



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Visual Arts
<b>Topic</b>	Critical and Historical Artist Study
<b>Class Teacher</b>	Ms Frost
<b>Head Teacher</b>	Ms Frost
<b>Year</b>	10
<b>Date Given</b>	Week 7
<b>Date Due</b>	Week 9
<b>Weighting</b>	30%

### Assessment Outline

Refer to the *Altered Object* resource and response booklet distributed by your teacher:

1. Read the explanations and artist statement. Highlight or underline any information or references to your selected artist's methods, techniques and ideas.
2. Note the ALARM response explanations on page, to help you with the scaffold on page.
3. Complete the ALARM scaffold for a long response on page 8. Use brief, bullet points in each section.
4. Expand your responses into full sentences and paragraphs (see the TEEL guide) as a long response.
5. Ensure that you proof read and edit your long response to ensure that it is free from spelling mistakes and punctuation errors.

### Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

### Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### Outcomes Assessed

- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
- 5.9 Demonstrates how the frames provide different interpretations of art.
- 5.10 Demonstrates how art criticism and art history construct meanings.

**Marking Rubric:**

<b>Range</b>	<b>A Student in this range demonstrates:</b>
25-30	<ul style="list-style-type: none"><li>• A sophisticated evaluation of practice that is applied to critical and historical interpretations of ceramic artworks, using the scaffold to plan a long response.</li><li>• An analysis, using the frames and agencies of the Conceptual Framework, to make historical and critical interpretations of assemblage artworks.</li><li>• A highly developed understanding of how art history and criticism create different levels of meaning.</li></ul>
15-24	<ul style="list-style-type: none"><li>• An analysis of practice that is applied to critical and historical interpretations of ceramic artworks, using the scaffold to plan a long response.</li><li>• A sound explanation, using the frames and agencies of the Conceptual Framework to make historical and critical interpretations of assemblage artworks.</li><li>• An understanding of how art history and criticism create meanings.</li></ul>
5-14	<ul style="list-style-type: none"><li>• A basic explanation of practice that is applied to critical and historical interpretations of ceramic artworks, partial/non-use of the scaffold and an attempted long response.</li><li>• A description using the frames and/or agencies of the Conceptual Framework to interpret assemblage artworks.</li><li>• A limited understanding of how meaning is created.</li></ul>
0-4	Non-attempt, non-serious attempt.