



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK

<b>Subject</b>	Visual Arts Year 9	
<b>Topic</b>	<b>Location</b>	
<b>Class Teacher</b>	Ms Coates	
<b>Head Teacher</b>	Ms Frost	
<b>Date Given</b>	Week 7	<b>Date Due – Week 10</b>
<b>Weighting</b>	20%	

**TASK DESCRIPTION: You will submit the following tasks for marking: Week 10**

- **Your Visual Arts Diary-**  
 -Location Title page,  
 -Brainstorm page: ideas, landscape composition types, landscape inspiration  
 -Artmaking practice-materials used, artmaking process, problems faced
- **Artist Study –David Hockney and Mandy Martin due Week 10**
- **Landscape canvas and digital landscape (ongoing practical work)**

**Outcomes-**

- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas and concepts and different meanings in their artwork
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of the aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function and relationships between artist-artwork-world-audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretation of art

**Task Guidelines:**

- Submit your Visual Arts Diary, with all documentation of conceptual and material development.
- Your Body of Work and Visual Arts Diary and Artist Study should demonstrate a term of applied conceptual and material development.

**Penalties:**

- A zero will be awarded if the student does not complete this task on the due date unless they have completed an illness and misadventure form.
- Plagiarism, the using of the work of others without acknowledgement, will incur serious penalties

**Please Note.**

- All work must be signed-off, on submission. *Do not simply leave work in your Art Room and consider it submitted.*
- All work/diaries must be submitted to Ms Coates **at the end of our Art period** on the due date, in A3.

## Year 9 Visual Arts- Location

<b>ASSESSMENT CRITERIA - Location:</b> Diary, Theory work (Frames)	<b>Mark</b>
<p><b>A-Highly Developed- COMPLEX-35-40 Marks)</b></p> <ul style="list-style-type: none"> <li>• Synthesised understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.</li> <li>• Demonstrates a perceptive understanding of the function of the relationship between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.</li> </ul>	
<p><b>B-Well Developed- EXTENDED-30to 35 marks</b></p> <ul style="list-style-type: none"> <li>• Interprets, explains and makes judgments about art applying an understanding of practice, the conceptual framework and the frames</li> <li>• Demonstrates a clear understanding of the function of and relationship between the agencies of the conceptual framework, and how the frames can be used to represent a point of view</li> </ul>	
<p><b>C-Developed- STANDARD-15 to 30 marks (What everyone will do).</b></p> <ul style="list-style-type: none"> <li>• Interprets, explains and makes judgments about art engaging with aspects of practice, the conceptual framework and some of the frames</li> <li>• Demonstrates understanding of the function of and relationship between the agencies of the conceptual framework, and how the frames can be used to represent a point of view</li> </ul>	
<p><b>D-Developing- BASIC-10 to 14 marks</b></p> <ul style="list-style-type: none"> <li>• Makes limited interpretations and judgments about art involving a foundational understanding of practice, the conceptual framework and some of the frames</li> <li>• Recognises of the function of and relationship between some of the agencies of the conceptual framework, and how some of the frames can be used to represent a point of view</li> </ul>	
<p><b>E-Not developed- INCOMPLETE/NON ATTEMPT 0-10 marks</b></p> <ul style="list-style-type: none"> <li>• Makes simple interpretations about art, with some references to practice, the frames and conceptual framework</li> <li>• With teacher support recognises some of the functions of and the relationships between some of the agencies of the conceptual framework, and that the frames can be used to represent a point of view.</li> </ul>	

**Feedback:**