

	ASSESSMENT TASK	<hr/> Student Name <hr/> Submitted To
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Name of Unit:	‘Art of the Street’			
Year Group / Stage:	Year 8, Stage 4			
Type of Task:	Critical/Historical Study			
Due Date:	15 th May, 2015	Term:	2	Week: 4
Weight	30%			

OUTCOMES ASSESSED	4:1,4:2,4:3, 4:4,4:5,4:6, 4:7, 4:8, 4:9, 4:10
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DESCRIPTION OF ACTIVITIES	<p><u>Part A</u> Identify one local street artwork. Take a photograph of the work, include a map of the location and describe the colours and shapes used.</p> <p><u>Part B</u> View the TED talk: “JR: My wish: Use art to turn the world upside down” and respond to the attached questions, in order to demonstrate your understanding of his artist practice.</p> <p><u>Part C</u> Select one of the street art images below. Outline the statement that you believe the artist is trying to make. What do you think they are trying to say about the world in which they live?</p> <p>DUE TO CHANGES TO SCHOOL SCHEDULES, JR QUESTIONS AND STREET ART IMAGES WILL BE EMAILED TO ALL STUDENTS ON SATURDAY 25.4.15. IT IS THE RESPONSIBILITY OF ALL STUDENTS TO CHECK EMAILS</p>
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METHOD OF SUBMISSION	Late submissions lose 25% the first day, 50% the second day and on the third day no grade is given. Work that is plagiarised will not receive a grade and will need to be resubmitted. Sources that have been used in your assignment need to be acknowledged in a reference list Computer / printer malfunctions are not considered a valid excuse for submitting an assignment late. Extensions must be applied to the TLC well before the due date
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GLOSSARY of KEY TERMS	
Demonstrate	Show by example
Identify	Recognise and name
Outline	Sketch in general terms; indicate the main features of

MARKING RUBRIC

PART A

CRITERIA	GRADE
Includes photograph, map and detailed description of street artwork	A
Includes photograph, map and description of graffiti style art work	B
Includes photograph and map of selected artwork, some accuracy in identifying street art	C
Includes photograph, but no map of street art work position	D
Does not include photograph or map of street art work	E

PART B

CRITERIA	GRADE
Responds to all questions, clearly demonstrating understanding of artist's practice	A
Responds to most questions, demonstrating a good understanding of artist's practice	B
Responds to most questions, demonstrating some understanding of artist's practice	C
Does not respond to all questions, demonstrates little understanding of artist's practice	D
Does not respond to questions in a suitable manner	E

PART C

CRITERIA	GRADE
Outlines, with maturity and sensitivity, a possible meaning for the selected artwork	A
Outlines, with some consideration, a possible meaning for the selected artwork	B
Attempts, with some accuracy, to outline a possible meaning for the selected artwork	C
Attempts to outline a possible meaning for the selected artwork	D
Does not attempt to outline a meaning for the selected artwork	E

OVERALL GRADE:

COMMENTS

STRENGTHS	
AREAS FOR DEVELOPMENT	

Teacher's Signature: Date:...../...../.....

Students Reflection (identify the areas you feel you could have improved)

Student's signature..... Date:...../...../.....

This feedback sheet is intended to assist you in setting specific targets to improve your understanding in the areas of:

SPELLING	GRADE
Correct spelling of uncommon words or words with unusual patterns correctly . Frequent use of subject specific technical words	A
Correct spelling of frequently used words as well as some attempt to spell more uncommon words with accuracy rate of 50-80%	B
Correct spelling of frequently used words and those with commonly seen spelling patterns	C
Demonstrated difficulty in spelling high frequency words and spelling patterns.	D
Limited correct spelling.	E

PUNCTUATION Capital letters, Full stops, Question marks, Exclamation marks, Commas in list, to mark phrases or clauses, Inverted commas, Apostrophes, Brackets, Ellipses, Colons	GRADE
The Punctuation is always correct and appropriate to aid the reading of the text	A
The Punctuation is mostly correct and appropriate to aid the reading of the text	B
The Punctuation is at times correct and appropriate to aid the reading of the text	C
The Punctuation is at times correct and appropriate , but does not aid the reading of the text	D
The Punctuation is rarely correct and appropriate	E

Grammar Nouns, Verbs, Adjectives, Connectives, Pronouns, Adverbs, Prepositions, Articles	GRADE
Parallelism in verb use, noun-pronoun agreement; proper use of adjectives, adverbs and prepositions	A
Occasional errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions	B
Errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions.	C
Frequent errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions that distract and confuse	D
Excessive errors in verb use, noun pronoun agreement, adjectives, adverbs or prepositions that	E

Text Structure	GRADE
Excellent organisation of the structural components of a text (introduction, body and conclusion) into an appropriate and effective text	A
Good organisation of the structural components of a text (introduction, body and conclusion) into an appropriate and effective text	B
Satisfactory organisation of the structural components of a text (introduction, body and conclusion) into an appropriate text	C
Developing organisation of the structural components of a text (introduction, body and conclusion) into an appropriate text	D
No organisation of the structural components of a text (introduction, body and conclusion)	E

Sentence Structure	GRADE
The production of grammatically correct, structurally sound and meaningful sentences. Construction of simple, compound and complex sentences.	A
The production of grammatically correct, structurally sound and meaningful sentences. Construction of simple and compound sentences.	B
Satisfactory production of sentences that are mostly grammatically sound, structurally sound and meaningful sentences. Construction of simple and compound sentences.	C
Sentence production is developing. Evidence of sentences that are at times grammatically sound, structurally sound and/or meaningful sentences. Construction of simple and compound sentences.	D
Sentence production is poor. Little evidence of sentences that are grammatically sound, structurally sound and/or meaningful sentences. Construction of simple sentences only.	E