

Visual Art 2019 v1.1

Unit 1 sample assessment instrument

November 2019

Project — experimental folio

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 and representations to generate individual solutions for the depiction of the material world
2. apply written literacy skills using relevant visual art terminology and language conventions to articulate concept and focus in an artist's statement
3. analyse and interpret features and relationships of visual language that communicate personal and contemporary contexts
4. evaluate art practices, traditions, cultures, and theories to explore influences on visual communication and diversity in experimental work
5. justify representation of personal viewpoints supported by knowledge of artwork of self and others
6. experiment in response to artists' contemporary representations of objects to explore multiple lenses
7. create meaning through the knowledge and understanding of a range of two-dimensional, three-dimensional and time-based materials, techniques, technologies and art processes
8. realise responses through selection of experimental work to demonstrate inquiry learning.

Subject	Visual Art
Technique	Project — experimental folio
Unit	1: Art as lens
Topic	—

Conditions			
Duration	—		
Mode	—	Length	See 'Other'
Individual/ group	—	Other	<p>Media Teacher-directed Two-dimensional, three-dimensional and time-based</p> <p>Folio Selection of 4–8 experimental artworks Selected artworks do not require resolution</p> <p>Focus People, place, objects</p> <p>Reflective statement Maximum 200 words</p> <p>Supporting evidence 1–4 pages, slides, or similar and may include student's development and research of ideas and representations, sketches, annotated diagrams and images, notes, ideas, photographs and/or collections of stimulus with reflective commentary.</p>
Resources available	—		
Context			
<p>Unit 1 explores the concept of Art as lens through contemporary and personal contexts. This experimental folio 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 represent, and how artists challenge our perspectives by applying different lenses.</p>			
Task			
<ul style="list-style-type: none"> • Create a folio of experimental artworks that communicate how different lenses can change the meaning of objects to communicate personal viewpoints. • Your artwork/s will respond to teacher-directed focuses, media and stimulus. • Write a reflective statement that justifies the selection of work included in your experimental folio and evaluates how you have used different lenses to filter, distort or communicate how you look at and respond to the world through art making. 			

To complete this task, you must:

- **implement** ideas and representations using different lenses to observe and represent your selected object to generate individual solutions
- **apply** literacy skills in a reflective statement using visual art terminology and language conventions to express your aesthetic decisions
- **analyse** and interpret visual language, expression and meaning in artworks and practices through contemporary and personal contexts
- **evaluate** relevant primary sources and secondary sources to formulate your ideas and make decisions
- **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
- **create** various meanings through knowledge and understanding of two-dimensional, three-dimensional and time-based media
- **realise** visual and written responses to communicate personal ideas.

Stimulus

Your material world is your personal environment and contains objects that you can observe in both physical and sensory ways. Select one object from your material world to use as stimulus for your experimental folio.

Checkpoints

- 45 hours: Consultation meeting to review experiments for selection

Criterion	Marks allocated	Result
Developing — generating solutions Assessment objectives 1 and 7		
Researching — reacting to stimulus Assessment objectives 3 and 6		
Reflecting — considering ideas and information Assessment objectives 4 and 5		
Resolving — communicating as artist and audience Assessment objectives 2 and 8		
Total		

Authentication strategies

- The teacher will provide class time for task completion.
- Students will each produce a unique response by selecting and making artworks in response to a personal object.
- The teacher will conduct interviews or consultations with each student as they develop the response.
- The teacher will ensure class cross-marking occurs.

Scaffolding

Select experimental artworks for your assessment folio based on:

- demonstration of engagement in inquiry learning processes, divergent thinking and experimentation with ideas, representation and media
- communication of personal context and meaning — works that carry personal meaning
- communication of contemporary context and meaning — works that engage and challenge audiences.