



Chester Hill High School

Strength in Unity, Excellence in Education

CAPA – Visual Arts Assessment Task 2

Course: Topic:	HSC Visual Arts Art criticism and Art history	Year:	12
Assessment Name:	Contemporary Aboriginal Art ESSAY		
DATE DUE:	Week 6, Term 2	Total Mark/Weighting	25%
STUDENT NAME:			
Progress Check FEEDBACK	<i>(Individualised based on task – tick a box or lines for feedback)</i> <input type="checkbox"/> Pick 3 Aboriginal Artists <input type="checkbox"/> Pick 3 Artworks to discuss <input type="checkbox"/> Speak to your teacher about your essay scaffold.		
Progress Check Date:	WEEK 4	Marks	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)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	<ul style="list-style-type: none"> • Artists use the world around them to inspire their works of art. • An understanding of the relationships among artists, artworks, world and audiences. An understanding of how The Frames allows for different perspectives of critical and historical investigations of art
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Students will demonstrate skills in artwork analysis and interpretation • Students will demonstrate knowledge and understanding of the Aboriginal people and artists through Art criticism and historical investigation • Students will demonstrate refined essay writing skills
Task Requirements:	<p>Students are to write a 1200 - 1500 word essay answering the following question:</p> <p style="text-align: center;">“Discuss how <u>three</u> Aboriginal artists present narratives of Australian history in their works.”</p> <p>⇒ The essay must comprise of an Introduction, Body and Conclusion.</p> <p>⇒ Students must refer to at least ONE artworks from <u>each</u> artist in their essay.</p> <p>Focus area: Structural, Cultural and Post-Modern Frames and Conceptual Framework.</p> <ul style="list-style-type: none"> • Task must be submitted with cover sheet stapled to the front. • Essay must be typed with size 12 font, 1.5 line spacing. • Student ID number must be at the bottom of every page. • Correct referencing and bibliography must be used.
Syllabus Outcomes:	<p>H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art</p> <p>H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts</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

Urban Aboriginal Art Essay	Grade
<ul style="list-style-type: none"> • A coherent, sustained and well-reasoned argument is represented which may acknowledge that other points of view are possible • All relevant aspects of content are comprehensively explained and interpreted in relation to the question • The significance of examples/cases is explained and used to strongly support the argument • Points of view are complex and logical and reveal a highly developed understanding of the Visual Arts 	A 21-25
<ul style="list-style-type: none"> • A coherent and reasoned argument is represented and sustained • All relevant aspects of content are thoroughly explained and more conventionally interpreted in relation to the question • Examples/cases are explained and used to support a successful argument that addresses most aspects of the question • Points of view are accomplished and logical and reveal a well-developed understanding of the Visual Arts 	B 16—20
<ul style="list-style-type: none"> • A reasoned argument is represented and generally sustained • Most relevant aspects of content are broadly explained and more conventionally interpreted in relation to the question • Examples/cases are generally explained, and used to support an argument that addresses some aspects of the question • Points of view are reasonably clear and logical and reflect a good understanding of the Visual Arts 	C 11—15
<ul style="list-style-type: none"> • An argument is represented but is unevenly sustained • Aspects of content are represented but explanations are superficial and may not be related to the question • Examples/cases are described in an obvious way and are connected to some aspects of the question • Points of view tend to be inconsistent or not well developed and reflect a foundational understanding of the Visual Arts 	D 6—10
<ul style="list-style-type: none"> • Comments relate to some aspects of the question • Ideas are identified and may be explored to some extent in an isolated way • Examples/cases may be offered but are not always relevant or addressed • Points of view are not supported and reflect a limited understanding of the Visual Arts 	E 1—5

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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