

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
Topic/s	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	<ul style="list-style-type: none">• Cameras are available from the college Art Department• Adobe software suite is available to students to be downloaded from the college portal, Firefly• College Firefly landing page provides links to internal and external websites, class notes, college library and art department resources• Student text: Angela Brown, Jo-Anne Hine, Andrew Peachey, Julie Seidel, Leanne Shead & Dani Towers, 2019, "Creative Inquiry", Cambridge University Press, Singapore.

Context

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

As an artist, you will participate in an immersive experience in a rural location as stimulus for research and experiments that will inform the focus of your art practice.

As audience, you will consider what you can learn from artworks 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 a two-day immersive experience in a rural location
- Investigate your inquiry question through making and responding to generate a personal focus for your body of work
- Present your investigation in a written report or multimodal presentation or digital presentation that communicates:
 - your reaction to the stimulus and your inquiry question
 - analysis and interpretation of the work of two key artists and your visual responses to the stimulus
 - your conclusions drawn from your research, experimentation and reflection
 - the focus for your body of work

To complete this task, you must:

- **implement** ideas and representations through an inquiry question to generate relevant solutions in response to the two-day authentic, immersive experience and the artists you investigate
- **apply** literacy skills using relevant visual art terminology, referencing and language conventions in a written report to recognise and distinguish features of artworks and practices
- **analyse** and interpret visual language, expression and meaning in artworks and practices through selected contexts and viewpoints
- **evaluate** relevant primary sources and secondary sources in formulating your ideas
- **justify** your viewpoints your viewpoints supported by the ideas and information presented through the stimulus
- **experiment** with visual forms, materials and processes in response to stimulus and experiences

- **realise** a response to communicate your focus.

Stimulus

The stimulus for your investigation is:

- your experience and reaction to a two-day immersive experience in a rural location and working with a practicing artist
- nominated key artists

Checkpoints

- Preparation workshop to model documentation and experimentation : 3 hours
- Two day immersive experience with documentation and experimentation : 2 days
- Debrief, peer review and critique of initial responses : 8 hours
- Inquiry question consultation : 8 hours
- Draft submission :17 hours

Authentication strategies

- Students will be provided class time for task completion.
- The teacher will observe you completing work in class.
- The teacher will collect and annotate a draft.
- Students must acknowledge all sources.
- Students will produce summaries during your response preparation.
- The teacher will conduct interviews or consultations as you develop the response.
- The teacher will conduct interviews after submission to clarify or explore aspects of your response.
- The teacher will compare the responses of students who have worked together in groups.
- The teacher will ensure class cross-marking occurs.
- Students will each produce a unique response by generating an individual inquiry question and selecting relevant key artists.
- Students must submit a declaration of authenticity.

Scaffolding

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 experiences at a two-day authentic, immersive experience in a rural location
- **reflect** on the impact of internal and external influences on your making and responding
- **resolve** the investigation through making and responding to communicate your focus.

Consider:

- Ways you can communicate your thoughts, observations, sensory experiences and reactions to the two-day immersive experience in a rural location
- Diverse types of information through primary sources (artworks) and secondary sources (eg. books, journals, credible websites) to build your knowledge about art, key artists 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 personal focus and context.

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 <u>diverse</u> 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 <u>art practices</u> of self and others• experimentation and exploitation of <u>innovative</u> <u>approaches</u> 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 <u>key artists</u> 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 ideas
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 <u>focus</u> 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 <u>express</u> 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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