

Visual Art 2019 v1.1

IA2 low-level annotated sample response

September 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
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
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"> · analysis and interpretation of literal and non-literal meaning in the work of self and others through selected context/s · experimentation using insights gained through research, and exploration of diverse processes 	3

The student work has the following characteristics:	Marks
<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

- evaluate art practices, traditions, cultures, and theories that impact on decisions and communication in artworks
- 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
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"> evaluation of art-making approaches and practices of self and others that inform ideas, media, techniques and processes justification of intended outcomes and meaning in artworks, supported by understanding of strengths, implications and limitations of approaches 	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

- apply literacy skills using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement
- realise visual responses to communicate artistic purpose and acquired knowledge

The student work has the following characteristics:	Marks
The student work has the following characteristics:	Marks
· realisation of art forms through synthesis of knowledge, focus and contexts that enhance meaning and audience engagement	8–9
· 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
· <u>application of literacy skills using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement</u> · <u>realisation of visual responses that communicate artistic purpose and acquired knowledge</u>	4–5
· application of literacy skills to describe concept · realisation of a visual response that communicates ideas	2–3
· use of terminology to identify artworks · realisation of a visual response	1
· 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	3
Researching — reacting to stimulus Assessment objectives 3 and 6	5	2
Reflecting — considering ideas and information Assessment objectives 4 and 5	5	2
Resolving — communicating as artist and audience Assessment objectives 2 and 8	9	5
Total	25	12

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

Project - inquiry phase 2

CONTENTS:

- Focus from Investigation - inquiry phase 1 (not for re-assessment)

 - Collection of resolved artworks:
 - A New Perspective*
 - Digitally manipulated photographs
 - 2 panels each 70.7cm x 130cm
 - Artist's statement
 - Resolved work: panel 1
 - Resolved work: panel 2
 - Resolved work with annotations to support performance descriptors in developing, researching and reflecting criteria
 - Resolved work (details)

 - Supporting evidence:
 - Preliminary studies
 - Documentation
-

Focus from Investigation – inquiry phase 1 (not for re-assessment)

The focus for my body of work is about where I feel most attached to home and the contrast between my attachment to my country property and my city home. I will explore where I feel most at home and show both sides of myself in my art work. I want to use photography to capture the beautiful aspects of life that I forget when I am in the city. In the video, 'Where is home?' he talked about carrying your home around inside of you, which I do with my country property. It is always in me.

Resolving — communicating as artist and audience [5]

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

Artist's statement describes the explored focus and invites the audience to experience the personal connection to country expressed by the artist.

Artist's statement

A New Perspective,
Digitally manipulated photographs
2 panels each 70.7cm x 130cm

A New Perspective is a photographic series capturing my family property in Texas QLD. This series captures a stunning panoramic scene creating a memorable sight. These photos were taken with the intention of creating immersive but dynamic compositions, letting the viewer adjust from a city surrounding to a country experience. As I immerse my eyes in the city with big TV screen and bright lights I start to lose sight of the more beautiful aspects in life. These compositions seek to exploit the elements and principles of photography by manipulating the ordinary version of my home to give a new perspective on the beauty of life.

Developing — generating solutions [3]

creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus

Demonstrates knowledge of the selected process to create individualised artworks from collected source material; source images complement personal focus; uses technology to create meaning and achieve initial purpose.

Resolving — communicating as artist and audience [5]

realisation of visual responses that communicate artistic purpose and acquired knowledge

The resolved panels communicate the ideas expressed in the artist's statement, such as beauty and new perspective and demonstrate knowledge of visual expression that has developed through inquiry.

Resolved work: panel 1



A New Perspective,
Digital photographs manipulated on Photoshop
2 panels each 70.7cm x 130cm

Developing — generating solutions [3]

creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus

Demonstrates knowledge of the selected process to create individualised artworks from collected source material; source images complement personal focus; uses technology to create meaning and achieve initial purpose.

Resolving — communicating as artist and audience [5]

realisation of visual responses that communicate artistic purpose and acquired knowledge

The resolved panels communicate the ideas expressed in the artist's statement, such as beauty and new perspective and demonstrate knowledge of visual expression that has developed through inquiry.

Resolved work: panel 2



A New Perspective,
Digital photographs manipulated on Photoshop
2 panels each 70.7cm x 130cm

**Developing — generating solutions [3]
implementation of ideas and
representations that communicate
concept, context and chosen focus**

Implements ideas about connection to country home through selection of imagery and manipulation of visual language through abstraction processes.

**creation of meaning through
knowledge and understanding of
materials, techniques, technologies
and art processes that complement the
chosen focus**

Demonstrates knowledge of the selected process to create individualised artworks from collected source material; source images complement personal focus; uses technology to create meaning and achieve initial purpose.

**Researching — reacting to stimulus [2]
analysis and interpretation of visual
language and expression in artworks
that explore student-directed focus and
contexts**

Analyses and interprets own artworks in relation to the focus and personal context to demonstrate how meaning is communicated.

**Reflecting — considering ideas [2]
evaluation of art practices, traditions,
cultures, and theories that impact on
decisions and communication in
artworks**

Evaluates own art practice to determine success and limitations of preliminary attempts for resolved work.

**justification of viewpoints and selection
of visual language and expression
supported by knowledge of artwork of
self and others**

Justifies the selected process through evaluation of preliminary work and developed artistic intentions. The work of others has not been addressed.

Resolved work with annotations



A New Perspective,
Digital photographs manipulated on Photoshop
2 panels each 70.7cm x 130cm



Developing

Photographs were taken at my family property in Texas QLD to exploit the elements and principals of photography and represent the country experience. I used Photoshop to manipulate the images. The memorizing form that nature can create is what inspires me.

Researching

I wanted to show how my country home is always part of me and it doesn't matter where I'm living. For a city person the country might seem confusing and backwards and upside down but I know it is beautiful and always surprising. This is where my ideas came from to manipulate the digital photographs. My artworks show how I will always see the country as beautiful and special because it is part of my and it doesn't matter how I look at, even in a mirror.

Reflecting

I like how the photographs may the country look beautiful and wondrous. The sunlight and the sky was important to show beauty. I have given the audience a new perspective on how beautiful the country can be.

Developing — generating solutions [3]

creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus

Demonstrates knowledge of the selected process to create individualised artworks from collected source material; source images complement personal focus; uses technology to create meaning and achieve initial purpose.

Resolving — communicating as artist and audience [5]

realisation of visual responses that communicate artistic purpose and acquired knowledge

The resolved panels communicate the ideas expressed in the artist's statement, such as beauty and new perspective and demonstrate knowledge of visual expression that has developed through inquiry.

Resolved work (details)



Developing — generating solutions [3]
implementation of ideas and representations that communicate concept, context and chosen focus

Implements ideas about connection to country home through selection of imagery and manipulation of visual language through abstraction processes.

creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus

Demonstrates knowledge of various processes to create artworks from collected source material.

Researching — reacting to stimulus [2]

analysis and interpretation of visual language and expression in artworks that explore student-directed focus and contexts

Analyses and interprets own artworks in relation to the focus and personal context to demonstrate how meaning is communicated.

experimentation to explore ideas relevant to the focus and in response to the inquiry

Experiments with a range of ideas using images collected through inquiry to explore connections between city and country.

Reflecting — considering ideas [2]

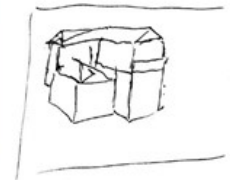
evaluation of art practices, traditions, cultures, and theories that impact on decisions and communication in artworks

Evaluates own art practice to determine success and limitations of preliminary attempts for resolved work.

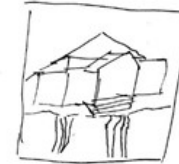
Supporting evidence: preliminary studies



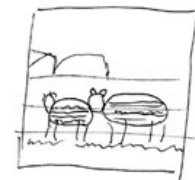
city low sketch into a creek landscape



have edges of creek reflecty down into a creek



(cows with hamburgers) make them.



I experimented with placing the suburban house on the country creek but it looked too normal without enough contrast. I also collaged different photos I took to explore the concept of urban vs suburban life.



Void Collages inspired my body of work -overlaying and weaving photos together. This same idea was later be explored using my own photographs.



Developing — generating solutions [3]

implementation of ideas and representations that communicate concept, context and chosen focus

Implements ideas about connection to country home through selection of imagery.

Researching — reacting to stimulus [2]

experimentation to explore ideas relevant to the focus and in response to the inquiry

Experiments with a range of ideas using images collected through inquiry to explore connections between city and country.

Reflecting — considering ideas [2]

justification of viewpoints and selection of visual language and expression supported by knowledge of artwork of self and others

Justifies the selected process through evaluation of preliminary work and developed artistic intentions. The work of others has not been addressed.

Supporting evidence

Family farm Texas QLD

Childhood toys
Shuffled top
- Small real 1/4 clayboy won of the tennis fair when I was 4.

Special Place
- First bed on the left in the bedroom, you sink into the ground, very quiet when down, good air circulation.

Activities
Cattle work: mustering, sorting, tagging, branding, counting.
Vehicles: slown moving, older bike (Big trail) tractors, lawnmower.
horse riding: saddling up
Maintenance: Painting, sanding, fence repairs, shed repairs, mowing & dirt.
Fairy cattlemen making fences, Rock collecting, Dissection of Deek flying hercules.
Playing in house: In the Pool, making lunch, keeping the animals, Photography.
mowing 1/2, Going to the creek, flying box, sunny, swimming, Revolution.

Sport
Tennis camp - getting 'local' friends for fun & games.

Day Parties
Green Valley farm: Sunscreen, lots of it, Water Park, slides, Quick Lads, fun atmosphere, Plenty of abstract engineering of rules, hand built.

Objects
Boots, Orange shirt, clean pants, concrete hat, peach hat, Dirty cars, Crawlers, shovel, gate locks, 4 Glous, Swag (Box).

Stories
Falling off horses, hitting my head with 1/2 dollar, Dining, running out of fuel, Prof hill, humpy/spud lady, Crazy, bad roads, speed, danger, danger slope, with no hunch, rock hitting, machine claggy, cotton spreading, Chopping.

Stories con.

Gym camp, cedar galleries 13, dirt walking on cars, Objects seen on the drive.
Grandpa's tiles (endless), Bonfire, Stories told to me, falling off motor bikes,
Ballson family gallery (2010 photo) family to drive, Remove Nail, Drill hole, screw wall
back in Deck & the Boney, Creek, Shooting lessons, adventure course, Sunken,
Smoking Cattle crate, Painting Cattle crate, tree transport, Rock jumping on tree crate,
Stepping on nail,
Possessions
Scars, memories, broken boots, worn gloves

Family history
Picking, fairy calling, moving houses, parents growing up, really countless
amounts of stories about my family

Making a list of triggering memories I have in relation to my place of identity. Ranging from childhood toys to family history.

A selection of photographs I took from our family farm which were later manipulated.



Developing — generating solutions [3]

implementation of ideas and representations that communicate concept, context and chosen focus

Implements ideas about connection to country home through selection of imagery and manipulation of visual language through abstraction processes.

Researching — reacting to stimulus [2]

analysis and interpretation of visual language and expression in artworks that explore student-directed focus and contexts

Analyses and interprets own artworks in relation to the focus and personal context to demonstrate how meaning is communicated.

experimentation to explore ideas relevant to the focus and in response to the inquiry

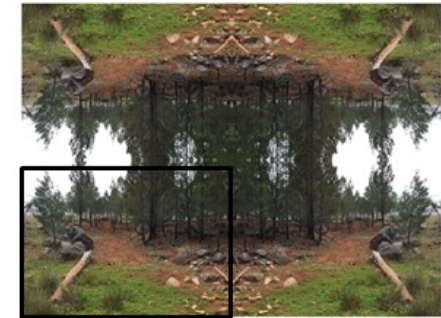
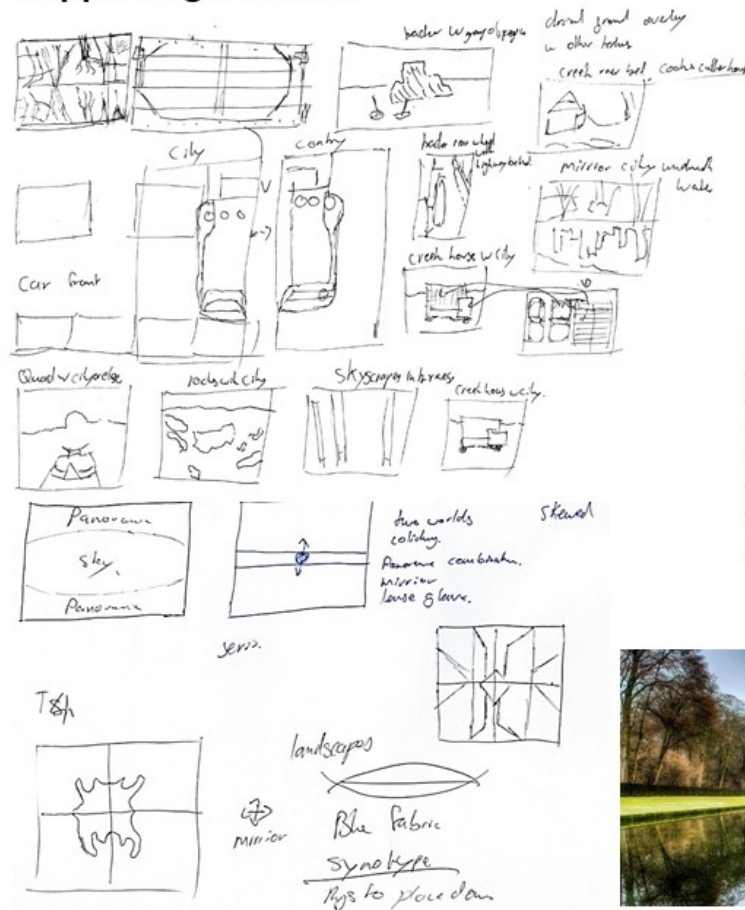
Experiments with a range of ideas using images collected through inquiry to explore connections between city and country.

Reflecting — considering ideas [2]

evaluation of art practices, traditions, cultures, and theories that impact on decisions and communication in artworks

Evaluates own art practice to determine success and limitations of preliminary attempts for resolved work.

Supporting evidence



This one is made from 4 repeated photos.



Left portion is focused on the outer bark whereas the right portion is focused on the inner grass.



In the beginning I wanted to utilize mirrored images like this one I found inspiring most of my images.

Developing — generating solutions [3]

implementation of ideas and representations that communicate concept, context and chosen focus

Implements ideas about connection to country home through selection of imagery and manipulation of visual language through abstraction processes.

Researching — reacting to stimulus [2]

experimentation to explore ideas relevant to the focus and in response to the inquiry

Experiments with a range of ideas using images collected through inquiry to explore connections between city and country.

Supporting evidence



Partial continuation of the Void collage utilizing my country photos with a city scape

