 Theory assignment

Task 2

Task title: Social Injustice!

Researching two artists Abdul Abdullah and Fiona Folley using google slides.

Due date: day/month/week/year

Remember

All theory assignments are to be uploaded in to google classroom by the specific date indicated above and on google classroom.

Specific criteria

You must upload a google slide document in classroom with the following criteria below.

In the HSC Visual arts class room you will find this assignment. If you have trouble logging in please ask the teacher.

You are to research two artists Vernon Ah Kee and Fiona Foley

You must include the following:

* his/her life history (written information)
* written information about actual art works with pictures of the works
* links to you- tube and other sites you used.

You must also answer the following questions about the two artists, include your answers on a slide.

1. Why did Abdul Abdullah dress up like a monkey in the artwork ‘You see monsters’?
2. Why did Fiona Foley place bullets in the letter D of the artwork ‘Dispersed’?
3. What are your favourite two art works? Why select these?

If you need help to answer these, please speak to the teacher and he/she can help you with them.

Date distributed:

Student signature:

Teacher signature:

Feedback will be given in google classroom.

Below is a list that your teacher has to tick off by the end of the year.

Your will be given a tick for every outcome you achieve. After you have completed this task the teacher will tick off some of the outcomes you have achieved so far or not.

You will not be given a mark.

Module 4

Visual Arts objectives

Students will develop knowledge, understanding, skills, values and attitudes to:

* Represent a point of view and interpretations of the world in art making
* Represent a point of view about the visual arts in critical and historical studies

Outcomes and Achievement indicators:

| Area of Content | Outcomes | A student | Achieved Independently or with support |
| --- | --- | --- | --- |
| Practice | VALS1 | experiences a variety of art making activities using a range of materials, techniques and processes |  |
|  | VALS2 | develops understanding and skills in using a range of 2D, 3D and/or 4D forms |  |
| Conceptual framework | VALS3 | explores the function of and relationship between artists, artworks, the world and audiences |  |
|  | VALS4 | documents and represents ideas about the world including personal, social and cultural experiences and events |  |
| Frames | VALS5 | appreciates, interprets and makes judgments about the meaning and significance of their own and others’ artworks |  |
|  | VALS6 | makes a variety of artworks that reflect their experiences and responses or point of view |  |
| Representation | VALS7 | explores the ways in which ideas and experiences of the world are represented |  |

[Stage 6 Creative Arts Life Skills Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-life-skills) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2000.