



# Chester Hill High School

Strength in Unity, Excellence in Education

## Assessment Task 2

<b>Course:</b> <b>Topic:</b>	HSC Visual Arts Artmaking	<b>Year:</b>	12
<b>Assessment Name:</b>	Body of Work and VAPD development.		
<b>DATE DUE:</b>	Week 9, Term 1 2019	<b>Total Mark/Weighting</b>	20%
<b>STUDENT NAME:</b>			
<b>Progress Check FEEDBACK</b>	<i>(Individualised based on task – tick a box or lines for feedback)</i>  <input type="checkbox"/> Completed <b>at least 30%</b> of the Body of Work  <input type="checkbox"/> <b>Documented</b> process in Visual Arts Process Diary  <input type="checkbox"/> <b>Evaluated</b> process in Visual Arts Process Diary		
<b>Progress Check Date:</b>		<b>Marks</b>	5

I certify that

- 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
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....

✂

### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

<b>FAMILY NAME:</b>	<b>GIVEN NAME:</b>
<b>TEACHER:</b>	<b>CLASS:</b>
<b>DATE DUE:</b>	<b>DATE SUBMITTED:</b>
<b>TITLE OF TASK:</b>	<b>TEACHER'S SIGNATURE:</b>

## Task Information

<b>Important idea(s) being explored:</b>	<ul style="list-style-type: none"> <li>• Artists use the world around them to inspire their works of art.</li> <li>• Conceptual &amp; material decisions in the development of the Body of Work. Practice in artmaking as a network of procedures to make art and use judgments to make informed decisions.</li> </ul>
<b>Skills, Knowledge and understanding being demonstrated:</b>	<p>Students value how significant interpretations and meanings in the visual arts are sustained. They appreciate the significance of expressive representation in the visual arts. Students value how their intellectual autonomy is advanced through the making of art and in the critical and historical investigation of art. They appreciate how the field of the visual arts offers insights about themselves, art and the world.</p>
<b>Task Requirements:</b>	<ol style="list-style-type: none"> <li>1. Students are required to submit their <u>practical</u> <b>Body of Work</b> displaying <b>at least 50% completion</b>.</li> <li>2. Students submit their <b>VAPD</b> including:             <ul style="list-style-type: none"> <li>- <i>Both successful and unsuccessful <u>material experimentation</u>.</i></li> <li>- <i>Labels, annotation and documentation of <u>any changes in direction with art making or conceptual practice</u>.</i></li> <li>- <i><u>Photographs</u> as documentation.</i></li> <li>- <i>An <u>evaluation</u> of your artmaking.</i></li> </ul> </li> </ol>
<b>Syllabus Outcomes:</b>	<p><b>H2:</b> applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work</p> <p><b>H4:</b> selects and develops subject matter and forms in particular ways as representations in artmaking</p> <p><b>H5:</b> demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways</p> <p><b>H6:</b> demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work</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**

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Demonstrates an articulation of ideas and concepts that are elaborated, reiterated, subtle and sustained coherently in the form(s) of the work.					
	Meanings make significant references and register on a number of levels.					
<b>Processes</b> <b>Demonstrates Skills</b> <b>Knowledge</b> <b>Understanding</b>	Displays technical sensitivity, refinement, discrimination, moderation, and is respectful of the conditions set by the selection of materials and limitations including course prescriptions					

**FEEDBACK from Teacher:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Completion of assessment during allocated class time.  Excellent  Moderate  Limited

<b>Teacher Signature</b>		<b>Mark</b>	<b>/20</b>
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