



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task

Course: Topic:	Stage 5 Visual Arts Australian Natural Landscapes	Year:	9								
Assessment Name:	Group Presentation										
DATE DUE:	Term 2, Week 2	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"/> Student has been placed in a group of four and chosen their group artist. Artist:</p> <p><input type="checkbox"/> Student has selected the artwork they will present on. Artwork:</p> <p><input type="checkbox"/> Student has filled in the question sheet provided referring to Structural and Subjective frames.</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:	Metalanguage in the Visual Arts The Frames Descriptive writing techniques
Skills, Knowledge and understanding being demonstrated:	Students will display knowledge and understanding of the frames in art and demonstrate understanding of the Structural and Subjective frames when analysing an artwork. Students will display their ability to work in groups and presentation.
Task Requirements:	<p>In groups of 4, you are required to create a PowerPoint presentation based on one of the artists you will study this semester. The presentation involves the following:</p> <ul style="list-style-type: none"> • Make a 10 slide PowerPoint presentation • Each student in your group, is to choose one artwork by your chosen artist, therefore a total of four artworks will be discussed in the PowerPoint. <p>Note: you are not choose an artwork from your theory booklet. You must select new works.</p> <ul style="list-style-type: none"> • You must describe each of your selected artworks using The Frames. You must use the STRUCTURAL and SUBJECTIVE Frame. • Your presentation should be no longer than 5 minutes. • Include images of the works you have chosen. Include a credit line and make sure your image is high resolution and not pixelated or blurry. • Extension marks—discuss the artwork in the cultural and postmodern (if applicable) as well as the subjective and structural. • Use the information on the following pages to help you with your descriptions and presentation. • 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:	5.8 understand the relationships between artist, artwork, world and audience through art theory 5.9 demonstrates how the Frames provide different interpretations of art

OUTLINE for PRESENTATION—Year 9

What to do:

1. In your group choose **ONE artist** from your theory booklets.
2. Research **FOUR artworks** (made by the artist you chose). The artworks must not be in the theory Booklet (already studied). Each student in the group is to describe one artwork.
3. Gather all your information from the group and create your **TEN SLIDE PowerPoint** like below.

An example of what your PowerPoint should look like:

Slide 1 - Artist name, picture, quote from Artist

Slide 2 - Artwork NUMBER ONE, with artwork citation

Slide 3 - Describe the artwork using Structural frame and the Subjective frame

Slide 4 - Artwork NUMBER 2, with artwork citation

Slide 5 - Describe the artwork using Structural frame and the Subjective frame

Slide 6 - Artwork NUMBER 3, with artwork citation

Slide 7 - Describe the artwork using Structural frame and the Subjective frame

Slide 8 - Artwork NUMBER 4, with artwork citation

Slide 9 - Describe the artwork using Structural frame and the Subjective frame

Slide 10 - Final comment to audience, Pictures and Bibliography

Notes:

- ***Make sure that your information is in your own words.***
- ***Refer to page 32 in your theory booklet to help you with the STRUCTURAL and SUBJECTIVE Frame. Try and answer the questions in relation to the artwork you have chosen.***
- ***Use Vocabulary that is used in the booklet.***
- ***Make sure each artwork has a credit line under the picture (refer to page 2 in your theory booklet).***

Extension challenge to receive an A.

Successfully add to your description information about the **CULTURAL** and **POSTMODERN** frame in relation to the artwork.

Answer these questions to help you write your description on the subjective and structural frame.

NAME OF ARTIST _____ NAME OF ARTWORK _____

STRUCTURAL

What style or art movement does it belong to? (e.g. contemporary art, cubism, ancient art)

What date was it made? _____

What processes have been used to make this artwork?

What medium/ materials have been used? _____

Describe what it looks like. Think about LINE, TONE, COLOUR, SHAPE, FORMAT, DIMENSIONS.

What are the symbols in the artwork and what do they mean?

SUBJECTIVE

What does the work have to do with the artists experiences?

What emotions does the artist want to express?

What is the audience's (your) first impression?

What does the audience see/feel/hear?

What is the artwork about (subject matter)? Is it something personal?

Will the audience like or dislike the artwork? Why?

What is the emotional impact?

Success Criteria

Descriptor	Mark
10 slide PowerPoint presentation has been outstandingly presented. The student has a strong knowledge of their chosen artist, artwork and the frames. Two frames have been looked at. Descriptions are in depth and detailed and show the student's own analysis of each artwork. An attempt has been made at looking into the other frames. Images are not blurry and each member of the group has successfully worked together.	A
10 slide PowerPoint presentation has been pleasingly presented. The student has a sound knowledge of their chosen artist, artworks and the frames. Two frames have been looked at. Descriptions are developed. Images are not blurry and each member has worked effectively together.	B
Less than 10 slides have been presented. The student has a basic knowledge of their chosen artist, artworks and the frames. Not all artworks or frames have been discussed. Descriptions are developing or students copy information word for word without explaining how they reflect the frames. Some images are blurry and the group has had difficulty working together.	C
Less than 10 slides have been presented. The student has an elementary knowledge of their chosen artist, artworks and the frames. Four artworks have not been discussed. There are no descriptions and information does not relate to the frames. Notes have been copied and pasted in part from the net. Not all images are present and of good quality. Presentation appears rushed.	D
No presentation has been handed in or presented. The student has copied information straight from the internet.	E

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:

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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