

## 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	
<b>Overall</b>	<b>25</b>	

# Conditions

<b>Technique</b>	Project — inquiry phase 2
<b>Unit</b>	Unit 3: Art as knowledge
<b>Topic/s</b>	Area of study: Developing Area of study: Researching Area of study: Reflecting Area of study: Resolving
<b>Duration</b>	—
<b>Mode / length</b>	Project: Multiple components
<b>Individual / group</b>	Individual
<b>Other</b>	Student submission must include: <ul style="list-style-type: none"><li>● media area/s<ul style="list-style-type: none"><li>– student-selected</li></ul></li><li>● resolved artwork/s<ul style="list-style-type: none"><li>– 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</li></ul></li><li>● documentation<ul style="list-style-type: none"><li>– photographic evidence of resolved work, including details as required</li><li>– photographic evidence to demonstrate display of work realised in physical form, or intended display demonstrated through digital or virtual forms</li><li>– video and audio recording of time-based media or site-specific work as required</li></ul></li><li>● artist's statement/s<ul style="list-style-type: none"><li>– must assist audience understanding of body of work focus and critical thinking</li><li>– 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</li><li>– maximum 150 words per statement (name, title, media and size are not included in word count)</li></ul></li><li>● annotated illustration of the resolved artwork/s</li></ul>

- 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**

- 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 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 knowledge to an audience. You will be challenged to consider the way art can communicate knowledge to an audience. You will be challenged to consider the way art can communicate and map your reaction to, connection with and journey to places and spaces either know or unknown.

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

- Create resolved artwork/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.

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 experiences and reactions on your two-day immersive experience in a rural location, your inquiry question, research and experimental work. 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

- 10 hours: Consultation meeting
- 20 hours: Preliminary artwork presentation for peer and teacher feedback
- 30 hours: Select artworks and evidence for inclusion in body of work
- 33 hours: Display artworks and write artist statements
- 35 hours: Annotate visual image/s of resolved work

## Authentication strategies

- Students will be provided class time for task completion
- The teacher will observe you completing work in class
- Students will each produce a unique response by generating individual visual solutions to problems that address student's inquiry question and focus
- The teacher will collect copies of your response and monitor at key junctures
- Students will produce summaries during the response preparation
- The teacher will conduct interviews or consultations as you develop the response
- The teacher will ensure class cross-marking occurs
- Students will provide documentation of their progress as indicated in the checkpoints
- Students must acknowledge all sources
- Students must submit a declaration of authenticity.

## 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"> <li>• implementation of ideas and <u>representations</u> that enhance reading and engagement for audience</li> <li>• creation of explicit meaning by employing advanced or refined methods and <u>approaches</u> with <u>media</u> that establish an individualised art practice</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• implementation of ideas and representations that demonstrate choices that enhance the inquiry</li> <li>• creation of meaning through selection and manipulation of media and creative visual solutions to defined problems</li> </ul>	4
<ul style="list-style-type: none"> <li>• implementation of ideas and representations that communicate concept, context and chosen focus</li> <li>• creation of meaning through knowledge and understanding of materials, techniques, technologies and art processes that complement the chosen focus</li> </ul>	3
<ul style="list-style-type: none"> <li>• implementation of ideas that use visual language relevant to the focus</li> <li>• creation of meaning using media and art processes</li> </ul>	2
<ul style="list-style-type: none"> <li>• implementation of ideas as visual forms</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	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"> <li>• analysis and interpretation to show how context impacts individualised pathways and constructs new knowledge in the work of self and others</li> <li>• experimentation and exploitation using <u>innovative</u> <u>approaches</u> that capitalise on new knowledge and understanding</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• analysis and interpretation of literal and non-literal meaning in the work of self and others through selected context/s</li> <li>• experimentation using insights gained through research, and exploration of <u>diverse</u> <u>processes</u></li> </ul>	3
<ul style="list-style-type: none"> <li>• analysis and interpretation of visual language and expression in artworks that explore student-directed focus and contexts</li> <li>• experimentation to explore ideas relevant to the focus and in response to the inquiry</li> </ul>	2
<ul style="list-style-type: none"> <li>• interpretation of features and meaning to form visual responses</li> <li>• experimentation with <u>media</u> and ideas</li> </ul>	1
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	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"> <li>• evaluation of choices demonstrating knowledge and understanding of interrelationships of visual language and influences</li> <li>• justification of independent viewpoints and art practice supported by critical understanding of how audiences engage with art and respond to the <u>focus</u></li> </ul>	4–5
<ul style="list-style-type: none"> <li>• evaluation of art-making <u>approaches</u> and practices of self and others that inform ideas, media, techniques and processes</li> <li>• justification of intended outcomes and meaning in artworks, supported by understanding of strengths, implications and limitations of approaches</li> </ul>	3
<ul style="list-style-type: none"> <li>• evaluation of art practices, traditions, cultures, and theories that impact on decisions and communication in artworks</li> <li>• justification of viewpoints and selection of visual language and expression supported by knowledge of artwork of self and others</li> </ul>	2
<ul style="list-style-type: none"> <li>• identification of artworks and approaches to state an opinion</li> </ul>	1



The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	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"> <li>realisation of art forms through synthesis of knowledge, <u>focus</u> and <u>contexts</u> that enhance meaning and <u>audience engagement</u></li> </ul>	8–9
<ul style="list-style-type: none"> <li>application of literacy skills in an artist's statement/s that articulates the intended meaning to invite a dialogue between artist and audience</li> <li>realisation of art forms that reach end points and <u>express</u> intended meaning</li> </ul>	6–7
<ul style="list-style-type: none"> <li>application of literacy skills using relevant visual art terminology and language conventions to communicate concept and focus in an artist's statement</li> <li>realisation of visual responses that communicate artistic purpose and acquired knowledge</li> </ul>	4–5
<ul style="list-style-type: none"> <li>application of literacy skills to <u>describe</u> concept</li> <li>realisation of a visual response that communicates ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>use of terminology to <u>identify</u> artworks</li> <li>realisation of a visual response</li> </ul>	1
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

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