 Practical Assessment

Task 1

Task title: An artist in the making, body of work progression

Due date: day/month/week/year

Weighting: 10%

Outcomes assessed: H1, H2, H3, H4, H5, H6

Remember

A clip board with the sign sheet will be placed outside the CAPA staff room. Please indicate number of works you are displaying, if you included a statement about your ideas and if you handed in a diary. Once handed in, your teacher will give you a receipt as evidence of this.

Specific criteria

You are required to set up a mini art exhibition in the art open area which will display your body of work in progress, it also must include a statement about your ideas and clearly indicate your nominated expressive form. You could hand in a partly finished piece and / or a finished piece and / or robust experiments that are in your expressive form outside of your diary.

Your art diary must be available for others to look at. If you have any sensitive information you can sticky tape those pages together for now. You will be asked to discuss your work with your peers and the teacher(s) at the show.

Visual art diary requirements

Things you should consider about creating your year 12 visual art diary.

Firstly, you must get a new diary for year 12. Your diary can be a combination of an art sketchbook, container to hold three-dimensional practice pieces and / or a digital online version that can be handed in on a USB or printed off as a hard copy. If you are a graphic designer, film or digital photographer, the last option might be great for you, however, if you use any other medium it is expected that you show experiments in a sketchbook.

Your diary is there for you to start developing, analysing and experimenting with ideas and judgements. You need to show a connection between your body of work and your diary, however, it is quite ok to show you have changed your mind along the way, this is to be expected.

Use your diary to research artists, come up with ideas, paste images and articles of interest.

It should also show an in-depth research into your selected subject matter, expressive form and technical experiments and development. Mistakes and changes are all part of the process, so don’t rip anything out without talking to the teacher first!

You are encouraged to document your progress using photographs of your work in progress. It is expected that you sketch and annotate these making critical reflections of your ongoing progress

Remember the majority of your marks will be based on your actual body of work, so spending too much time on your art diary will be counterproductive, save it for the main works!

Look at the list below from the visual arts syllabus and select one area to nominate as your expressive form (this can change)

Carefully consider your skill level in this field, the cost of materials and available supplies and equipment, talk to your art teacher about this.

Generally if you like working in one form over another and found yourself creating better works in that form in year 11 or at home, it most likely stands to reason that you would continue this into year 12, however, it doesn’t have to be the case. If you are unsure about any form, please talk it through with your teacher.

| Expressive form | Details |
| --- | --- |
| Ceramics | An individual work or series of works with a focus on ceramics. |
| Collection of works | A collection or series of works made using different expressive forms. |
| Drawing | An individual work or series of works with a focus on drawing. |
| Designed Objects | An individual work or series of works with a focus on 3D object design. This expressive form includes wearables, jewellery, architectural design and product design. |
| Documented forms | An individual work or series of works documenting time-based events, happenings, performances and site-specific installations. |
| Graphic Design | An individual work or series of works with a focus on graphic design |
| Painting | An individual work or series of works with a focus on painting. |
| Photo media | An individual work or series of works in black and white and/or colour made using wet (darkroom) and/or digital practices. |
| Printmaking | An individual work or series of works with a focus on printmaking. |
| Sculpture | An individual work or series of works with a focus on sculpture. |
| Textiles and fibre | An individual work or series of works with a focus on textiles and fibre |
| Time-based forms | An individual work or series of works with a focus on time-based forms. This expressive form includes film and video, digital animation and/or interactives. |

[Visual Arts Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/dfd8d346-73a1-4fee-9665-50ab6ca5a872/visual-arts-st6-syl-amended-2016.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2000.

[Process diary samples](https://www.artgallery.nsw.gov.au/insideartexpress/process-diaries/)

[A video clip outlining various themes in art](https://www.youtube.com/watch?v=gFTALiSRCXo)

Methodology

| Work through these steps | Tick when done |
| --- | --- |
| 1Purchase a visual art process diary and start collecting images and ideas based around your specific expressive form choice. The best place to start is art express. Print off ideas and glue them into your diary, annotate about your selection, add mind maps, draw sketches and experiment. Make sure you also include technical information.For example if you are doing photo media, include aspects of Photoshop steps, equipment and camera use.If you are doing ceramics, include the type of clay you are using, the methods for construction (wheel, hand building) and the glazes you intend to use.If you are drawing, add information about paper types, different pencils, charcoals, pastels and techniques you are considering such as blending, cross hatching, stippling.Taking progress photos is an easy way to document evidence of experiments, print them off, glue them into your diary and annotate (write) about what you were doing and why. | [ ]  |
| 2The best thing you can do is start on an idea and keep working with it, you may or may not end up handing in the first thing you work on. The most important thing is to start and you can then refine and resolve technical and conceptual ideas as you develop your body of work. | [ ]  |
| 4Half way through next term you will be setting up a mini art exhibition which will also include your diary. Your peers and teacher(s) will ask you questions about your work. At this stage it doesn’t have to be finished, fired, printed and so on, you will just be assessed on your progress. | [ ]  |

Date distributed:

Remember

Students are reminded that, because this is an assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to phone the school rolls office on the due day and support this with a medical certificate on your first day back at school.

Any extensions of time must be organised with your teacher prior to the due date. Check your assessment booklet regarding requirements.

Absence without an explanation will result in zero marks and an ‘N’ award notification. A non-serious attempt will also result in zero marks and an ‘N’ award notification. In either case the task must still be completed and submitted to meet NESA requirements.

Marking criteria and teacher feedback

Marks: 70

Weighting: 10%

Outcomes assessed: H1, H2, H3, H4, H5, H6

| Body of work progression markBased on two aspects:* Conceptual strength and meaning (your ideas)
* Resolution (technical refinement)
 | Mark |
| --- | --- |
| Demonstrates an articulation of ideas and concepts that are elaborated, reiterated, subtle and sustained coherently in the form(s) of the work. Meanings make significant references and register on a number of levelsDisplays technical sensitivity, refinement, discrimination, moderation, and is respectful of the conditions set by the selection of materials and limitations including course prescriptions | 41-50 |
| Demonstrates an articulation of ideas and concepts showing some elaboration and reiteration that is more coherent and subtle in some aspects of the work than in others. Meanings and references register on a number of levels but are not as significant Displays technical sensitivity and moderation, although some aspects are more refined while others are elaborated and/or overworked. Generally respectful of conditions set by the selection of materials and limitations including course prescriptions | 31-40 |
| Demonstrates an articulation of idea/concept showing some connection that is more apt and coherent in some aspects of the work than in others. Meanings and references register on some levels but in limited ways Displays technical proficiency yet not very sensitive or refined. Some display for display’s sake, thus little moderation. Some respect for conditions set by the selection of materials and limitations including course prescriptions | 21-30 |
| Demonstrates an articulation of idea/concept confined to some aspect(s) of the work. Meanings and references register in restricted and obvious ways Displays little refinement or subtlety. Some repetition or inconsistent application. Little discrimination or moderation, limited respect for conditions set by the selection of materials and limitations including course prescriptions | 11-20 |
| Demonstrates a simplistic, immediate articulation of idea/concept. Meanings register in banal ways. References are limited, driven by the image Displays neither technical accomplishment nor moderation. Unsubtle, unrefined, incongruous, superficial. At variance with conditions set by selection of materials and limitations including course prescriptions | 1-10 |
| Visual art process diary | 10 |
| Set of mini art exhibition | 10 |
| Teacher feedback: | Total marks: |

[HSC Visual Arts body of work marking guidelines](http://educationstandards.nsw.edu.au/wps/wcm/connect/e30e247c-4e06-4da2-a8e0-e16bf2e9de2d/hsc-visual-arts-body-of-work-marking-guidelines.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2000.