

Q&A

with Matthew Schoutrop, student and Alison Rooney, teacher
St Joseph's College, Gregory Terrace
Visual Art, Internal assessment 2: Project — inquiry phase 2

Matthew Schoutrop, student

Q: What did you enjoy most about Visual Art?

A: *I most enjoyed the creative aspect of Visual Art. It enabled me to express myself in a visual form that required minimal description but allowed for maximum interpretation.*

Q: How did you prepare for this assessment task?

A: *I searched for quite a while for something that gave me inspiration. It was the devastation of the bushfires that allowed me to find inspiration in the creation of new life and hope.*

Q: How did your teacher prepare you for this assessment?

A: *In preparing for this assessment, we looked at previous examples of past students' work and were encouraged to research other mentor artists relative to our chosen topic question.*

Q: What made you choose the topic or method of presentation?

A: *In previous years, we had experimented with different mediums. I was particularly drawn to the form of sculpture. I combined this with my inspiration gained from the devastating bushfires and exploration and experimentation with materials in creating 'Guardian'.*

Q: What is most important to you when you are preparing a response to an assessment task?

A: *When responding to an assessment task, a quality and original idea that reflects my response to the brief, and a detailed plan of delivery are most important to me.*

Q: What are your thoughts about this assessment and the approach you took when responding to the task?

A: *Coming up with the initial idea was quite simple — what was difficult was interpreting it into a form that could be worn. The fragile nature of the seed pods made the suit difficult to assemble — but through testing and trying different techniques, I managed to develop a process that gave me the result I thought worked and was proud of.*

Q: How will you use what you have learnt in this subject?

A: *I look forward to applying the visual and emotional experience that I have gained through my studies in Visual Art to my chosen studies of Architecture. I was inspired by many elements in my studies and look forward to using similar processes to answer exciting new briefs.*

Alison Rooney, teacher

Q: What was the purpose of this assessment and what key decisions were made in the design of the task?

A: The design of the initial IA1 task aimed to keep the stimulus as broad as possible to ensure student responses were diverse. The provision of two distinct stimulus activities one week apart granted a time framework for students to consider their experiences. The second stimulus was specifically designed to generate an individual inquiry portal to ensure diversity in their focus in IA2.

Q: How did your teaching and the student learning experiences prepare the students to complete this assessment?

A: The Year 11 unit Art as object provided teacher-directed student learning experiences designed to consolidate advanced visual literacy and multidisciplinary studio practice. The Year 11 unit Art as code was structured to direct students to individual investigation, to explore and develop individual works in relation to the unit, contemporary contexts, aesthetics, and art practices.

Q: How does this assessment reflect the unique characteristics of your school and your students?

A: The assessment reflects the school's culture of learning. Students are highly motivated to engage the Visual Arts with intense academic rigour within the studio setting. The students' assessments demonstrate advanced experimentation, exploration, investigation and the development of their own distinct contemporary visual aesthetic and academic practice.

Q: Can you explain the exemplary aspects of Matthew's response?

A: The exemplary aspects of Matthew's assessments include an advanced level of experimentation and exploration of alternative methodologies of art-making practice. His work was highly insightful and informed by thoughtful investigation into his key artists. Matthew's work evolved and developed from his own personal visual aesthetic, through application of high-order studio skills and insightful academic practice.