



**GILROY CATHOLIC COLLEGE**  
Castle Hill

**2014**

**ASSESSMENT TASK INFORMATION AND NOTIFICATION**

***Creative & Performing Arts***

Year/elective:	Visual Arts Year 11 Preliminary Course
Task Type:	In Class Essay
Task Number & Unit Title:	1, Body Talk
Task Weighting:	20%
Syllabus Components:	Art Criticism & Art History
Teacher/s:	Miss N. Usher
Date of Issue:	Term 1, Week 6.
Due Date:	Term 1, Week 8, Friday 21 <sup>st</sup> March 2014.

**Instructions for Submission:**

Students will submit their hand written essay to their visual arts teacher at the conclusion of the lesson.

**Outcomes Assessed:**

**P.7** explores the conventions of practice in art criticism and art history

**P.8** explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

**P.9** identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

**P.10** explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

**Report Learning Statements:**

**1:** Critically responds to a variety of artworks demonstrating knowledge of art history and course concepts.

**3:** Applies subject specific terminology in a variety of contexts.

**4:** Evaluates and communicates ideas and information, both theoretically and practically.

**Task Description:**

You will complete an *open book* in-class essay. You will need to select TWO artists who focus on the human figure, one of whom will be Brett Whitely. The other is to be selected from the list below:

- Keith Haring
- Yasumasa Morimura
- Jenny Saville
- Bill Viola

On the due date, you will be provided with *three* questions, one from each of the content areas (Practice, Conceptual Framework, Frames). You will be required to attempt to answer ONE of the questions provided.

Maximum words: 500 words

### **Process on how to complete this task:**

- On the due date you will be presented with three questions. Each question focuses on a particular Visual Arts Content Area: Practice, Conceptual Framework and the Frames. You will be required to select ONE of these questions to answer.
- You will have 50 minutes to complete your response.
- What you will need: A dark blue or black pen, theory notes and your VAPD.

To help you prepare:

- You will be required to write about TWO figure artists. One of whom will be Brett Whitely, the other is to be selected from the list below:
  - Keith Haring
  - Yasumasa Morimura
  - Jenny Saville
  - Bill Viola
- It is expected that you will refer to at least TWO artworks per artist in your essay response.
- Visit the website [www.year1casestudy1.weebly.com](http://www.year1casestudy1.weebly.com)
- This website contains valuable information about each of the artists listed above.
- It also includes some guiding questions and scaffolds to assist you with your study.
- Document your research in your art book. You will have access to this during your assessment; you will not have access to electronic notes.
- An essay scaffold has been included on the website, along with sample questions. It would be to your benefit to use these.

### **Glossary Terms (in this assessment):**

**Art Criticism:** Responding to, interpreting meaning, and making critical judgments about specific works of art.

**Art History:** The study of art in their historical development and stylistic contexts.

**Assess:** Make a judgement of value, quality, outcomes, results or size.

**Conceptual Framework:** A framework of analysis that focuses on relationships and influences between the Artwork- World- Audience- Artist.

**Evaluate:** Make a judgement based on criteria; determine the value of.

**Frames:** Subjective, Structural, Cultural, Post-Modern.

**Investigate:** Plan, inquire into and draw conclusions about.

**Practice:** The artistic activity, work or agency of artists to produce artworks. The process of creating art.

### **What is plagiarism?**

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results.

**You have the following responsibilities:**

- \* to become familiar with and follow the assessment requirements set by your school
- \* to complete all set tasks on time, or apply for an extension (see Assessment Booklet)
- \* not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- \* to ensure that all assessment work is your own or acknowledge the contribution of others
- \* to follow up any concerns you have with tasks at the time they are marked and returned.

<p><b>STAPLE THE FOLLOWING PAGES TO THE FRONT OF YOUR ASSESSMENT</b></p> <p><b>NAME:</b> _____</p> <p><b>MARKING MATRIX:</b> In-Class Essay (Body Talk)</p>	<p><b>Marks</b></p>
<p><b>STUDENT DECLARATION:</b></p> <p><b>This is all my own work. I have not plagiarised the work of others.</b></p> <p>Student Name:</p> <p>_____</p> <p>Signed: _____ Date: _____</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Critically</b> responds to <b>four</b> artworks, demonstrating <b>extensive</b> knowledge of art history and an <b>insightful</b> application of course concepts. (LS1)</li> <li><input type="checkbox"/> Constructs a response that employs <b>extensive subject specific terminology to enhance their response</b>. (LS3)</li> <li><input type="checkbox"/> Constructs a response that provides <b>a sophisticated analysis</b> of <b>four</b> artworks in order to communicate and <b>justify</b> an <b>insight</b> point of view to the audience. (LS4)</li> </ul>	<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>25 – 21</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to <b>three</b> artworks, demonstrating <b>substantial</b> knowledge of art history and an <b>effective</b> application of course concepts. (LS1)</li> <li><input type="checkbox"/> Constructs a response that employs <b>subject specific terminology correctly</b>. (LS3)</li> <li><input type="checkbox"/> Constructs a response that provides <b>an effective analysis</b> of <b>three</b> artworks in order to communicate a <b>substantial</b> point of view to the audience. (LS4)</li> </ul>	<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>20 - 16</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to <b>two</b> artworks, demonstrating <b>some</b> knowledge of art history and <b>sound</b> application of course concepts. (LS1)</li> <li><input type="checkbox"/> Constructs a response, which employs <b>some subject specific terminology correctly</b>. (LS3)</li> <li><input type="checkbox"/> Constructs a response that provides <b>some explanation</b> of <b>two</b> artworks in order to communicate a <b>sound</b> point of view to the audience. (LS4)</li> </ul>	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>15 - 11</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to <b>one</b> artwork demonstrating <b>basic</b> knowledge of art history and a <b>basic</b> application of course concepts. (LS1)</li> <li><input type="checkbox"/> Constructs a response that employs a <b>few</b> subject specific terms. (LS3)</li> <li><input type="checkbox"/> Constructs a response that provides a <b>basic explanation</b> of <b>one</b> artwork in order to present a <b>basic</b> point of view to the audience. (LS4)</li> </ul>	<p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>10 - 6</b></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to an artwork, with <b>teacher guidance</b>, demonstrating a <b>very limited</b> knowledge of art history and a <b>very limited</b> application of course concepts. (LS1)</li> <li><input type="checkbox"/> Constructs a response that, with <b>teacher guidance</b>, employs a <b>very limited subject specific terminology</b>. (LS3)</li> <li><input type="checkbox"/> Constructs a response, with <b>teacher guidance</b>, which provides a <b>very limited explanation</b> of an artwork in order to present a <b>very limited</b> point of view to the audience. (LS4)</li> </ul>	<p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>5 - 0</b></p>
<p>Non Attempt / plagiarism</p>	<p style="text-align: center;"><b>0</b></p>
<p><b>Comment or See annotations on work sample</b> <input type="checkbox"/></p> <p><b>Teacher Name:</b></p>	<p style="text-align: center;"><b>Mark</b></p>