



Condobolin High School



Notification of an Assessment Task

Name and Type of Task: Portfolio of Works

Year OR Stage: Year 8

Subject: Visual Arts

Task Number: 2

Date Issued:

8A – Wednesday 20th March (Period 3)

8B – Monday 18th March (Period 4)

Date Due:

8A - Thursday 24th October (Period 4)

8B - Thursday 24th October (Period 3)

Total Marks: 50

Weighting: 50%

Class Teacher/s: Miss J Skewes

Head Teacher: Miss M Rees

Submission Instructions – In person submission of portfolio in class at the end of Period 3 (B) or Period 4 (A) on Thursday 24th October 2024

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 large paintings or making a sculpture and these, along with your VAPD, will make up your Portfolio of Works.

Part A: In class we are exploring the elements of landscape art, how landscapes can be connected to time, place, and story and the work of Owen Lyons. You will be developing art skills such as painting, colour mixing, and creating meaning in a work. You will be learning new skills such as perspective drawing, composing and using different materials.

Part B: A structural exploration of different forms through clay sculpture. You will be researching gargoyles throughout history and look at historical and artistic interpretations of gargoyles. You will explore changes in clay art techniques over time. You will develop clay sculpture skills such as pinching and coiling, relief carving, joining, and glazing.

Part C: In class we will be studying street art and the impact it has on the urban environment. This will include graffiti, the works of Banksy, murals, and public displays of art. You will view the artist Joshua Smith for example and inspiration in miniature urban environments.

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 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:

The parts A, B and C make up your “2024 Portfolio of Works”.

Part A Landscapes (Term 1 – 2) 10%

Submission in your Portfolio (provided):

1. **Painted perspective cube** – In class you will draw two cubes to show your skills in perspective drawing. One will be in one point perspective and the other in two-point perspective. When you have your cubes, you will select a colour to paint your cube, using your knowledge of colour mixing to give depth and dimension to the cube.
2. **Guided process landscape** – We will work together to create a guided landscape artwork. The resource material will be the same for everyone, but you will make decisions on the colour mixing of your work.
3. **Posterized landscape photograph** – You will take three photos of landscapes for your final artwork. In class you will select one of these photos to edit in photoshop or pic monkey. This photo will be broken down into the main colours through a process of posterization.
4. **Final A3 landscape painting** – You will have photos of three personal landscapes which you will use to compose one large artwork involving elements from all three. The artwork should include a foreground, middle-ground, and background. While combining images you should consider perspective points and sizing. The artwork can be completed in acrylic, watercolour or gouache and should display variation in light, shadow and tone.

Part B Clay Gargoyle Study (Term 2 – 3) 20%

Submission in your Portfolio (provided):

1. **Gargoyle inspiration page** – In your VAPD you will record your research on historical and artistic interpretations of gargoyles. This will include the sheets and work from this unit.
2. **Detailed gargoyle drawing** – a page with your ideas for your gargoyle and what you plan on doing when you start the clay work. This should include a detailed drawing of your intended gargoyle.
3. **Pinch pots process photos** – A check in with your teacher when you reach the pinch pots stage of your gargoyle to take progress photos and assess your technique.
4. **Final Gargoyle clay sculpture** – You will create a gargoyle sculpture incorporating a range of building techniques; then it will be fired and glazed.

Part C Street art (term 3-4) 20%

Submission in your Portfolio (provided):

1. **Banksy structured artwork** – Using a Banksy inspired template you will create an artwork that stems from and changes an urban environment.
2. **Banksy stencil** – Create a stencil that we will cut out and spray paint onto a space using chalk paint.
3. **2D relief mural** – We will be creating a realistic miniature mural inspired by Joshua Smith. We will use relief techniques to build up the mural’s texture. You will decorate your mural with materials such as magazine cut-outs, photos and paint. The work will include a graffiti tag of your own making. You will need to annotate (label) your plans for your mural and include an artist’s statement.

Criteria for Assessing Learning:

You will be assessed on your:

- Understanding and skills in working with the following techniques: perspective, colour-mixing, posturising and 2-dimensional sculpture building.
- Understanding the nature of and skills in using colour rendering, clay, collage and 2-dimensional artworks.
- Accurate annotation of designs and artworks.
- Use of different signs and symbols in landscapes and sculptures that may be interpreted by an audience.
- Modification, interpretation, or appropriation of images from a variety of sources in the development of representations of the ideas.
- Analysis of artwork contexts and how they connect to the artist, world, and audience interpretations.
- Exploration of different artmaking techniques.

Key Verbs:

Apply: Use, utilise, employ in a particular situation

Construct: Make; build; put together items or arguments

Demonstrate: Show by example

Interpret: Draw meaning from

Investigate: Plan, inquire into and draw conclusions