



Condobolin High School

Notification of an Assessment Task



Name and Type of Task: Portfolio of Works

Subject: Year 7 Visual Arts

Task Number: 2

Date Issued: Term 1 Week 7

Date Due: Term 4 Week 3

In Class

In Class

Year 7A: Period 1 Tuesday 12th March 2024

Year 7A: Period 5 Thursday 31st October 2024

Year 7B: Period 2 Tuesday 12th March 2024

Year 7B: Period 1 Wednesday 30th October 2024

Total Marks: 50

Weighting: 50%

Class Teacher/s: Mrs C Morgan

Head Teacher: Miss M Rees

Task Context:

You are to create and add to a "Portfolio of Works" throughout the year. We are learning new skills all year with little projects to complete weekly or larger activities like portrait painting or making a clay sculpture.

Part A: In class we are exploring elements and principles of art such as line, tone, pattern, rhythm, colour and composition. Through interpreting and making art, you will develop an understanding of how signs and symbols can be intentionally used by artists to represent ideas to audiences. Students will create artworks each week which demonstrate elements and principles of art. The final piece for this unit is a high contrast and bright patterned animal artwork inspired by Mulga the Artist.

Part B: A subjective and structural exploration of portraiture using drawing, painting and digital photography forms. You will investigate portrait conventions and gain an understanding about how artists communicate ideas and meaning to reflect the world around them. You will learn about the relationships between Artists, Artworks and Audiences through critical and historical investigations of portrait artworks and artists' practice.

Students will have the opportunity to enter the school "Ch-Archie" Competition. Age group finalists will be entered into the National Young Archie Competition. Students will also complete an accurate portrait of their Hero - sports hero, movie character, someone they know, musician in portrait form.

Part C: A subjective exploration of site-specific design, drawing and modelling conventions to represent personal views about sites in the local environment. A study of artists who have responded to the landscape in personal ways. We will learn about Aboriginal Totems and pattern making before making some Mulloway fish (translates to "the greatest one" in Aboriginal language) ceramic fish with a focus on texture and pattern making. We will explore local sites taking photographs and storytelling. In critical and historical studies, they investigate, interpret and explain relationships between artist's representations of and ideas about the Australian animals and culture.

Syllabus Outcomes:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.2 explores the function of and relationships between the artist – artwork – world – audience.
- 4.3 makes artworks that involve some understanding of the frames.
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the Visual Arts.
- 4.5 investigates ways to develop meaning in their artworks.
- 4.6 selects different materials and techniques to make artworks.

Task Description:

Part A Fundamentals (Term 1) 15%

Submission in your Portfolio (provided):

1. Vector Monochromatic Shapes (Acrylic Paint)
2. Op Art Cube (Black Marker)
3. Insect Artwork (Mixed Media)
4. Kandinsky Composition (Mixed Media)
5. Mulga Animal on canvas (Acrylic Paint)

Part B Portraits and VAPD (Term 2-3) 15%

Submission:

- **Self Portrait (Acrylic Paint)** in class, you will create a self-portrait painting which incorporates elements from your sketches made in class. Paintings will demonstrate your understanding of the elements of art (line, pattern, shape, texture, positive and negative space) to create a cohesive and individual design.
- **Hero Portrait (Student Choice Medium)**
- **VAPD** Your diary needs to contain all worksheets for this unit of work, idea development and planning for your portraits. This design needs to demonstrate conceptual meaning you have developed in your artmaking. By annotating (labelling) your design to describe what it represents and the layers of meaning you have included in your portraits.

Part C Clay Fish Sculptures (Term 3-4) 20%

Submission:

- **Clay Fish Design** in class, you will design a 'Mulloway Fish' which incorporates pattern, texture colour and shape.
- **Clay Fish Design Sculpture** in class, you will create and glaze a 'Mulloway Fish' which incorporates pattern, texture colour and shape.
- **VAPD** Your diary needs to contain all worksheets for this unit of work, idea development and planning for your sculpture. This design needs to demonstrate influences of techniques learnt in class and artists studied. By annotating (labelling) your design to describe which elements are used in your creation (e.g.: colours, patterns, texture).

Criteria for Assessing Learning:

You will be assessed on your:

- Experimentation with visual qualities such as composition, positive and negative space, pattern, colour, line, scale and texture and how they communicate and represent ideas.
- investigation of different painting procedures to develop portraits employing composition techniques through the use of the:
 - the Elements of Art such as pattern, form, value, line, colour, shape and texture when making artworks.
 - use of a range of painting methods to depict features of a portrait
 - manipulation of texture, shapes, colours and tone in a unified composition
- understanding of how the structural frames can be used to develop and arrange visual codes to communicate meaning through the:
 - use of tone, colour, shape, texture, scale, symbols and visual codes
 - arrangement of a composition which communicates a narrative
- investigation of the conceptual framework to represent and communicate ideas about yourself to an audience through the experimentation with visual qualities such as composition, colour, tone, scale and texture and how they communicate and represent ideas.
- understanding of how artists construct, imply and layer meaning using symbols and codes in their artworks
- Understanding of how the structural and cultural frame can be used to develop and arrange visual codes to communicate meaning through the:
 - Use of line, pattern, shape, texture, scale, positive and negative space, symbols and visual codes.
 - Annotation of designs to identify layers of meaning in the artwork

Key Verbs:

Describe: Provide characteristics and features

Demonstrate: show by example

Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how

Interpret: Draw meaning from

Investigate: plan, inquire into and draw conclusions.

Portfolio of Works Checklist

Item	#	Component
Term 1 A: Fundamentals of Art	1	Vector Monochromatic Shapes
	2	Op Art Cube
	3	Insect Artwork
	4	Kandinsky Composition Artwork
	5	Mulga Animal on Canvas
Term 2-3 B: Portraits and VAPD	6	Self Portrait
	7	Hero Portrait
	8	VAPD
Term 3-4 C: Fish Clay Sculptures	9	Clay Fish Design
	10	Clay Fish Sculpture
	11	VAPD
	12	Artist Statement

Part A Fundamentals of Art – Components 1-5

Range	A student in this range:
Outstanding 9-10	<ul style="list-style-type: none"> • Vector Monochromatic Shapes: demonstrates mixing colours for a monochromatic palette, drawing shapes and creating interesting shapes using tone. • Op Art Cube: indicates the understanding of the use of line to create the illusion of movement. • Insect Artwork: indicates creative and sophisticated use of line and marks to create the illusion of shape, watercolour is mixed well, choice of colour adds depth and painted neatly. • Kandinsky Composition: investigates different drawing and painting techniques to confidently manipulate and arrange the Elements of Art into innovative or sophisticated compositions. • Mulga Animal on Canvas demonstrates different painting techniques
High 7-8	<ul style="list-style-type: none"> • Vector Monochromatic Shapes: demonstrates mixing colours for a monochromatic palette, drawing shapes and creating interesting overlapping in their composition. • Op Art Cube: indicates the understanding of the use of line to create the illusion of movement. • Insect Artwork: indicates the understanding of the use of line and marks to create the illusion of shape, watercolour is mixed well, choice of colour adds depth and painted neatly. • Kandinsky Composition: investigates different drawing and painting techniques to confidently manipulate and arrange the Elements of Art into a unified and refined compositions. • Mulga Animal on Canvas: Demonstrates a high level of understanding of how to use the elements of art; colour, form/shape, line, space, texture and value.
Sound 5-6	<ul style="list-style-type: none"> • Vector Monochromatic Shapes: demonstrates sound mixing colours for a monochromatic palette, drawing shapes and creating sound overlapping in their composition. • Op Art Cube: indicates a sound understanding of the use of line to create the illusion of movement. • Insect Artwork: indicates a sound understanding of the use of line and marks to create the illusion of shape, watercolour, choice of colour adds depth and painting skills are satisfactory. • Kandinsky Composition: investigates a range drawing and painting techniques to manipulate and arrange the Elements of Art into a composition with some unified areas in the compositions. • Mulga Animal on Canvas: Demonstrates a sound understanding of how to use the elements of colour, form/shape, line, space, texture and value.
Progressing 1-4	<ul style="list-style-type: none"> • Vector Monochromatic Shapes: demonstrates progressing skills mixing colours for a monochromatic palette, drawing shapes and creating interesting overlapping in their composition. • Op Art Cube: indicates the understanding of the use of line to create the illusion of movement are progressing. • Insect Artwork: indicates the understanding of the use of line and marks to create the illusion of shape, watercolour mixing, colour choices and painting skills are progressing. • Kandinsky Composition: investigates limited drawing and painting techniques to manipulate and arrange the Elements of Art into compositions. • Mulga the Artist on Canvas: Demonstrates a limited understanding of how to use the elements of art; colour, form/shape, line, space, texture and value.
Limited 0	<ul style="list-style-type: none"> • Non-attempt, virtual non attempt, non-serious attempt

Feedback:

Part B: Portraits – Components 6-8

Range	A student in this range:
Outstanding 25-30	<ul style="list-style-type: none"> • investigates different drawing and painting techniques to confidently manipulate and arrange the Principles of Design into a unified and refined portraits. • demonstrates technical refinement of how the cultural structural frame can be used to develop text, colour, shape, texture, scale and symbols and visual codes to communicate a personal narrative. • considers how audiences interpret symbols and experiments with visual qualities, to communicate and represent complex coherent ideas
High 21 - 24	<ul style="list-style-type: none"> • investigates different drawing and painting techniques to confidently manipulate and arrange the Principles of Design into unified portraits. • demonstrates a good understanding of how the cultural and structural frame can be used to develop text, colour, shape, texture, scale and symbols and visual codes to communicate a personal narrative. • considers how audiences interpret symbols and experiments with visual qualities, to communicate and represent complex ideas
Sound 11 - 20	<ul style="list-style-type: none"> • investigates a range drawing and painting techniques to manipulate and arrange the Principles of Design into portraits with some unified areas. • demonstrates an understanding of the cultural and structural frame in using text, colour, shape, texture, scale and symbols and visual codes to communicate a personal narrative • considers how audiences interpret symbols and experiments with some visual qualities to communicate and represent ideas
Progressing 1 - 10	<ul style="list-style-type: none"> • investigates some drawing and carving techniques to manipulate and arrange the Principles of Design into unified portraits. • demonstrates some understanding of the cultural and structural frame in using text, colour, shape, texture, scale and symbols and visual codes to communicate a personal narrative • considers that audiences can interpret symbols, and experiments with a limited range of visual qualities to communicate and represent simple ideas
Limited 0	<ul style="list-style-type: none"> • Non-attempt, virtual non attempt, non-serious attempt

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Feedback:

Part C Clay Fish Sculpture – Components 9-12

Range	A student in this range:
Outstanding 9-10	<ul style="list-style-type: none">investigates different ceramics techniques to confidently manipulate and arrange materials to create an original or innovative refined fish sculpture.demonstrates technical refinement of how elements (such as; texture, colour, shape, symbols, pattern and visual codes) are used to create cohesive designs.considers how audiences interpret symbols and experiments with visual qualities, to communicate and represent complex coherent ideas
High 7-8	<ul style="list-style-type: none">investigates different construction techniques to confidently manipulate and arrange the materials to create a unified and refined fish sculpture.demonstrates a high level of understanding of how elements (such as: texture, colour, shape, symbols, pattern and visual codes) are used to create cohesive designs.considers how audiences interpret symbols and experiments with visual qualities, to communicate and represent complex ideas
Sound 5-6	<ul style="list-style-type: none">investigates some construction techniques to manipulate and arrange the materials to create a fish sculpture.demonstrates a good understanding of how elements (such as: texture, colour, shape, symbols, pattern and visual codes) are used to create cohesive designs.considers how audiences interpret symbols and experiments with some visual qualities to communicate and represent ideas
Progressing 1-4	<ul style="list-style-type: none">investigates some construction techniques to manipulate and arrange the materials to create a fish sculpturedemonstrates some understanding of how elements (such as: texture, colour, shape, symbols, pattern and visual codes) are used to create cohesive designs.considers that audiences can interpret symbols, and experiments with a limited range of visual qualities to communicate and represent simple ideas
Limited 0	<ul style="list-style-type: none">Non-attempt, virtual non attempt, non-serious attempt

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Feedback:
