

Visual Art 2019 v1.1

Unit 1 sample assessment instrument

August 2018

Reverse chronology investigation

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

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. implement ideas through an inquiry to investigate how contemporary artists represent personal observations
2. apply spoken literacy skills using relevant visual art terminology, referencing and language conventions to recognise and distinguish features of artworks and practices of self and others
3. analyse and interpret features and relationships of visual language in artists' practices through the personal and contemporary contexts
4. evaluate art practices, traditions, cultures, and theories to explore historical influences on representations of the material world
5. justify representation of artists' personal viewpoints in artworks that assign new meaning to found objects
6. experiment in response to artists' contemporary representations of new meaning through found objects
8. realise responses to communicate meaning through contemporary and personal influences.

Note: Objective 7 is not assessed in this instrument.

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| Subject | Visual Art |
| Technique | Reverse chronology investigation |
| Unit | 1: Art as lens |
| Topic | — |

| Conditions | | | |
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| Duration | 7 hours | | |
| Mode | Multimodal | Length | 7–9 minutes |
| Individual/group | Individual | Other | <ul style="list-style-type: none"> • Visual support, including relevant annotated artworks, images, diagrams and/or experimental representations • Experimental artworks are included to support individual interpretation of researched art practices. |
| Resources available | — | | |
| Context | | | |
| <p>Unit 1 explores the concept of ‘Art as lens’ through contemporary and personal contexts. This investigation provides opportunities for you to explore how artists apply different lenses or viewpoints to create new ways of thinking, meaning and representation.</p> <p>As an artist, you will consider how different lenses can change the meaning of objects to communicate personal viewpoints.</p> <p>As audience, you will consider your own connections to the objects artists use, and how artists challenge our perspectives by applying different lenses.</p> | | | |
| Task | | | |
| <p>Investigate the following inquiry question through responding and making:</p> <p>How do artists use and manipulate found objects in artworks to express personal viewpoints?</p> <p>Responding:</p> <ul style="list-style-type: none"> • Investigate the art practice of three artists who use and manipulate found objects to communicate personal viewpoints. Select: <ul style="list-style-type: none"> – one contemporary artist you have studied through the concept of ‘Art as lens’ – two other artists from different times and/or places using the reverse chronology approach. These artists will provide further evidence to support your response and may link to the contemporary artist through subject matter, media, art practice, direct influence or the ideas communicated to audiences. <p>Making:</p> <ul style="list-style-type: none"> • Investigate ideas, media and approaches generated from your research in an experimental artwork that expresses a personal viewpoint through the use and manipulation of found objects. <p>Present your investigation in a multimodal presentation that communicates:</p> <ul style="list-style-type: none"> – analysis and interpretation of the work of the selected artists and your experimental artwork – evaluation and justification of your research and experimentation in response to the inquiry question. | | | |

To complete this task, you must:

- **implement** ideas and representations through the inquiry question to generate relevant solutions
- **apply** literacy skills using relevant visual art terminology, referencing and language conventions in a multimodal report to recognise and distinguish features of artworks and practices
- **analyse** and interpret visual language, expression and meaning in artworks and practices through contemporary and personal contexts
- **evaluate** relevant primary sources and secondary sources in formulating your ideas
- **justify** your viewpoints supported by the ideas and information in your research and experiments
- **experiment** with visual forms, materials and processes in response to stimulus and experiences
- **realise** a spoken response to communicate your focus.

Stimulus

Consider each of the contemporary artists presented in class during Unit 1.

Checkpoints

- 3 hours: Teacher conference to discuss selected artists
- 6 hours: Teacher conference to discuss experimental approaches
- 9 hours: Presentations

Feedback**Authentication strategies**

- The teacher will provide class time for task completion.
- Students will each produce a unique response by selecting artists, artworks and approaches to investigate.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- Students must acknowledge all sources.

Scaffolding

- Reverse chronology begins with a contemporary focus and follows logical pathways backwards to learn about relevant historical, cultural and traditional styles and art forms. Reverse chronology follows a cause-and-effect pathway to understanding influences on artists, styles and practices.
- Use the inquiry-learning processes to:
 - **develop** individualised solutions to a teacher-facilitated inquiry question through making and responding
 - **research** selected artists' practice and relevant influences, and experiment with visual approaches in response to this stimulus
 - **reflect** on the influences of art practices, traditions, cultures and theories to evaluate artworks and experiments, and justify viewpoints and aesthetic decisions
 - **resolve** and communicate how artists express personal viewpoints by assigning new meaning to found objects.