



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task

Course: Topic:	Mandatory Visual Arts Portraiture	Year:	7								
Assessment Name:	Self Portrait Painting										
DATE DUE:	Week 10, Term 1	Total Mark/Weighting	N/A								
STUDENT NAME:											
Progress Check FEEDBACK	<p><i>(Individualised based on task – tick a box or lines for feedback)</i></p> <p><input type="checkbox"/> Preliminary drawing of facial features completed.</p> <p><input type="checkbox"/> Proportions of the face theory needs to be understood and implemented.</p> <p><input type="checkbox"/> Explored colour theory and student is able to mix various colours independently.</p> <p><input type="checkbox"/> Experimented with a range of paint brush sizes create detail and various tones on their self-portrait.</p>										
Progress Check Date:		Marks	5%								
<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 <i>(This receipt should be kept as proof of assessment submission)</i></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:	The function of self-portraiture for artists and the ways in which portraiture can communicate ideas about people and culture.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • This task is completed in class during several lessons • Proportions of the face must be followed and implemented • Paint mixing must be explored using colour theory knowledge • A range of paint brush sizes should be used for detail and tone
Task Requirements:	<ul style="list-style-type: none"> • Students must complete a self-portrait painting in colour of him/herself on A3 size on cartridge paper. • Displays correct facial proportions and a definite likeness to the subject (student). • Practice the facial features drawing skills used in preliminary drawings. • Display use of tone and shade using water colour pencils/paint. • Utilise colour in a visually appealing, intentional way.
Syllabus Outcomes:	<p>4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>4.6 selects different materials and techniques to make artworks</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
Understands the big idea(s)	Use the processes and techniques demonstrated in class to achieve and completed a successful self-portrait painting.					
Literacy / Numeracy skills assessed	Students will be assessed on Speaking, Listening and Fluency .					
	Students will be assessed on, Understanding units of measurement and proportions .					
Processes Demonstrates Skills Knowledge Understanding	<ul style="list-style-type: none"> Implement correct facial proportions and a definite likeness to the subject. 					
	<ul style="list-style-type: none"> Implement the facial features drawing skills used in preliminary drawings. 					
	<ul style="list-style-type: none"> Display use of tone and shade using water colour pencils/paint to create a 3-dimensional effect. 					
	<ul style="list-style-type: none"> Utilise colour in a visually appealing, intentional way. 					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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