Visual Art 2019 v1.1

Unit 2 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 demonstrate understanding of codes, symbols and art conventions as language

2. apply literacy skills using relevant visual art terminology and language conventions to communicate concept in an artist's statement

3. analyse and interpret visual language, expression and meaning in artworks and practices of self and others through cultural and formal contexts

4. evaluate relevant primary sources and secondary sources to determine symbols systems that communicate meaning

5. justify viewpoints supported by the ideas and information in research and experiments

6. experiment with media, processes and symbol systems to solve visual problems and communicate meaning

7. create multiple meanings through knowledge and understanding of two-dimensional, three-dimensional and time-based media

8. realise a visual response to communicate meaning through visual language and symbols.

QCAA
Queensland Curriculum & Assessment Authority

For all Queensland schools

Subject	Visual Art
Technique	Project — experimental folio
Unit	2: Art as code
Topic	—

Conditions			
Duration	—		
Mode	—	**Length**	**Folio** • Selection of 4–8 experimental artworks. Selected artworks do not require resolution. • One resolved work that extends from one of the experimental artworks. **Artist's statement** • one statement for the resolved artwork • maximum 150 words (name, title, media and size are not included in word count **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 stimuli with reflective commentary
Individual/ group	Individual	**Other**	• Teacher directed • Two-dimensional, three-dimensional and time-based • Focus — Codes, symbols, signs and art conventions
Resources available	—		

Context
Unit 2 explores the concept of 'Art as code' through cultural and formal contexts. This folio provides opportunities for you to explore how artists of different cultures, times and places use visual language to communicate meaning. As an artist, you will experiment with visual language and art conventions to express ideas through visual forms. As audience, you will decode artworks to read and interpret cultural meaning communicated through visual language and symbols.

Task
• Create a folio of experimental artworks that communicate through symbol systems you devise in response to a range of teacher-directed focuses. • Your artwork/s will explore teacher-directed media and stimuli. • Create a resolved artwork as an extension of one selected focus. Use inquiry learning processes to extend and resolve your ideas. • Write an artist's statement that communicates your individual interpretation of the selected focus and how your inquiry was extended for the resolved artwork.

To complete this task, you must:

- **implement** ideas and representations to demonstrate your understanding of codes, symbols and art conventions as language
- **apply** literacy skills using relevant visual art terminology and language conventions to communicate concept in an artist's statement
- **analyse** and **interpret** visual language, expression and meaning in artworks and practices of self and others through cultural and formal contexts
- **evaluate** relevant primary sources and secondary sources to determine symbols systems that communicate meaning
- **justify** viewpoints supported by the ideas and information in your research and experiments
- **experiment** with media, processes and symbol systems to solve visual problems and communicate meaning
- **create** multiple meanings through knowledge and understanding of two-dimensional, three-dimensional and time-based media
- **realise** a visual response to communicate meaning through visual language and symbols.

Stimulus

Artists, artworks and texts relevant to teacher-directed focuses:
- Cultural signals — cultural and formal context
- Statistically speaking — formal context
- Gender-specific — cultural context
- Repetition — formal context
- Changing — formal context

Checkpoints

☐ 20 hours: Experimental artwork presentation for peer and teacher feedback

☐ 28 hours: Consultation meeting to review experiments and direction for resolved work

☐ 35 hours: Consultation meeting to review supporting evidence for selection

☐ 40 hours: Display resolved work and write artist's statement

Criterion	Marks allocated	Result
Developing — generating solutions Assessment objectives 1 and 7		
Researching — reacting to stimulus Assessment objective 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 stimulus.
• 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 cultural context and meaning — works that are influenced by social pressures and attitudes • communication of formal context and meaning — works that transmit ideas through organisation and manipulation of visual components. Characteristics of resolved work in Unit 2: • evidence of research, development and reflection • communication of an evolving personal aesthetic • a degree of 'finish', showing knowledge, understanding of media and technical skills • end-points are reached • concept, focus, contexts and media areas are used to solve problems of visual language and expression.