



Queensland Curriculum and Assessment Authority

Visual Art 2019 v1.1

IA3: 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 | 9 | |
| Researching — reacting to stimulus | 7 | |
| Reflecting — considering ideas and information | 7 | |
| Resolving — communicating as artist and audience | 12 | |
| Overall | 35 | |

Conditions

| | |
|-------------------------|--|
| Technique | Project — inquiry phase 3 |
| Unit | Unit 4: Art as alternate |
| 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 and annotated illustration of the resolved work from inquiry phase 2<ul style="list-style-type: none">– assists the demonstration of alternate representations or expansion of the ideas from Unit 3– 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 explore primary and secondary sources of your choosing to identify areas for further investigation as you resolve your body of work.

Context

Unit 4 explores the concept of 'Art as alternate'. This project provides opportunities for you to consider the roles and interaction between artist and audience through creative thinking, making and responding in the contemporary context.

As an artist, you will challenge your creative process to imagine, generate and apply new ideas and links to your focus and phase 2 artworks. As you realise your body of work and artistic intentions, you will create alternate meaning through the knowledge, understanding and application of contemporary art processes. You will evaluate how the contemporary context can impact and enrich the communication of meaning through a lens of 21st century ideas.

As audience, you will consider how alternate methods of display and exhibition, contemporary approaches with materials and new technologies affect your sensory experience and engagement with art.

Project — inquiry phase 3 is the third stage in the self-directed body of work.

Task

You will:

- adopt an opposing, contrary or polar point of view to reflect on, develop and communicate your focus from Unit 3
- create artwork/s and resolve your body of work to communicate the concept 'Art as alternate', the contemporary context and your evolved focus
- write artist statement/s and display artworks to communicate your focus and intentions to an audience.

To complete this task, you must:

- implement alternate ideas and representations to communicate the concept, the contemporary context and your evolved focus
- apply literacy skills to articulate your alternate approach within the concept and your focus in an artist's statement
- analyse and interpret alternate visual language and expression in artworks to explore new viewpoints through a contemporary context
- evaluate art practices, traditions, cultures and theories to inform your alternate approaches
- justify a new viewpoint supported by knowledge gained through your continued self-directed inquiry
- experiment with familiar or alternate media and ideas relevant to your focus and informed by research of contemporary art practice
- create meaning through knowledge and understanding of materials, techniques, technologies and art processes to support your alternate approaches
- realise a body of work through your inquiry to communicate artistic purpose and meaning to audiences.

Stimulus

The focus generated in inquiry phase 1 and the artwork/s created in inquiry phase 2 are the stimulus for your body of work. Your focus and previous artworks reflect 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

Through inquiry learning, your focus may have evolved as you researched, reflected on and resolved your earlier work. Your focus should continue to evolve as you experiment with alternate meaning and expression by purposely challenging your art practice.

Additional stimuli for this stage of your body of work may come from the way artists use a wide range of art techniques and materials (both traditional and non-traditional or new media) to create new forms of artistic communication that connect artists and audiences. These new approaches can challenge us to rethink our notions of art and the traditional model of an artist.

Checkpoints

- Week 1: Consultation meeting
- Week 3: Preliminary artwork presentation for peer and teacher feedback
- Week 9: Select artworks and evidence for inclusion in body of work
- Week 11: Display artworks and write artist statement/s
- Week 12: Annotate illustration of resolved work

Authentication strategies

- You will be provided class time for task completion.
- You will each produce a unique response by realising 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 foreground the contemporary context and communicate the concept 'Art as alternate' and your evolved focus through a calculated change in your art practice that supports your alternate approach and intended meaning. You may simultaneously select from the personal, cultural and formal contexts to suit your focus.
- research alternate visual language and expression through multiple viewpoints and experiment with familiar or alternate media and ideas relevant to your focus

- reflect on your new knowledge, alternate art-making approaches and practices that demonstrate your aesthetic understanding when evaluating and justifying new viewpoints
- resolve your body of work and artist statement/s to communicate your evolved artistic purpose and meaning to an audience.

Characteristics of resolved work in inquiry phase 3:

- 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 (IA3): Investigation — Inquiry phase 3 (35%)

Criterion: Developing — generating solutions

Assessment objectives

1. implement alternate ideas and representations to communicate concept, context and an evolved focus
7. create meaning through knowledge and understanding of materials, techniques, technologies and art processes to support alternate approaches

| 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 demonstrate an individualised, innovative art practice | 8–9 |
| <ul style="list-style-type: none"> • implementation of ideas and representations that demonstrate choices that enhance the inquiry and visual solutions • creation of meaning through selection and manipulation of media to achieve divergent solutions | 6–7 |
| <ul style="list-style-type: none"> • implementation of alternate ideas and representations that communicate concept, context and evolved focus • creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that support alternate approaches | 4–5 |
| <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 | 2–3 |
| <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 alternate visual language and expression in artworks to explore new viewpoints through a contemporary context
6. experiment with familiar or alternate media and ideas relevant to the focus and informed by research of contemporary art practice

| The student work has the following characteristics: | Marks |
|---|-------|
| <ul style="list-style-type: none"> • analysis and interpretation of the impact of context and diverse aesthetic influences that inform practice • experimentation and exploitation using innovative approaches that capitalise on new knowledge and understanding relevant to the inquiry | 6–7 |
| <ul style="list-style-type: none"> • analysis and interpretation of literal and non-literal meaning in artworks | 4–5 |

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none"> experimentation using insights gained through research, and exploration of diverse processes | |
| <ul style="list-style-type: none"> analysis and interpretation of alternate visual language and expression in artworks that explore new viewpoints through a contemporary context experimentation with familiar or alternate media and ideas relevant to the focus and informed by research of contemporary art practice | 3 |
| <ul style="list-style-type: none"> interpretation of features and meaning to form visual responses experimentation with media and ideas relevant to the focus | 2 |
| <ul style="list-style-type: none"> uses visual language 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 to inform alternate approaches
- justify a new viewpoint supported by knowledge gained through continued self-directed inquiry

| 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 continued self-directed inquiry and independent viewpoint supported by knowledge of how audiences engage with focus and previous artworks | 6–7 |
| <ul style="list-style-type: none"> evaluation of alternate art-making approaches and practices of self and others that inform new ideas, media, techniques and processes justification of a new intended outcome supported by strengths, implications and limitations of alternate approaches | 4–5 |
| <ul style="list-style-type: none"> evaluation of art practices, traditions, cultures and theories that inform alternate approaches justification of a new viewpoint supported by knowledge gained through continued self-directed inquiry | 3 |
| <ul style="list-style-type: none"> examination of art practices, traditions, cultures and theories 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

2. apply literacy skills to articulate concept and focus in an artist's statement
8. realise a body of work through an inquiry to communicate artistic purpose and meaning to audiences.

| The student work has the following characteristics: | Marks |
|--|-------|
| <ul style="list-style-type: none">realisation of a refined body of work through synthesis of concept and contemporary context that delivers alternate meaning and an evolved personal aesthetic | 11–12 |
| <ul style="list-style-type: none">realisation of a refined body of work through synthesis of knowledge and focus that enhances meaning and audience engagement | 9–10 |
| <ul style="list-style-type: none">application of literacy skills in artist's statement/s that invites a dialogue between artist and audience about the intended meaningrealisation of an individualised body of work through sustained inquiry and informed use of media, processes and approaches to reach end points that express new meaning | 7–8 |
| <ul style="list-style-type: none">application of literacy skills that communicate concept and focus in an artist's statementrealisation of a body of work through an inquiry that communicates artistic purpose and meaning to audiences | 5–6 |
| <ul style="list-style-type: none">application of literacy skills to describe conceptrealisation of a visual response that communicates ideas | 3–4 |
| <ul style="list-style-type: none">use of terminology to identify artworksrealisation of a visual response | 1–2 |
| <ul style="list-style-type: none">does not satisfy any of the descriptors above. | 0 |



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