



LACHLAN ACCESS PROGRAM

ASSESSMENT TASK NOTIFICATION

Subject: Year 11 Visual Arts	Task Number: 2
Type of Task: Submitted Artworks with Slideshow Presentation	Coordinating Teacher: C Morgan Cooperating Teacher: Z Ingold, J Skewes, S Ward
Date Issued: Term 2, Week 5, Wednesday 29th May 2024	Date Due: Term 3, Week 2, Monday 29th July 2024
Total Marks: 45	Weighting: 40%

Submission Instructions: All tasks must be converted from Word to PDF and uploaded to the Assessment Submission Tab. This is to occur by 9am on the due date. Practical tasks are to be submitted to the front office of your school on the due date prior to 9am.

Task Context:

This unit explores the power of art in making social and political comments. This unit uses the conceptual framework to help students understand how political and social art are products of the world in which they are made and designed to draw reaction from the audience. Students will select a social, political and/or environmental event or issue that has impacted a particular community, whether local or global. Students will explore how the event or issue has been documented and visually represented in the media. Students will develop artmaking skills, compiling research and documentation processes in their VAPD and resolution.

Syllabus Outcomes:

- P1 Explores the conventions of artmaking
- P2 Explores the roles and relationships between the concepts of artist, artwork, world and audience
- P4 investigates subject matter and forms as representations in artmaking
- P5 Investigates ways of developing coherence and layers of meaning in the making of art
- P6 explored a range of material techniques in ways that support artistic intentions

Task Description:

Part A: Portraiture Portfolio P1, P4, P5

Students are to submit all practical work from their Portraiture Portfolio for review. This will include all lead-up experiments and supporting material.

The Portraiture Portfolio includes the following artmaking:

- Realistic Self-Portrait
- Distorted/expressive self-portrait
- Photography or film portrait study (at least 5 images or 1 minute film)
- Small sculptural study portrait – clay bust Width 15cm x Height 12 cm)
- Linoprint

Part B: Ben Quilty Artwork Analysis P2, P6

1. Respond to **ONE** of the four portraits below by thoroughly describing the artwork. Use **ALL** of the following art terms in your response. **Subject matter, composition, focal point, materials, techniques, atmosphere, the Elements of Design – line, direction, shape, size, colour, tone, texture.**





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2. Analyse **ONE** of the following artworks by **Ben Quilty** from his **Afghanistan series**. Respond to the portrait from the point of view of the **Conceptual Framework** by discussing the **Artist, Artwork, World and Audience of the artwork**. Show evidence of research in your response and include references for your research.

- “Air Commodore John Oddie – after Afghanistan” 2012
- “Captain S- after Afghanistan” 2012
- “SOTG -after Afghanistan” 2012
- “Troy Park – after Afghanistan” 2012



Air Commodore John Oddie – after Afghanistan” 2012



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Captain S- after Afghanistan” 2012



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Criteria for Assessing Learning

Students will be assessed on their ability to:

- *Explore and seek to explain the artistic practices of selected artists/groups of artists identifying conventions and procedures*
- *Research artworks and clearly label citation details*
- *Identify and describe the key features of a selected Art movement*
- *Select a range of artworks that sit within the selected Art movement and justify the selection*

HSC Key Verbs

Analyse: Identify components and the relationship between them; draw out and relate implications

Discuss: Identify issues and provide points for and/or against

NESA "All My Own Work"

By signing for this assessment task and having completed the NESA course "All My Own Work" I confirm that this assessment task will be free from plagiarism and reflective of my own work. I understand that if I am found to have plagiarised or engaged in malpractice, I will be referred to the HT Access to engage the LAP Malpractice process.





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Marking Criteria:

Part A Portraiture Portfolio – Description	Marks
<ul style="list-style-type: none"> The resolution, coherence, and completeness of the Body of Work are outstanding, innovative, and sophisticated, allowing an audience to interpret it in a range of ways. Demonstrates a strong concept/idea showing elaboration. Meanings investigated and showed development process in a high level. Demonstrates high quality work samples and clearly explains the final artwork. Demonstrates the progression of technique refinement and experiment process on different media and materials. Demonstrates the effective use of teacher feedback to make evaluation and reflection on artmaking practice. 	13-15
<ul style="list-style-type: none"> The resolution, coherence, and completeness of the Body of Work are highly developed with some innovation that allows an audience to interpret it in many ways. Demonstrates a concept/idea showing some elaboration. Meanings investigated and showed some development process. Demonstrates a good level of quality work samples and explains the final artwork. Demonstrates some progression of technique refinement and some experiment process on different media and materials. Demonstrates a good use of teacher feedback to make some level of evaluation and reflection on artmaking practice. 	10-12
<ul style="list-style-type: none"> The resolution, coherence, and completeness of the Body of Work are sound with limited innovation that allows an audience to interpret it in some ways. Demonstrates a concept/idea showing some connection. Meanings investigated and showed development process in limited ways. Demonstrates some quality in work samples and some explanation on the final artwork. Demonstrates limited progression of technique refinement and limited experiment process on different media and materials. Demonstrates some use of teacher feedback to make some evaluation and reflection on artmaking practice. 	7-9
<ul style="list-style-type: none"> The resolution, coherence, and completeness of the Body of Work are basic, lacking innovation that allows an audience to interpret it in different ways. Demonstrates a concept/idea confined to some aspect(s) of the work. Meanings showed development process. Demonstrates limited quality in work samples and limited explanation the final artwork. Demonstrates little progression of technique refinement and a basic understanding of visual arts. Demonstrates limited evaluation and reflection on artmaking practice, and not taking on teacher feedback. 	4-6
<ul style="list-style-type: none"> There is limited resolution, coherence, and completeness of the Body of Work. It allows an audience to interpret it in banal and obvious ways. Demonstrates a simplistic concept/idea without meanings and development process. Demonstrates simplistic work samples and unclear explanation of the final artwork. Demonstrates unrefined technical skills. Demonstrates unwillingness to take on teacher feedback and no evaluation and reflection on artmaking practice. 	0-3





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Part B Question 1 - Description	Marks
<ul style="list-style-type: none"> An extensive description of the portrait using all the art terms with accuracy. 	9-10
<ul style="list-style-type: none"> A thorough description of the portrait using all the art terms with accuracy. 	7-8
<ul style="list-style-type: none"> A description of the portrait using most of the art terms with accuracy. 	5-6
<ul style="list-style-type: none"> An attempt to describe the portrait using some of the art terms. 	3-4
<ul style="list-style-type: none"> Little attempt to respond to one of the portraits. Non attempt. Non serious attempt. 	0-2

Part B Question 2- Description	Marks
<ul style="list-style-type: none"> Outstanding research in all four Conceptual Framework areas, demonstrating thorough knowledge and understanding of Ben Quilty, his artworks, the world in which he lives, and the audience response to his artworks. 	17-20
<ul style="list-style-type: none"> A high standard of research in all four Conceptual Framework areas, demonstrating thorough knowledge and understanding of Ben Quilty, his artworks, the world in which he lives, and the audience response to 14-16 his artworks. 	14-16
<ul style="list-style-type: none"> Sound research in all four Conceptual Framework areas, demonstrating knowledge and understanding of Ben Quilty, his artworks, the world in which he lives, and the audience response to his artworks. 	10-13
<ul style="list-style-type: none"> Basic responses addressing each of the questions. 	6-9
<ul style="list-style-type: none"> Non attempt or limited attempt to research the task as required. 	0-5

Feedback

