

Visual Art 2019 v1.1

IA2 mid-level annotated sample response 2

October 2018

Project — inquiry phase 2 (25%)

This sample has been compiled by the QCAA to assist and support teachers to match evidence in student responses to the characteristics described in the instrument-specific marking guide (ISMG).

Assessment objectives

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

1. implement ideas and representations to communicate concept, context and the chosen focus
2. apply literacy skills using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement
3. analyse and interpret visual language and expression in artworks to explore student-directed focus and contexts
4. evaluate art practices, traditions, cultures, and theories that impact on decisions and communication in artworks
5. justify viewpoints and selection of visual language and expression supported by knowledge of artwork of self and others
6. experiment to explore ideas relevant to the focus and in response to the inquiry
7. create meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus
8. realise visual responses to communicate artistic purpose and acquired knowledge.

Instrument-specific marking guide (ISMG)

Criterion: Developing — generating solutions

Assessment objectives

1. implement ideas and representations to communicate concept, context and chosen focus
7. create meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus

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 establish an individualised art practice 	5–6
<ul style="list-style-type: none"> · implementation of ideas and representations that demonstrate choices that enhance the inquiry · creation of meaning through selection and manipulation of media and creative visual solutions to defined problems 	4
<ul style="list-style-type: none"> · implementation of ideas and representations that communicate concept, context and chosen focus · creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus 	3
<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
<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 visual language and expression in artworks to explore student-directed focus and contexts
6. experiment to explore ideas relevant to the focus and in response to the inquiry

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> · analysis and interpretation to show how context impacts individualised pathways and constructs new knowledge in the work of self and others · experimentation and exploitation using innovative approaches that capitalise on new knowledge and understanding 	4–5
<ul style="list-style-type: none"> · <u>analysis and interpretation of literal and non-literal meaning in the work of self and others through selected context/s</u> · <u>experimentation using insights gained through research, and exploration of diverse processes</u> 	3

<ul style="list-style-type: none"> · analysis and interpretation of visual language and expression in artworks that explore student-directed focus and contexts · experimentation to explore ideas relevant to the focus and in response to the inquiry 	2
<ul style="list-style-type: none"> · interpretation of features and meaning 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

Assessment objectives

4. evaluate art practices, traditions, cultures, and theories that impact on decisions and communication in artworks
5. justify viewpoints and selection of visual language and expression supported by knowledge of artwork of self and others

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 independent viewpoints and art practice supported by critical understanding of how audiences engage with art and respond to the focus 	4–5
<ul style="list-style-type: none"> · <u>evaluation of art-making approaches and practices of self and others that inform ideas, media, techniques and processes</u> · <u>justification of intended outcomes and meaning in artworks, supported by understanding of strengths, implications and limitations of approaches</u> 	3
<ul style="list-style-type: none"> · evaluation of art practices, traditions, cultures, and theories that impact on decisions and communication in artworks · 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 using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement
8. realise visual responses to communicate artistic purpose and acquired knowledge

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> · <u>realisation of art forms through synthesis of knowledge, focus and contexts that enhance meaning and audience engagement</u> 	8–9
<ul style="list-style-type: none"> · application of literacy skills in an artist's statement/s that articulates the intended meaning to invite a dialogue between artist and audience · realisation of art forms that reach end points and express intended meaning 	6–7

<ul style="list-style-type: none"> · application of literacy skills using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement · realisation of visual responses that communicate artistic purpose and acquired knowledge 	4–5
<ul style="list-style-type: none"> · application of literacy skills to describe concept · realisation of a visual response that communicates ideas 	2–3
<ul style="list-style-type: none"> · use of terminology to identify artworks · realisation of a visual response 	1
<ul style="list-style-type: none"> · does not satisfy any of the descriptors above. 	0

Task

- Create and resolve art work/s that communicate the concept 'Art as knowledge', and the focus and context/s you defined in inquiry phase 1
- Write artist statement/s and display artwork/s to communicate your focus and artistic intentions to an audience.

Sample response

Criterion	Allocated marks	Marks awarded
Developing — generating solutions Assessment objectives 1 and 7	6	5
Researching — reacting to stimulus Assessment objectives 3 and 6	5	3
Reflecting — considering ideas and information Assessment objectives 4 and 5	5	3
Resolving — communicating as artist and audience Assessment objectives 2 and 8	9	8
Total	25	19

The annotations show the match to the instrument-specific marking guide (ISMG) performance-level descriptors.

Contents

- Focus from Inquiry phase 1 (not for re-assessment)

 - Single resolved artwork:
 - Familial Landscape***
 - Arches paper, pen and watercolour installed in the round
 - 2 x 150cm x 60 cm panorama panels
 - Artist's statement
 - Photographic evidence - display view
 - Photographic evidence - details

 - Documentation:
 - annotated illustration of the resolved artworks to support performance descriptors in developing, researching and reflecting criteria
 - supporting evidence including notes, questions, sketches, and annotated diagrams problem solving
-

Focus from Inquiry phase 1

The Chillagoe environment triggered a strong personal reaction in me. It began an investigation in to how I could communicate to audiences the psychological connections and associations that I made with this landscape. This has become my focus: to explore the idea of the landscape as a visual metaphor that contains a much deeper reflection on my past and specifically the dramatic terrain of my family life.

Resolving — communicating as artist and audience [8]

realisation of art forms through synthesis of knowledge, focus and contexts that enhance meaning and audience engagement

Applies literacy skills in a well-crafted artist's statement that articulates the intended meaning and invites the audience to identify and interpret the metaphors.

The correlation between meaning expressed in artist's statement and imagery requires greater alignment.

Artist's statement

Familial Landscape

Arches paper, pen and watercolour installed in the round

2 x 150cm x 60 cm panorama panels

I created a landscape that is a metaphor for the various terrains and geography of my own family. My mother stands as the mountain towering over this landscape. My father is represented as a cliff-face that disappears out of sight into the abyss. Facing this dark panoramic landscape is the depiction of my sister – calm but estranged from the tumultuous skies above her. Standing alone in this foreboding landscape, I am the solitary tree that completes this conflicted family portrait.

The installation brings viewers into this private world where they can intimately view tension in the familial landscape.

Developing — generating solutions [5]

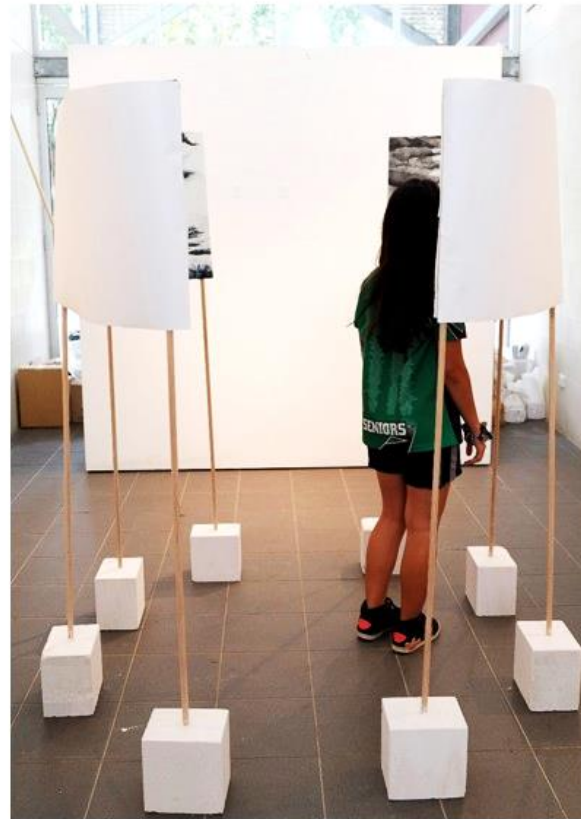
implementation of ideas and representations that enhance reading and engagement for audience

Implementation of display ideas to enhance audience engagement.

creation of explicit meaning by employing advanced or refined methods and approaches with media that establish an individualised art practice

Knowledge and understanding of scale and manipulation of space to enhance the communication of meaning; creative display solution to communicate the impact of the landscape and stimulus experience. Media use lacks the refinement needed to create consistent explicit meaning.

Photographic evidence - display view



Familial Landscape

Arches paper, pen and watercolour installed in the round
2 x 150cm x 60 cm panorama panels

Resolving — communicating as artist and audience [8]

realisation of art forms through synthesis of knowledge, focus and contexts that enhance meaning and audience engagement

Intended meaning is communicated with a clear connection between the stimulus, focus, context and knowledge gained through research and reaction to new environments; resolved work expresses intended meaning through metaphors and enhances audience engagement with an inviting approach to display.

Photographic evidence - details



Mother (mountain) and Father (edge of cliff and abyss) terrain on right of installation.

Developing — generating solutions [5]

implementation of ideas and representations that enhance reading and engagement for audience

Implementation of individual symbol systems of family as landscape to communicate personal context and connect ideas relevant and in reaction to stimulus.

Researching — reacting to stimulus [3]

analysis and interpretation of literal and non-literal meaning in the work of self and others through selected context/s

Analyses and interprets metaphors and layered meaning in the student's own work that explains how visual language and expression has developed from stimulus and personal context.

Photographic evidence - details

Mother



Father



Myself



Sister terrain

**Developing — generating solutions [5]
implementation of ideas and representations that enhance reading and engagement for audience**

Implementation of individual symbol systems of family as landscape to communicate personal context and connect ideas relevant and in reaction to stimulus; use of visual language and display to enhance audience engagement.

creation of explicit meaning by employing advanced or refined methods and approaches with media that establish an individualised art practice

Selection of minimalist media, knowledge and understanding of scale and manipulation of space to enhance the communication of meaning; creative display solution to communicate the impact of the landscape and stimulus experience. Manipulation of drawing media lacks refinement needed to create consistent explicit meaning.

Reflecting — considering ideas [3]

evaluation of art-making approaches and practices of self and others that inform ideas, media, techniques and processes

Evaluates the impact of space and audience reaction on the communication of meaning drawing on art practice research and audience understanding of metaphors.

justification of intended outcomes and meaning in artworks, supported by understanding of strengths, implications and limitations of approaches

Justifies choice of media and display as relevant to meaning and audience reading of metaphors; viewpoint supports selected visual language, metaphors and expression in response to chosen personal context.

Annotated resolved work

Developing:

- Personal context – a reaction to the psychological impact of the Chillagoe landscape and the associations I drew from the forms around me.
- Although interested in a mixed-media installation approach, I purposely restricted my materials to force viewers to look intently at the drawings without other distractions.
- I selected a representational, illustrative style that enhanced meaning through highly personal symbols.

Researching:

- My desire to work within a highly personal context to share my very private experience of family with a public audience required research of key artists who achieve a balance between exploring the personal, but communicating the universal.
- I experimented to find an innovative installation approach that would force viewers into an intimate space allowing them the time to individually contemplate the meanings and metaphor in the work.

Reflecting:

- Having two separate landscape panoramas communicates the disconnect between these two parts of the family and the need for unification. The separation also creates openings that invite audiences into the installation to experience the ‘facing off’ between the two landforms.
- Maintaining the degree of detail across such a large surface area was challenging, but the less detailed areas work to suggest the emptiness and disconnect between the major landforms in the family terrain.



Familial Landscape

Arches paper, pen and watercolour installed in the round
2 x 150cm x 60 cm panorama panels

Developing — generating solutions [5]

implementation of ideas and representations that enhance reading and engagement for audience

Implementation of individual symbol systems of family as landscape to communicate personal context and connect ideas relevant and in reaction to stimulus.

Researching — reacting to stimulus [3]

experimentation using insights gained through research, and exploration of diverse processes

Experiments with selected media to refine technique and incorporates research ideas into experiments with display approaches.

Reflecting — considering ideas [3]

evaluation of art-making approaches and practices of self and others that inform ideas, media, techniques and processes

Evaluates the impact of art practice on audience understanding of metaphors.

Supporting evidence



Word association

Father:
Unknown
forgotten
haze
unreachable
foggy
different

Me:

- confused
- trying to grow/learn
- struggling to keep the roots of my family together
- not confident
- weak / surviving
- bare land

Mother:

Dominant
loud
uncontrollable
supportive
safe / dangerous
questionable
unsure
mountain with a cloudy position

Sister (step)

- close (yet far)
- slowly growing
- finding / found herself
- independent
- clashes with mother
- strong / delicate
- helpful / resourceful
- experienced
- slowly growing



Developing — generating solutions [5]

implementation of ideas and representations that enhance reading and engagement for audience

Implementation of individual symbol systems of family as landscape to communicate personal context and connect ideas relevant and in reaction to stimulus; use of visual language to enhance audience engagement.

creation of explicit meaning by employing advanced or refined methods and approaches with media that establish an individualised art practice

Selection of minimalist media, knowledge and understanding of scale and manipulation of space to enhance the communication of meaning. Manipulation of drawing media lacks refinement needed to create consistent explicit meaning.

Researching — reacting to stimulus [3]

analysis and interpretation of literal and non-literal meaning in the work of self and others through selected context/s

Analyses and interprets metaphors and layered meaning in the student's own work that explains how visual language and expression has developed from stimulus and personal context.

Reflecting — considering ideas [3]

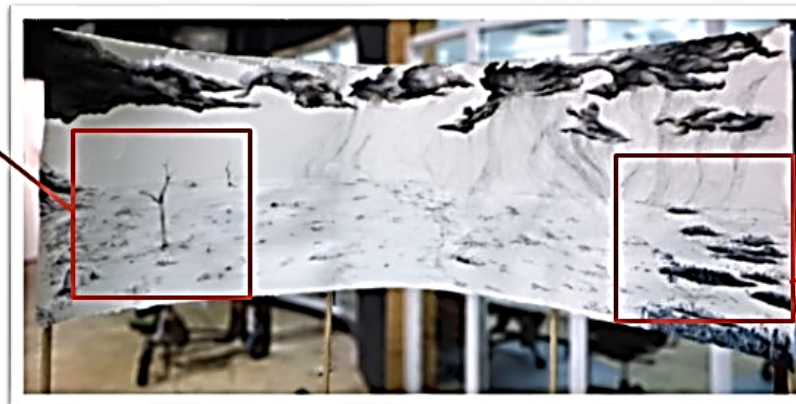
justification of intended outcomes and meaning in artworks, supported by understanding of strengths, implications and limitations of approaches

Justifies viewpoint to support selected visual language, metaphors and expression in response to chosen personal context.

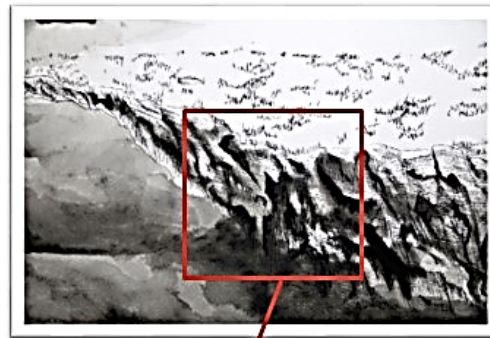
Supporting evidence

Metaphors in my work:

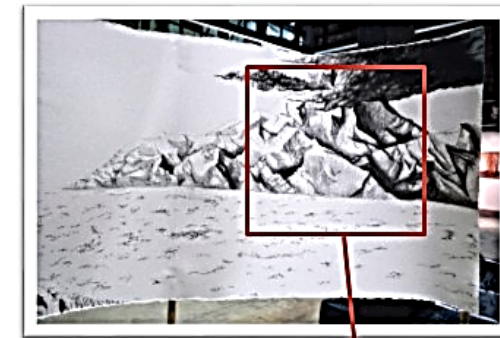
The solitary tree (a composite of many similar trees I saw in the Chillagoe environment) on the left of the panorama clings to rocky ground to personify my existence in this familial landscape.



A valley on the far right of the panorama where flowers are beginning to grow represents my estranged sister.



The precarious cliff face that drops in to an abyss where nothing can be seen and there is a lack of knowledge of what lays below stands as a metaphor for the father who remains 'unknown'.



The dominant black Chillagoe inspired mountain range representing my mother. The force and over-riding presence of this landform is communicated visually through line and tone.

Researching — reacting to stimulus [3]

analysis and interpretation of literal and non-literal meaning in the work of self and others through selected context/s

Analyses and interprets metaphors and layered meaning in the student's own work that explains how visual language and expression has developed from stimulus and personal context; analyses the impact of enclosed spaces in artists' work demonstrating how inspiration for display concept developed from new knowledge.

experimentation using insights gained through research, and exploration of diverse processes

Experimentation using insights gained through research is evident but evidence of exploration of diverse processes is needed.

Experiments with selected media to refine technique and incorporates research ideas into experiments with display approaches.

Reflecting — considering ideas [3]

evaluation of art-making approaches and practices of self and others that inform ideas, media, techniques and processes

Evaluates the impact of space and audience reaction on the communication of meaning drawing on art practice research and audience understanding of metaphors.

justification of intended outcomes and meaning in artworks, supported by understanding of strengths, implications and limitations of approaches

Justifies choice of media and display as relevant to meaning and audience reading of metaphors; viewpoint supports selected visual language, metaphors and expression in response to chosen personal context.

Supporting evidence



“Familial Landscape” strives to create a sense of closure and intimacy and ability for the audience to remove themselves from distractors and reflect as in the work “Writing the Unspoken”(the Letter Writing Project) 1999 by Lee Mingwei.

Lee Mingwei
The Letter Writing Project
1998 / 2014

Installation view: "Lee Mingwei and His Relations: The Art of Participation – Seeing, Conversing, Gift-Giving, Writing, Dining and Getting Connected to the World," Mori Art Museum
Photo: Yoshitsugu Fuminari

Key artist Swoon created a grotto within her “Submerged Motherlands” installation where audiences enter to remove themselves from the gallery site and reflect within the work.

The highly decorative and multimedia approach of Swoon’s work was an early pathway that was explored and then a decision to limit materials and keep the installation much more minimal was made. This decision allowed me to have greater control over both my media and technique (refining my approach to using pen and ink rather than mixed media which could have appeared hap-hazard and over-engineered) and it also forced viewers to have to look directly at the landscape before them and contemplate the symbolism within it.

Swoon, *Submerged Motherlands*, 2014
Installation view
© Brooklyn Museum
(Brooklyn Museum, 2014)



**Developing — generating solutions [5]
implementation of ideas and
representations that enhance reading
and engagement for audience**

Implementation of individual symbol systems of family as landscape to communicate personal context and connect ideas relevant and in reaction to stimulus; use of visual language and display to enhance audience engagement.

**creation of explicit meaning by
employing advanced or refined
methods and approaches with media
that establish an individualised art
practice**

Creative display solution to communicate the impact of the landscape and stimulus experience.

**Researching — reacting to stimulus [3]
experimentation using insights gained
through research, and exploration of
diverse processes**

Experiments to incorporate research ideas in display approaches.

**Reflecting — considering ideas [3]
evaluation of art-making approaches
and practices of self and others that
inform ideas, media, techniques and
processes**

Evaluates the impact of space and audience reaction on the communication of meaning drawing on art practice research and audience understanding of metaphors.

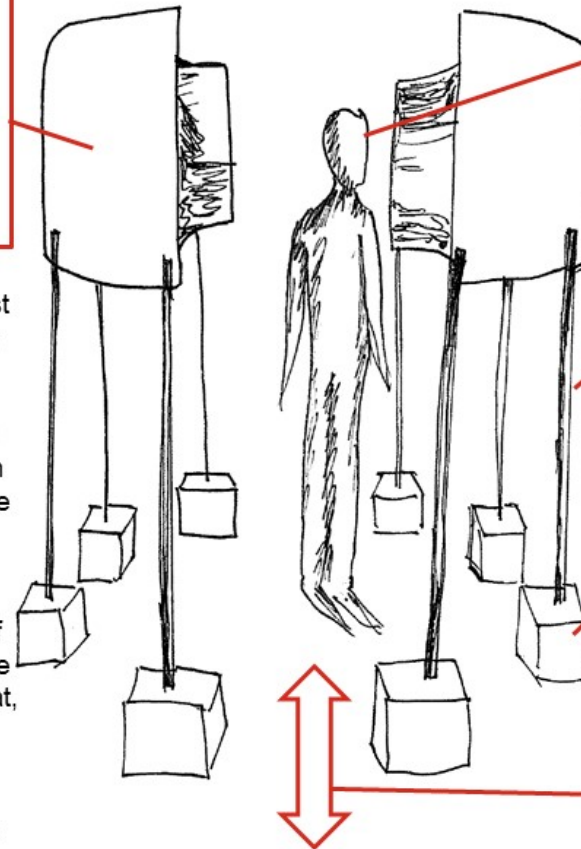
**justification of intended outcomes and
meaning in artworks, supported by
understanding of strengths,
implications and limitations of
approaches**

Justifies choice of media and display as relevant to meaning and audience reading of metaphors; viewpoint supports selected visual language, metaphors and expression in response to chosen personal context.

Supporting evidence

The mother and father landscape is on the right hand side of the installation. There is a disconnect between these two terrains and the left side depicting my sister and me.

This structure will be robust enough but light enough to install in a number of locations. The simplicity of the dowel and white Hebel blocks will not distract from the main focus, which is the conceptual nature of the drawings. This simple separation of the gallery space by the two arches of the installation will allow the viewer the privacy to retreat, reflect and respond to the landscape and hopefully understand the emotion behind the metaphors I am using in the work.



Two panoramic pen, ink and wash drawings secured on stands that place the works at head height and enclose the viewer.

Dowel rods will be concealed beneath another layer of paper. The stands allow the drawings to be bent into an intimate viewing space.

8 blocks of white Hebel stone to anchor installation to the gallery.

Audiences have to enter the intimate viewing structure to view the works and scan between the drawings to travel across the landscape.