



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK

<b>Subject</b>	Visual Arts Year 9	
<b>Topic</b>	<b>My Mind is a Map</b>	
<b>Class Teacher</b>	Ms Coates, Mrs McGregor	
<b>Head Teacher</b>	Ms Frost	
<b>Date Given</b>	Week 9	<b>Date Due</b> – start of week 11 (6 <sup>th</sup> April)
<b>Weighting</b>	30%	

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

- **Your Visual Arts Diary-** (Title page, brainstorm page: My World, Subjective page-The Scream, notes)
- **A3 Drawing of your head filled with personalised symbols**
- **Artist Study Booklet-Barbara Hanrahan** (completed)
- **Print- lino or etching-**Plans, sketches for print and completed print stuck into Visual Diary

**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 booklet 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 or Mrs McGregor **at the end of our Art period** on the due date.

ASSESSMENT CRITERIA	Mark
<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:**