


## ASSESSMENT TASK

	<p><b>SUBJECT: VISUAL ARTS</b></p> <p><b>YEAR GROUP: 10</b></p> <p><b>TASK TITLE: BODY OF WORKS</b></p>	<hr/> <p>Student Name</p> <hr/> <p>Submitted To</p>
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<b>Name of Unit:</b>	WHERE WE LIVE				
<b>Type of Task:</b>	ART MAKING- BODY OF WORKS AND VAPD				
<b>Due Date:</b>	FRIDAY 30TH OCTOBER	<b>Term:</b>	4	<b>Week:</b>	4
<b>Weight</b>	30%				

<b>OUTCOMES ASSESSED</b>	<p>5:1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.</p> <p>5:2 making artworks informed by their understanding of the function and relationships between artist-artwork-world-audience</p> <p>5:3 makes artworks informed by an understanding of how the frames affect meaning</p> <p>5:4 investigates the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>5:5 makes informed choices to develop and extend concepts and different meanings in their artworks</p> <p>5:6 demonstrates developing technical accomplishment and refinement in making artworks</p>
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DESCRIPTION OF ACTIVITIES
<p><b>PART ONE:                   WEIGHTING: 70%</b></p> <p><b>Create a body of works on the theme “Where We Live”. This must include:</b></p> <ul style="list-style-type: none"> <li>• <b><u>AT LEAST TWO</u> completed artworks in ANY media which are connected through your treatment of the theme, use of medium or techniques.</b></li> </ul> <p><b>PART TWO:                   WEIGHTING: 20%</b></p> <p><b>Submit your VAPD including:</b></p> <ul style="list-style-type: none"> <li>• <b>Showing evidence of research of various artists whose work you are influenced by in terms of subject matter, techniques and/or use of materials. Include print outs, notes, drawings etc...</b></li> <li>• <b>Art making experiments and lead up designs.</b></li> </ul> <p><b>PART THREE:               WEIGHTING: 10%</b></p> <ul style="list-style-type: none"> <li>• <b>Write an Artist’s Statement explaining your approach to the theme, your exploration of materials and techniques.</b> <b>Length: at least 100 words. You can search the internet for a format.</b></li> </ul>

<b>METHOD OF SUBMISSION</b>	<p><b>Submit in class in A9 on or before the due date. Sign notification sheet that it has been submitted. Label all artworks with your name.</b></p> <p>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.</p> <p>Sources that have been used in your assignment need to be acknowledged in a reference list</p> <p>Computer / printer malfunctions are not considered a valid excuse for submitting an assignment late.</p> <p>Extensions must be applied to the TLC well before the due date</p>
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### GLOSSARY of KEY TERMS

<b>Body of Works</b>	Holistic piece(s) of art. It may be one or many pieces that show conceptual strength and meaning— technical refinement — coherent point of view.
<b>Media</b>	The materials used by an artist to make an artwork, e.g. oil paint on canvas, pastels and watercolour on paper, carved wood, etc.
<b>Theme</b>	the subject of a talk, piece of writing, exhibition, etc.; a topic.
<b>Medium</b>	Medium can refer to both to the type of art (e.g. painting, sculpture, printmaking), as well as the materials an artwork is made from
<b>Techniques</b>	the manner and ability with which an artist employs the technical skills of a particular art or field of endeavour. The body of specialized procedures and <b>methods</b> used in any specific field.
<b>Subject matter</b>	In artwork, the subject matter would be what the artist has chosen to paint, draw or sculpt.
<b>Artists Statement</b>	Your artist statement is about facts, a basic introduction to your art; WHY YOU MAKE YOUR ART, WHAT INSPIRES YOU TO MAKE IT, WHAT IT SIGNIFIES OR REPRESENTS, WHAT'S UNIQUE OR SPECIAL ABOUT HOW YOU MAKE IT, and briefly, WHAT IT MEANS TO YOU.

## MARKING RUBRIC

### PART A

CRITERIA	GRADE
Extensive experimentation and exploration of materials, techniques and response to theme. Presenting a technically refined Body of Works.	A
Experimentation and exploration of materials, techniques and response to theme. Presenting a technically high quality Body of Works.	B
Satisfactory experimentation and exploration of materials, techniques and response to theme. Presenting a good quality Body of Works.	C
Some attempt to experiment with and explore materials and techniques and to response to the theme.	D
Limited attempt to complete any artworks.	E

### PART B

CRITERIA	GRADE
Extensive research of several artists and their work, showing clear influences in their own art making and experimentation.	A
Thorough research of several artists and their work, showing clear influences in their own art making and experimentation	B
Satisfactory research of several artists and their work, showing clear influences in their own art making and experimentation	C
Some attempt to research an artist and their work.	D
No attempt to do research on an artist.	E

### PART C

CRITERIA	GRADE
<b>Outstanding:</b> <ul style="list-style-type: none"> <li>• Use of appropriate art language</li> <li>• Discussion demonstrating thorough and insightful knowledge and understanding of the theme</li> <li>• Reference to more than two artists and their work</li> </ul>	A
<b>High</b> <ul style="list-style-type: none"> <li>• Use of appropriate art language</li> <li>• Demonstration of knowledge and understanding of the theme</li> <li>• Reference to two or more artists and their work</li> </ul>	B
<b>Satisfactory</b> <ul style="list-style-type: none"> <li>• Use of appropriate art language</li> <li>• Demonstration of knowledge and understanding of the theme</li> <li>• Reference to at least one artist and their work</li> </ul>	C
<b>Limited</b> <ul style="list-style-type: none"> <li>• Use of art language</li> <li>• Discussion and understanding of the theme</li> </ul>	D
Little to no attempt to do set tasks	E

OVERALL GRADE:

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**COMMENTS**

<b>STRENGTHS</b>	
<b>AREAS FOR DEVELOPMENT</b>	

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

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

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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 <b>uncommon words</b> or words with <b>unusual patterns correctly</b> . Frequent use of subject specific technical words	
Correct spelling of <b>frequently used words</b> as well as <b>some</b> attempt to spell more <b>uncommon words with accuracy rate of 50-80%</b>	
Correct spelling of <b>frequently used words</b> and those with commonly seen spelling patterns	
Demonstrated difficulty in spelling high frequency words and spelling patterns.	
Limited correct spelling.	

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

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