

Visual Art 2019 v1.1

IA2: Sample assessment instrument

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	6	
Researching — reacting to stimulus	5	
Reflecting — considering ideas and information	5	
Resolving — communicating as artist and audience	9	
Overall	25	

Conditions

Technique	Project — inquiry phase 2
Unit	Unit 3: Art as knowledge
Topic/s	Area of study: Developing Area of study: Researching Area of study: Reflecting Area of study: Resolving
Duration	—
Mode/length	Project: Multiple components
Individual/group	Individual
Other	<p>Student submission must include:</p> <ul style="list-style-type: none">• media area/s<ul style="list-style-type: none">– student-selected• resolved artwork/s<ul style="list-style-type: none">– single resolved artwork, or a collection of resolved artworks, related to each other in some way, with each one being as important as the other• documentation<ul style="list-style-type: none">– photographic evidence of resolved work, including details as required– photographic evidence to demonstrate display of work realised in physical form, or intended display demonstrated through digital or virtual forms– video and audio recording of time-based media or site-specific work as required• artist's statement/s<ul style="list-style-type: none">– must assist audience understanding of body of work focus and critical thinking– one statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection, as determined by the student focus– maximum 150 words per statement (name, title, media and size are not included in word count)• annotated illustration of the resolved artwork/s<ul style="list-style-type: none">– must support performance descriptors in developing, researching and reflecting criteria as required– maximum 200 words in annotations for a single artwork or a collection of artworks• focus from inquiry phase 1<ul style="list-style-type: none">– assists the communication of ideas and representations– this work will not be re-assessed

- supporting evidence
 - must communicate relevant development of solutions, research and experimentation in the creative process, and evaluation and judgment during problem-solving
 - can be 1–4 pages, slides, or similar and may include student’s experimental artwork, sketches, annotated diagrams and images, notes, ideas, photographs and/or collections of stimulus with reflective commentary
 - can be documented in any form suited to the student focus and/or process, such as sketchbook, folder, container of three-dimensional objects, digital files, website, blog
 - is selected by the student to demonstrate a connection between processes of conceptual development and resolved work; appropriate evidence is dependent on the nature of the work, media and approaches
 - supports the authenticity of student work through evidence of primary sources, acknowledgment of secondary sources and/or documentation of progressive development.

Submission

- .pptx, .pdf, plus .mov, .mp4, .pptx or .avi for dynamic files

Resources

A wide range of art materials, equipment and technologies are available for your selection and use.

The art library and online resources are available for your continued research.

You are welcome and encouraged to select and explore primary and secondary sources to identify areas for further investigation and build your depth of knowledge.

Context

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

As an artist, you will continue to extend your knowledge as you develop your art practice and use your artwork to communicate what you learn to an audience. You will be challenged to consider the way art can communicate and map your initial inquiry as you react and connect with new knowledge and ideas explored through the focus you defined in IA1.

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.

Project — inquiry phase 2 is the second stage in your self-directed body of work.

Task

You will:

- create and resolve artwork/s that communicate the focus you defined in inquiry phase 1, the concept 'Art as knowledge' and your selected context/s
- write artist's statement/s and display artwork/s to communicate your focus and artistic intentions to an audience.

To complete this task, you must:

- implement ideas and representations to communicate the concept, your selected context/s and your focus
- apply literacy skills using relevant visual art terminology and language conventions to communicate your new knowledge and your focus in an artist's statement
- analyse and interpret visual language and expression in artworks to explore your focus and contexts
- evaluate art practices, traditions, cultures, and theories that impact on decisions and communication in artworks
- justify viewpoints and selection of visual language and expression supported by knowledge of artwork of self and others
- experiment to explore ideas relevant to your focus and in response to the inquiry
- create meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement your focus
- realise visual responses to communicate artistic purpose and your acquired knowledge.

Stimulus

The focus generated in inquiry phase 1 is the stimulus for your body of work. Your focus reflects your inquiry question, your research and experimental work in response to the TED talk *Juggling as art ... and science* (2002) presented by performer Michael Moschen available at: www.ted.com/talks/michael_moschen_juggling_as_art_and_science#t-2193699

Your focus may continue to evolve as your body of work develops. Additional inspiration may come from new knowledge, key artists, art practices, history, influences, personal interests, beliefs and observations of the world.

Checkpoints

- Week 1: Consultation meeting
- Week 3: Preliminary artwork presentation for peer and teacher feedback
- Week 6: Select artworks and evidence for inclusion in body of work
- Week 7: Display artworks and write artist statement/s
- Week 8: Annotate illustration of resolved work

Authentication strategies

- You will be provided class time for task completion.
- You will each produce a unique response by continuing your body of work through your individual inquiry question and research of relevant key artists.
- You will provide documentation of your progress at the checkpoints listed above.
- Your teacher will collect and annotate drafts.
- Your teacher will conduct interviews or consultations as you develop the response.
- You must acknowledge all sources.
- Your teacher will ensure class cross-marking occurs.

Scaffolding

Use the inquiry learning process to:

- develop visual solutions that communicate the concept 'Art as knowledge', your focus and context/s through your chosen materials, techniques, technologies and art processes
- research visual language and expression in artworks and experiment with ideas in response to your inquiry question and your focus
- reflect on your new knowledge as you evaluate your art-making approaches and practices, and justify your aesthetic decisions
- resolve artwork/s and artist statement/s that communicate the knowledge you have acquired through your inquiry.

Characteristics of resolved work in inquiry phase 2:

- evidence of depth of research, development and critical reflection
- communication of personal aesthetic
- a degree of 'finish', demonstrating knowledge, understanding of media and technical skills
- end points are reached
- concept, focus, contexts and media areas are used to solve complex problems of visual language and expression.

Refer to the template resource provided in class to structure your submission.

Instrument-specific marking guide (IA2): Investigation — Inquiry phase 2 (25%)

Criterion: Developing — generating solutions

Assessment objectives

1. implement ideas and representations to communicate concept, context and the chosen focus
7. create meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • implementation of ideas and representations that enhance reading and engagement for audience • creation of explicit meaning by employing advanced or refined methods and approaches with media that establish an individualised art practice 	5–6
<ul style="list-style-type: none"> • implementation of ideas and representations that demonstrate choices that enhance the inquiry • creation of meaning through selection and manipulation of media and creative visual solutions to defined problems 	4
<ul style="list-style-type: none"> • implementation of ideas and representations that communicate concept, context and chosen focus • creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus 	3
<ul style="list-style-type: none"> • implementation of ideas that use visual language relevant to the focus • creation of meaning using media and art processes 	2
<ul style="list-style-type: none"> • implementation of ideas as visual forms 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Researching — reacting to stimulus

Assessment objectives

3. analyse and interpret visual language and expression in artworks to explore student-directed focus and contexts
6. experiment to explore ideas relevant to the focus and in response to the inquiry

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • analysis and interpretation to show how context impacts individualised pathways and constructs new knowledge in the work of self and others • experimentation and exploitation using innovative approaches that capitalise on new knowledge and understanding 	4–5
<ul style="list-style-type: none"> • analysis and interpretation of literal and non-literal meaning in the work of self and others through selected context/s • experimentation using insights gained through research, and exploration of diverse processes 	3

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> analysis and interpretation of visual language and expression in artworks that explore student-directed focus and contexts experimentation to explore ideas relevant to the focus and in response to the inquiry 	2
<ul style="list-style-type: none"> interpretation of features and meaning to form visual responses experimentation with media and ideas 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Reflecting — considering ideas and information

Assessment objectives

- evaluate art practices, traditions, cultures, and theories that impact on decisions and communication in artworks
- justify viewpoints and selection of visual language and expression supported by knowledge of artwork of self and others

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> evaluation of choices demonstrating knowledge and understanding of interrelationships of visual language and influences justification of independent viewpoints and art practice supported by critical understanding of how audiences engage with art and respond to the focus 	4–5
<ul style="list-style-type: none"> evaluation of art-making approaches and practices of self and others that inform ideas, media, techniques and processes justification of intended outcomes and meaning in artworks, supported by understanding of strengths, implications and limitations of approaches 	3
<ul style="list-style-type: none"> evaluation of art practices, traditions, cultures, and theories that impact on decisions and communication in artworks justification of viewpoints and selection of visual language and expression supported by knowledge of artwork of self and others 	2
<ul style="list-style-type: none"> identification of artworks and approaches to state an opinion 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Resolving — communicating as artist and audience

Assessment objectives

- apply literacy skills using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement
- realise visual responses to communicate artistic purpose and acquired knowledge.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> realisation of art forms through synthesis of knowledge, focus and contexts that enhance meaning and audience engagement 	8–9

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • application of literacy skills in an artist's statement/s that articulates the intended meaning to invite a dialogue between artist and audience • realisation of art forms that reach end points and express intended meaning 	6–7
<ul style="list-style-type: none"> • application of literacy skills using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement • realisation of visual responses that communicate artistic purpose and acquired knowledge 	4–5
<ul style="list-style-type: none"> • application of literacy skills to describe concept • realisation of a visual response that communicates ideas 	2–3
<ul style="list-style-type: none"> • use of terminology to identify artworks • realisation of a visual response 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0



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