

Marking summary

Criterion	Marks allocated	Provisional marks
Developing — generating solutions	6	
Researching — reacting to stimulus	5	
Reflecting — considering ideas and information	5	
Resolving — communicating as artist and audience	9	
Overall	25	

Conditions

Technique	Project — inquiry phase 2
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	Project: Multiple components
Individual / group	Individual
Other	Student submission must include: <ul style="list-style-type: none">● media area/s<ul style="list-style-type: none">– student-selected● resolved artwork/s<ul style="list-style-type: none">– single resolved artwork, or a collection of resolved artworks, related to each other in some way, with each one being as important as the other● documentation<ul style="list-style-type: none">– photographic evidence of resolved work, including details as required– photographic evidence to demonstrate display of work realised in physical form, or intended display demonstrated through digital or virtual forms– video and audio recording of time-based media or site-specific work as required● artist's statement/s<ul style="list-style-type: none">– must assist audience understanding of body of work focus and critical thinking– one statement for a single artwork or a collection of artworks, or multiple statements for individual artworks in a collection, as determined by the student focus– maximum 150 words per statement (name, title, media and size are not included in word count)● annotated illustration of the resolved artwork/s

- must support performance descriptors in developing, researching and reflecting criteria as required
- maximum 200 words in annotations for a single artwork or a collection of artworks
- focus from inquiry phase 1
 - assists the communication of ideas and representations
 - this work will not be re-assessed
- supporting evidence
 - must communicate relevant development of solutions, research and experimentation in the creative process, and evaluation and judgment during problem-solving
 - can be 1–4 pages, slides, or similar and may include student’s experimental artwork, sketches, annotated diagrams and images, notes, ideas, photographs and/or collections of stimulus with reflective commentary
 - can be documented in any form suited to the student focus and/or process, such as sketchbook, folder, container of three-dimensional objects, digital files, website, blog
 - is selected by the student to demonstrate a connection between processes of conceptual development and resolved work; appropriate evidence is dependent on the nature of the work, media and approaches
 - supports the authenticity of student work through evidence of primary sources, acknowledgement of secondary sources and/or documentation of progressive development.

Submission

- pdf, .mov, .mp4, .pptx or .avi for dynamic files.

Resources

You will have access to the Class OneNote, various teaching and learning experiences and 2D, 3D and 4D visual art materials.

Context

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

As an artist, you will continue to extend your knowledge as you develop your art practice and use your artwork to communicate this knowledge to an audience. You will be challenged to consider the way art can communicate your individual interpretation of culture and spirituality in reaction to the thoughts and concepts of others.

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 2 is the second stage in the self-directed body of work.

Task

You will:

- 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's statement/s and display artwork/s to communicate your focus and artistic intentions to an audience.

To complete this task you must:

- implement ideas and representations to communicate the concept, your selected context/s and your focus
- apply literacy skills using relevant visual art terminology and language conventions to communicate your new knowledge and your focus in an artist's statement
- analyse and interpret visual language and expression in artworks to explore your focus and contexts
- 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
- experiment to explore ideas relevant to your focus and in response to the inquiry
- create meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement your focus
- realise visual responses to communicate artistic purpose and your acquired knowledge

Stimulus

The focus generated in inquiry phase 1 is the stimulus for your body of work. Your focus reflects your personal connection to the artist or artwork from the gallery excursion. Your focus may continue to evolve as your body of work develops. Additional inspiration may come from new knowledge, key artists, art practices, history, influences, personal interests, beliefs and observations of the world.

Checkpoints

- Term 4 week 8: consultation meeting
- Term 1 week 9: preliminary artwork presentation for peer and teacher feedback
- Term 2 week 4: submit draft of artist statement, annotated illustration and supporting evidence

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft of your artist statement, annotated illustration and slides of your supporting evidence.
- You will each produce a unique response by selecting and making artworks in response to the focus generated in inquiry phase 1.
- Your teacher will conduct interviews or consultations with each student as they develop the response.
- You will provide documentation of your progress as indicated in the checkpoints.
- The school will ensure class cross-marking occurs.
- You will use Turn-It-In to submit the written component of this task.

Scaffolding

Use the inquiry learning processes to:

- develop visual solutions that communicate the concept, context and your focus through your chosen materials, techniques, technologies and art processes
- research visual language and expression in artworks and experiment with ideas in response to your inquiry question and your focus
- reflect on your new knowledge as you evaluate your art-making approaches and practices and justify your aesthetic decisions
- resolve artwork/s and artist statement/s that communicate the knowledge you have acquired through your inquiry

Characteristics of resolved work in inquiry phase 2:

- evidence of depth of research, development and critical reflection
- communication of personal aesthetic
- a degree of 'finish', demonstrating knowledge, understanding of media and technical skills

Instrument-specific marking guide (IA2): Project — inquiry phase 2 (25%)

Criterion: Developing — generating solutions

Assessment objectives

1. implement ideas and representations to communicate concept, context and the 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 <u>representations</u> that enhance reading and engagement for audience • creation of explicit meaning by employing advanced or refined methods and <u>approaches</u> with <u>media</u> 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 <u>innovative</u> <u>approaches</u> 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 <u>diverse</u> <u>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 <u>media</u> and ideas 	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 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 <u>focus</u> 	4–5
<ul style="list-style-type: none"> • evaluation of art-making <u>approaches</u> 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

The student work has the following characteristics:	Marks
<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
<ul style="list-style-type: none"> realisation of art forms through synthesis of knowledge, <u>focus</u> and <u>contexts</u> that enhance meaning and <u>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 <u>express</u> 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 <u>describe</u> concept realisation of a visual response that communicates ideas 	2–3
<ul style="list-style-type: none"> use of terminology to <u>identify</u> artworks realisation of a visual response 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

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