



# Chester Hill High School

Strength in Unity, Excellence in Education

## Assessment Task 1 – Australian Natural Landscapes Painting *(single-sided front page)*

<b>Course:</b> <b>Topic:</b>	Visual Arts Australian Natural Landscapes	<b>Year:</b>	<b>9</b>
<b>Assessment Name:</b>	Task 2 - Canvas Painting		
<b>DATE DUE:</b>	Term 2, Week 10	<b>Total Mark/Weighting</b>	NA
<b>STUDENT NAME:</b>			
<b>Progress Check FEEDBACK</b>	<input type="checkbox"/> Student has attended the botanical gardens excursion <input type="checkbox"/> Student has completed two 1 page canvas designs in their Artbook <input type="checkbox"/> The designs are reflective of what the student saw on their excursion to the Botanic Gardens. <input type="checkbox"/> Both designs are coloured.  *The student must complete these steps before starting on a canvas.		
<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>	Various painting techniques using a variety of materials. Composition. Colour theory
<b>Skills, Knowledge and understanding being demonstrated:</b>	Student demonstrates refinement technical accomplishment and in making artworks by developing various drawing and painting skills as well as the use of different techniques.
<b>Task Requirements:</b>	Students should base their paintings on their best design (discussed with teacher) <ul style="list-style-type: none"> <li>• The painting must be the student's own work.</li> <li>• Students must create a strong colour scheme and mix their own colours (as opposed to pre-mixed paints).</li> <li>• Original painting techniques are to be explored.</li> </ul> Textural materials such as modelling compound can be used to enhance the design.
<b>Syllabus Outcomes:</b>	5.1 selects and applies visual arts conventions and procedures to make artworks 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts 5.6 refinement demonstrates technical accomplishment and in making artworks

### 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

<b>Descriptor</b>	<b>Mark</b>
The student has chosen the best design that will transfer from a drawing into a large canvas painting. It is the <b>student's own work entirely</b> . A range of contrasting and harmonious colours have been used and mixed together <b>inventively</b> . The colour scheme and <b>technical skill is outstanding</b> . The painting techniques are <b>original</b> and are <b>innovative and creative</b> interpretations of the original design.	50—43 A
The student has chosen the best design that will transfer from a drawing into a large canvas painting. It is the <b>student's own work entirely</b> . A range of contrasting and harmonious colours have been used and mixed together <b>skillfully</b> . The colour scheme and <b>technical skill is strong</b> . The student has <b>experimented</b> with various painting techniques, including use of modeling compound and they are effective in the painting.	42—36 B
The student has made a <b>sound interpretation</b> of their Botanic Gardens excursion design. It is the student's own work entirely. Many contrasting and harmonious colours have been used and mixed together <b>well</b> . The colour scheme is <b>sound</b> and students have experimented with various painting techniques with <b>varying degrees of visual effectiveness</b> .	35—26 C
The design is <b>basic</b> . Other students may have helped paint parts of the canvas. <b>Only a few colours have been used</b> and have not been mixed. There is a <b>limited understanding</b> of how to use contrasting and harmonious colours. The work reveals <b>basic</b> technical skill and/or modeling compound may have been <b>overused</b> . <b>Cliché images</b> such as frangipanis and hibiscus images have been used, however they may be <b>painted</b> soundly and fit into the subject matter of the painting.	25—15 D
The student has <b>not finished</b> their canvas painting. Other students may have worked on their canvas. The painting is basic and shows <b>poor understanding</b> of painting techniques or colour schemes. Frangipanis and hibiscus may have been used and <b>do not connect</b> to the subject matter of the painting (the Botanic Gardens) OR the student has not handed in or completed the canvas.	14—0 E

**FEEDBACK from Teacher:**

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Completion of assessment during allocated class time.     Excellent     Moderate     Limited

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