



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task 1 – Cubist Buildings *(single-sided front page)*

Course:	Stage 4 Visual Arts	Year:	8
Topic:	Cubism		
Assessment Name:	Assessment Task 1: Cubist Buildings		
DATE DUE:	Week 10, Term 1, 2019	Total Mark/Weighting	N/A
STUDENT NAME:			
Progress Check FEEDBACK	<ul style="list-style-type: none"> Realistic, graphite drawings of school buildings Combining multiple perspectives to create semi-abstract canvas composition Tonal painting Optional use of texture/collage Completion of cubist canvas painting 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Teacher to sign off
Progress Check Date:		Marks	/20%

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:

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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"> • Cubism and how artists combine multiple viewpoints in one composition (semi - abstraction). • The difference between realism, abstraction, semi-abstraction and total abstraction. • Tonal painting. Creating tonal colour through gradations and variety of painting styles.
Skills, Knowledge and understanding being demonstrated:	<p>Drawing skills while creating graphite drawings of school buildings. Hand-eye coordination while practicing life drawing. Combining multiple perspectives in order to create successful canvas composition. Develop painting skills while creating Cubist canvas painting. While working on their collage and acrylic painting techniques improving their understanding on visual arts materials, techniques and introducing mixed media.</p>
Task Requirements:	<ul style="list-style-type: none"> • Realistic, graphite drawings of school buildings • Combining multiple perspectives to create canvas composition • Tonal painting • Optional use of texture/collage • Completion of cubist canvas painting <p>Students will be marked on their final abstract, canvas painting developed from realistic drawings of the school buildings.</p>
Syllabus Outcomes: Course Outcomes:	<p>4.2, 4.6</p> <ul style="list-style-type: none"> • The student uses the world as subject matter in a variety of art-making activities. • The student explores a variety of materials, skills and techniques in their artmaking.

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 Cubist Canvas Painting

Descriptor	Marks
The student has been able to create an abstract composition, which references the original drawings in a complex, Cubist inspired artwork work. The student has demonstrated comprehensive knowledge of colour theory in their use of harmonious and complimentary colours. The student's skills at canvas painting in tonal colours are excellent, with a sustained use of tone and shade. Additional materials and techniques may have been used expressively and effectively to enhance the painting.	A 20 - 18
The student has successfully developed a balanced Cubist inspired composition and made references to the original drawings. The student has considered colour theory in the use of harmonious and/or complimentary colours. The student's skills at canvas painting in tonal colours are strong, with an accomplished understanding of the characteristics of tone and shade. Additional materials and techniques may have been used in an explorative way.	B 17 - 14
The student has produced a sound canvas painting. The artwork displays some variation in viewpoints that is Cubist inspired but may be purely abstract/ decorative with minimal reference to the original drawings. The student has applied sound use of harmonious and or complimentary colours. The student's skills at canvas painting in tonal colours are good, and demonstrate understanding of the characteristics of tone and shade. Additional materials and techniques may have been used but do not add to the overall effect.	C 13 - 10
The student has produced a basic canvas painting. The artwork displays minimal/ no variation in viewpoints and but may be purely abstract with no reference to the original drawings. The student has used colour in a basic way, ie: colours are flat, areas appear as block colours, and paint has been applied directly from the bottle. The students' skills at canvas painting in tonal colours are basic, with a beginning understanding of the characteristics of tone and shade. Some additional materials and techniques may have been used, but they have not been implemented effectively.	D 9 - 6
The student has produced an elementary canvas painting. The artwork displays no variation in viewpoints and is completely abstract with no reference to the original drawings. The student has used colour in an elementary way, ie: colours are flat, areas appear as block colours, and paint has been applied directly from the bottle. Colour scheme is unconsidered and there has been no independent colour mixing.	E 5 - 1

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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