

Visual Art 2019 v1.1

IA1: 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	4	
Researching — reacting to stimulus	5	
Reflecting — considering ideas and information	3	
Resolving — communicating as artist and audience	3	
Overall	15	

Conditions

Technique	Investigation — inquiry phase 1
Unit	Unit 3: Art as knowledge
Topics	Area of study: Developing Area of study: Researching Area of study: Reflecting Area of study: Resolving
Duration	—
Mode/length	Written: 1000–1500 words Digital presentation (e.g. video, digital book): 8–10 A4 pages/slides or equivalent timed digital media Multimodal presentation: 7–9 minutes
Individual/group	Individual
Other	Student choice of mode Visual support may include relevant annotated artworks, images, diagrams and/or experimental representations. Experimental artworks are included to support individual interpretation of researched art practices, and are presented using appropriate methods for the mode of delivery. Submission <ul style="list-style-type: none">• Written — .pdf file• Digital/multimodal — .mov, .mp4, .pptx or .avi for dynamic files.
Resources	A wide range of art materials, cameras and equipment will be available for you to select from as you respond to the stimulus. You are welcome and encouraged to introduce anything else you would like to work with.

Context

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

As an artist, you will generate ideas through constructed and imaginative knowledge inspired by your individual reactions to a performance that blends art, science and creativity. Your ideas will lead to research, experiments and new knowledge that will inform the focus of your body of work.

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.

Inquiry phase 1 is the initial stage in the self-directed body of work.

Task

- Develop an individual, open-ended inquiry question in response to the TED talk *Juggling as art ... and science* presented by performer Michael Moschen.
- Investigate your inquiry question through making and responding to generate a self-directed focus for your body of work.
- Present your investigation in a mode selected from the assessment conditions to communicate:
 - your reaction to the stimulus and your inquiry question
 - analysis and interpretation of the works of two key artists and your visual responses to their practices and the stimulus
 - your conclusions drawn from your research and experimentation
 - the focus for your body of work that will continue throughout IA2 and IA3.

To complete this task, you must:

- implement ideas and representations through an inquiry question to generate relevant solutions in response to the stimulus and the artists you investigate
- apply literacy skills using relevant visual art terminology, referencing and language conventions in a written report, multimodal or digital presentation to recognise and distinguish features of artworks and practices
- analyse and interpret visual language, expression and meaning in artworks and practices of two key artists through your choice of context/s
- evaluate relevant primary sources and secondary sources in formulating your ideas
- justify your viewpoints supported by the ideas and information presented through the stimulus
- experiment with visual forms, materials and processes in response to the stimulus and your subsequent research and experiences
- realise visual, written or spoken responses to communicate your focus.

Stimulus

The stimulus for your investigation is 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

You will engage with a range of teacher-led activities that prompt you to respond to various literal and non-literal ideas in the performance. The activities will assist you to explore both constructed knowledge and imaginative knowledge to develop a self-directed inquiry question.

You will select key artists to investigate and inspire your research. You should select artists who respond to a line of inquiry similar to your own.

Checkpoints

- Term 1 Week 2: View stimulus
- Term 1 Week 3: Inquiry question consultation
- Term 1 Week 5: Key artists and experimental work interview
- Term 1 Week 6: Draft consultation

Authentication strategies

- You will be provided class time for task completion.
- You will each produce a unique response by generating an individual inquiry question and selecting 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

The purpose of your investigation is to develop a focus for your entire body of work. A focus is an individual student pathway that defines your interpretations and responses to the stimulus and concept 'Art as knowledge'.

Use the inquiry learning process to:

- develop individualised solutions to your inquiry question through making and responding
- research key artists' practices and experiment with visual forms, materials and processes inspired by your research and reactions to the stimulus
- reflect on the impact of external and internal influences on your making and responding
- resolve the investigation through making and responding to communicate your body of work focus, which will continue in IA2 and IA3.

Consider:

- ways you can communicate your thoughts, observations, sensory experiences and reactions to the stimulus
- diverse types of information through primary sources (artworks) and secondary sources (e.g. books, journals, credible websites) to build your knowledge about art, key artists, multi-disciplinary ideas inspired by the stimulus and audience
- the interconnected relationship of selected context/s, visual language, visual forms, materials, processes and meaning
- how your earlier exploration and experiments might be useful as you develop and justify your self-directed focus and context.

Refer to the investigation scaffolding resource provided in class to structure your written report, multimodal or digital presentation.

Instrument-specific marking guide (IA1): Investigation — Inquiry phase 1 (15%)

Criterion: Developing — generating solutions

Assessment objectives

1. implement ideas and representations through an inquiry question to generate relevant solutions in response to the defined stimulus

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • implementation of an investigation informed by constructed knowledge and solutions to personalised visual art problems 	4
<ul style="list-style-type: none"> • implementation of an investigation that generates exploration of diverse pathways 	3
<ul style="list-style-type: none"> • implementation of ideas and representations through an inquiry question that generates relevant solutions in response to the defined stimulus 	2
<ul style="list-style-type: none"> • implementation of an inquiry that generates visual responses 	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, expression and meaning in artworks and practices through contexts
6. experiment with visual forms, materials and processes in response to stimulus and experiences

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • analysis and interpretation that emphasises individualised reactions to stimulus, and the interrelationships and understanding of art practices of self and others • experimentation and exploitation of innovative approaches that capitalise on new knowledge and understanding informed by the inquiry 	5
<ul style="list-style-type: none"> • analysis and interpretation of literal and non-literal meaning and the ways the selected context/s shapes the inquiry • experimentation using insights informed by research of key artists and relevant practice, and exploration of processes 	4
<ul style="list-style-type: none"> • analysis and interpretation of visual language, expression and meaning in artworks and practices through contexts • experimentation with visual forms, materials and processes in response to stimulus and experiences 	3
<ul style="list-style-type: none"> • interpretation of meaning in artworks • experimentation with media, ideas and information 	2
<ul style="list-style-type: none"> • identification of a context in artworks • experimentation with media 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Reflecting — considering ideas and information

Assessment objectives

4. evaluate relevant primary sources and secondary sources in formulating
5. justify viewpoints supported by ideas and information presented through the stimulus

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• evaluation of contemporary and/or historical influences and their impact on visual and intellectual inquiry• justification of focus supported by critical understanding of strengths, implications and limitations of approaches	3
<ul style="list-style-type: none">• evaluation of relevant primary sources and secondary sources in the formulation of ideas• justification of viewpoints supported by ideas and information presented through the stimulus	2
<ul style="list-style-type: none">• identification of relevant sources in the formulation of ideas• states opinions relevant to ideas	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 using relevant visual art terminology, referencing and language conventions to recognise and distinguish features of artworks and practices
8. realise visual, written or spoken responses to communicate focus

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• application of literacy skills through sequenced and connected ideas that express understandings of the knowledge gained through the inquiry question• realisation of responses that reach conclusions and express meaning about the interrelationships of knowledge and art practice to articulate a defined focus	3
<ul style="list-style-type: none">• application of literacy skills using relevant visual art terminology, referencing and language conventions that recognise and distinguish features of artworks and practices• realisation of visual, written or spoken responses to communicate focus	2
<ul style="list-style-type: none">• use of terminology to identify artworks• realisation of visual, written or spoken responses	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0



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