



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 1: Art through the ages: The Timeline Task (single-sided front page)

Course:	Stage 6 Visual Arts		Year:	11								
Topic:	Art through ages: The Timeline Task											
Assessment Name:	Assessment Task 1: Art through the ages: The Timeline Task											
DATE DUE:	Week 10, Term 1, 2019	Total Mark/Weighting	35%									
STUDENT NAME:												
Progress Check FEEDBACK	<p>1. Completed Research – Group Work (one research per group): assigned art period research due Week 5. Word or Google doc document, with all subheadings and photos. Document to be named as group number, names of all students in the group to be on the title page, together with assigned art period and your class.</p> <p>2. Completed Practical – Individual Work (each student to complete): 12 Thumbnails and 5 Rough Sketches in VAPDs (Week 6) + Final Canvas A4 Artwork (week 10)</p> <p>3. Completed digital A4 Poster – Group Work (one Poster per group) created in Adobe Illustrator or Photoshop & saved as PDF file (Week 7)</p> <p>4. Start Power Point Presentation – Group Work (one Presentation per group). Ten slides on summarising Research and presenting your thumbnails, sketches and final artwork. week 8 and Complete week 10</p>		<p>Teacher to sign off</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>									
Progress Check Date:		Marks	/35%									
<p>I certify that</p> <ul style="list-style-type: none"> • This assignment is my own work, based on my personal study and/or research. • I have acknowledged all material and sources used in the preparation of this assignment in a reference list. • Submitted assignments based on group work are not the same as other students' work. • I have not plagiarised (copied) in part, or in whole the work of other students. • I have read and I understand the success criteria used for this assessment • <u>I have kept a copy of my assignment and the receipt.</u> • I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future. <p>Student's Signature: Date:</p> <p>✂-----</p> <p>Assessment Task Student Receipt (This receipt should be kept as proof of assessment submission)</p> <table border="1"> <tr> <td>FAMILY NAME:</td> <td>GIVEN NAME:</td> </tr> <tr> <td>TEACHER:</td> <td>CLASS:</td> </tr> <tr> <td>DATE DUE:</td> <td>DATE SUBMITTED:</td> </tr> <tr> <td>TITLE OF TASK:</td> <td>TEACHER'S SIGNATURE:</td> </tr> </table>					FAMILY NAME:	GIVEN NAME:	TEACHER:	CLASS:	DATE DUE:	DATE SUBMITTED:	TITLE OF TASK:	TEACHER'S SIGNATURE:
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Task Information

Important idea(s) being explored:	Students develop an understanding of how art changes over time in visual, material and conceptual ways. The Conceptual Framework and the relationships between artist, artwork, world and audience.
Skills, Knowledge and understanding being demonstrated:	Research skills and knowledge on assigned art theory period. Drawing, painting and design skills while creating artworks, posters and presentation that depict assigned art period. Work both individually when creating individual art pieces and as part of the team while researching and creating Power Point presentation and creating a poster.
Task Requirements:	<p><u>Students must complete 4 components to successfully finalise this Assessment:</u></p> <ol style="list-style-type: none"> 1. Research to be done on assigned Art period within the group. Half a page per each subheading (as per Research Focus guidelines, page 5 in Students booklets). Word or Google docs document to be created with written research following subheadings. Photos and images to be added related to the art period. Overall style of the document to be considered, for example (overall font: Arial, size 12, headings size: 14 bold, subheadings size: 12 bold). 2. Practical: individually complete 5 rough sketches & 12 thumbnails of sample art works from chosen period in VAPDs and produce a Final Canvas A4 Artwork. 3. Presentation: Digital A4 Poster to be created in Adobe Illustrator or Photoshop saved in PDF format on USB and submitted to the teacher. Clearly mark your USBs with permanent marker or a sticker. 4. Group Presentation: Create Power Point Presentation, 10 slides on summarising Research and presenting your thumbnails, sketches and final artwork.
Syllabus Outcomes:	<p>P2: explores the roles and relationships between the concepts of artist, artwork, world and audience P3: identifies the frames as the basis of understanding expressive representation through the making of art P8: Student explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art P10: explores ways in which significant art histories, critical narratives and other</p>

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *Visual Arts* is _____

Learning in *Visual Arts* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria for Art through the Ages: The Timeline Task

Descriptor	THEORY—Research & presentation	PRACTICAL	
	Group /80	Individual /20	Painting / 100
<p>- Thoroughly researched ideas and concepts relating to the art movement which are elaborated in subtle ways and sustained coherently in the timeline. A number of historical events are researched and understood. All the research is presented in the students' own words.</p> <p>- Effectively communicates in a coherent, creative, succinct, logical, sophisticated manner with precision, originality or flair using terminology extensively and appropriately. Contributed extensively to group task.</p> <p>- Practical component demonstrates refinement, discrimination, moderation, and fully represents the original artwork. Use of materials is technically outstanding.</p>	A 72—80	A 18-20	A 85—100
<p>- Well researched ideas and concepts relating to the art movement which are elaborated and reiterated coherently in the timeline but is more coherent in some aspects of the timeline. Most historical events are researched and understood. All research is presented in the students' own words.</p> <p>· Competently communicates in a coherent, creative, succinct, logical, sophisticated manner with control or originality using appropriate terminology. Contributed competently to group task.</p> <p>· Practical component demonstrates refinement, discrimination, moderation, and is very accurate in representing the original artwork. Use of materials is technical strong.</p>	B 60-71	B 15-17	B 70-84
<p>- Some researched ideas and concepts relating to the art movement but they are not elaborated or reiterated coherently in the timeline. Some historical research is incomplete or not fully understood or fully relevant. All research is presented in the students' own words.</p> <p>· communicates in a creative, succinct, logical, manner with coherence, control or originality using appropriate terminology. Contributed satisfactorily to group task.</p> <p>· Practical component displays technical proficiency yet not very sensitive and/ or refined. Original artworks are not fully recognisable.</p>	C 40-59	C 10-14	C 69-50
<p>- Very little research of ideas and concepts relating to the art movement and they are not elaborated or reiterated coherently in the timeline. Very little historical research completed and is not fully understood. All research is presented in the students' own words.</p>	D 24-39	D 6-9	D 49-30

<ul style="list-style-type: none"> · Communicates with adequate control or originality using some appropriate terminology. Some contribution to group task. · Practical component displays very little technical proficiency and is not very sensitive or refined. Original artworks are not very recognisable. 			
<ul style="list-style-type: none"> - Minimal research of ideas and concepts relating to the art movement and they are not elaborated or reiterated in the timeline. Minimal historical research completed and is not understood. All research is presented in the students' own words. - Demonstrates limited communication abilities with little or no reference to appropriate terminology. Basic or limited contribution to group task. · Practical component displays a lack of technical proficiency and is not sensitive or refined. Original artworks are not recognisable. 	E 0-23	E 0-5	E 29-0
TOTAL:	/100	/100	

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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