

## Visual Art 2019 v1.1

### IA1: Sample assessment instrument

#### Investigation — inquiry phase 1 (15%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

**Student name**

**Student number**

**Teacher**

**Issued**

**Due date**

### Marking summary

Criterion	Marks allocated	Provisional marks
Developing — generating solutions	4	
Researching — reacting to stimulus	5	
Reflecting — considering ideas and information	3	
Resolving — communicating as artist and audience	3	
<b>Overall</b>	<b>15</b>	

# Conditions

<b>Technique</b>	Investigation — inquiry phase 1
<b>Unit</b>	Unit 3: Art as knowledge
<b>Topic/s</b>	Area of study: Developing Area of study: Researching Area of study: Reflecting Area of study: Resolving
<b>Duration</b>	—
<b>Mode/length</b>	Written: 1000–1500 words Digital presentation (e.g. video, digital book): 8–10 A4 pages/slides or equivalent timed digital media Multimodal presentation: 7–9 minutes
<b>Individual/group</b>	Individual
<b>Other</b>	Student choice of mode Visual support including relevant annotated artworks, images, diagrams and/or experimental representations Experimental artworks to support individual interpretation of researched art practices <b>Submission</b> <ul style="list-style-type: none"><li>• written — .pdf file stored by school</li><li>• digital/multimodal — .mov, .mp4, .pptx or .avi for dynamic files</li></ul>

## Context

Unit 3 explores the concept of 'Art as knowledge'. This investigation provides opportunities for you to enrich your knowledge and aesthetic experience of the world through critical thinking, making and responding in the contemporary, personal, cultural and/or formal contexts.

As an artist, you will view an art exhibition as stimulus for research and experiments that will inform the focus for your art practice.

As audience, you will consider what you can learn from works of art and how prior knowledge and experiences can influence the way visual language is read and understood.

Inquiry phase 1 is the initial stage in the self-directed body of work.

## Task

- Develop an individual, open-ended inquiry question in response to an artwork you personally connect with at the *GOMA turns 10* exhibition.
- Investigate your inquiry question through making and responding to generate a personal focus for your body of work.
- Present your investigation in a mode of your choice that communicates:
  - your reaction to the stimulus and your inquiry question
  - analysis and interpretation of the work of two key artists and your visual responses to their practices and the stimulus
  - your conclusions drawn from your research and experimentation
  - the focus for your body of work.

To complete this task, you must:

- **implement** ideas and representations through an inquiry question to generate relevant solutions in response to an artwork at the *GOMA turns 10* exhibition and the artists you investigate
- **apply** literacy skills using relevant visual art terminology, referencing and language conventions in a multimodal presentation, written report or digital presentation to recognise and distinguish features of artworks and practices
- **analyse** and **interpret** visual language, expression and meaning in artworks and practices through selected contexts
- **evaluate** relevant primary sources and secondary sources in formulating your ideas
- **justify** your viewpoints supported by the ideas and information presented through the stimulus
- **experiment** with visual forms, materials and processes in response to stimulus and experiences
- **realise** visual, written or spoken responses to communicate your focus.

## Stimulus

The stimulus for your investigation is an artwork at the *GOMA turns 10* exhibition and nominated key artists.

## Checkpoints

- 3 hours: Excursion to *GOMA turns 10* exhibition
- 6 hours: Exhibition reflection and inquiry question consultation
- 15 hours: Experimental work consultation
- 17 hours: Draft consultation

## Authentication strategies

- The teacher will provide class time for task completion.
- Students will each produce a unique response by generating an individual inquiry question and selecting relevant key artists.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect and annotate one draft.
- The teacher will conduct Google image search of resolved works to check for authenticity of student artwork.
- The teacher will ensure class cross-marking occurs.

## Scaffolding

Use the inquiry learning process to:

- **develop** individualised solutions to your inquiry question through making and responding
- **research** key artists' practices and experiment with visual forms, materials and processes inspired by your research and experiences at the exhibition
- **reflect** on the impact of external and internal influences on your making and responding
- **resolve** the investigation through making and responding to communicate your focus.

Consider:

- ways that audiences make personal connections with artworks and shape meaning through contemporary, personal, cultural and formal contexts
- diverse types of information through primary sources (artworks) and secondary sources (e.g. books, journals, credible websites) to build your knowledge about art, key artists and audience
- the interconnected relationship of selected context/s, visual language, visual forms, materials, processes and meaning
- how your personal experiences and prior knowledge might be useful as you develop and justify your personal focus and context.

# Instrument-specific marking guide (IA1): Investigation — inquiry phase 1 (15%) 3

## Criterion: Developing — generating solutions

### Assessment objectives

1. implement ideas and representations through an inquiry question to generate relevant solutions in response to the defined stimulus

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• implementation of an investigation informed by constructed knowledge and solutions to personalised visual art problems</li> </ul>	4
<ul style="list-style-type: none"> <li>• implementation of an investigation that generates exploration of diverse pathways</li> </ul>	3
<ul style="list-style-type: none"> <li>• implementation of ideas and representations through an inquiry question that generates relevant solutions in response to the defined stimulus</li> </ul>	2
<ul style="list-style-type: none"> <li>• implementation of an inquiry that generates visual responses</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Researching — reacting to stimulus

### Assessment objectives

3. analyse and interpret visual language, expression and meaning in artworks and practices through contexts
6. experiment with visual forms, materials and processes in response to stimulus and experiences

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>• analysis and interpretation that emphasises individualised reactions to stimulus, and the interrelationships and understanding of art practices of self and others</li> <li>• experimentation and exploitation of innovative approaches that capitalise on new knowledge and understanding informed by the inquiry</li> </ul>	5
<ul style="list-style-type: none"> <li>• analysis and interpretation of literal and non-literal meaning and the ways the selected context/s shapes the inquiry</li> <li>• experimentation using insights informed by research of key artists and relevant practice, and exploration of processes</li> </ul>	4
<ul style="list-style-type: none"> <li>• analysis and interpretation of visual language, expression and meaning in artworks and practices through contexts</li> <li>• experimentation with visual forms, materials and processes in response to stimulus and experiences</li> </ul>	3
<ul style="list-style-type: none"> <li>• interpretation of meaning in artworks</li> <li>• experimentation with media, ideas and information</li> </ul>	2
<ul style="list-style-type: none"> <li>• identification of a context in artworks</li> <li>• experimentation with media</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Criterion: Reflecting — considering ideas and information

### Assessment objectives

4. evaluate relevant primary sources and secondary sources in formulating ideas
5. justify viewpoints supported by ideas and information presented through the stimulus

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• evaluation of contemporary and/or historical influences and their impact on visual and intellectual inquiry</li><li>• justification of focus supported by critical understanding of strengths, implications and limitations of approaches</li></ul>	3
<ul style="list-style-type: none"><li>• evaluation of relevant primary sources and secondary sources in the formulation of ideas</li><li>• justification of viewpoints supported by ideas and information presented through the stimulus</li></ul>	2
<ul style="list-style-type: none"><li>• identification of relevant sources in the formulation of ideas</li><li>• states opinions relevant to ideas</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0

## Criterion: Resolving — communicating as artist and audience

### Assessment objectives

2. apply literacy skills using relevant visual art terminology, referencing and language conventions to recognise and distinguish features of artworks and practices
8. realise visual, written or spoken responses to communicate focus

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• application of literacy skills through sequenced and connected ideas that express understandings of the knowledge gained through the inquiry question</li><li>• realisation of responses that reach conclusions and express meaning about the interrelationships of knowledge and art practice to articulate a defined focus</li></ul>	3
<ul style="list-style-type: none"><li>• application of literacy skills using relevant visual art terminology, referencing and language conventions that recognise and distinguish features of artworks and practices</li><li>• realisation of visual, written or spoken responses to communicate focus</li></ul>	2
<ul style="list-style-type: none"><li>• use of terminology to identify artworks</li><li>• realisation of visual, written or spoken responses</li></ul>	1
<ul style="list-style-type: none"><li>• does not satisfy any of the descriptors above.</li></ul>	0



© State of Queensland (QCAA) 2022

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. |

**Attribution:** '© State of Queensland (QCAA) 2022' — please include the link to our copyright notice.