qualities in different works of art or design.</td>
<td>Superficial recognition of the role of visual arts in personal development.</td>
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<td>D</td>
<td>Some basic consideration and interpretation of at least one work of art or design with superficial reference to their context.</td>
<td>Some description of own and others works, with some tenuous connections or comparisons.</td>
<td>Attempted engagement in a directed research process.</td>
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<td>Emerging skills in the conceptualisation, development, and resolution of visual ideas.</td>
<td>Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions.</td>
<td>Some basic summary and description of visual arts learning, with elements of evaluation.</td>
<td>Emerging awareness of the role of visual arts in personal development.</td>
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<td>E</td>
<td>Limited knowledge or understanding of different visual arts contexts.</td>
<td>Some description of own and others’ work.</td>
<td>Attempted description of aspects of visual arts learning.</td>
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<td>Attempted exploration of technical skills using media, materials, or technologies.</td>
<td>Some awareness of the need to understand aesthetic or functional qualities in works of art or design.</td>
<td>Attempted description of own and others’ work.</td>
<td>Attempted engagement in a directed research process.</td>
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<td>Limited documentation of creative visual thinking or problem-solving processes.</td>
<td>Emerging awareness of different visual arts contexts.</td>
<td>Limited use of visual arts language for interpretation or response in the visual arts.</td>
<td>Emerging awareness of the role of visual arts in personal development.</td>
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<td>Attempted application of technical skills to develop a work of art or design.</td>
<td>Some basic knowledge of visual arts concepts, forms, conventions, and styles, and an emerging understanding of their practical application.</td>
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