



<b>Task Number</b>	ONE	<b>Task Name</b>	THE BODY-Prac & Theory
<b>Course</b>	Visual Arts	<b>Faculty</b>	CAPA
<b>Teacher</b>	Ms Simpson	<b>Head Teacher</b>	Ms Savins
<b>Issue date</b>	12/02/2019	<b>Due date</b>	<b>09/04/19</b> In Class
<b>Focus (Topic)</b>	Nude Schmude	<b>Task Weighting</b>	30%

**Outcomes**

<p>P1 Explores the conventions of artmaking</p> <p>P2 Explores the roles and relationships between the concepts of artist, artwork, world and audience</p> <p>P3 Identifies the Frames as the basis of understanding expressive representation through the making of art.</p> <p>P4 Investigates forms as representations in artmaking.</p> <p>P5 Investigates ways of developing coherence and layers of meaning in the making of art.</p> <p>P6 Explores a range of material techniques in ways that support artistic intentions.</p> <p>P7 Explores the conventions of practice in art criticism and art history.</p> <p>P8: Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art</p> <p>P9: Identifies the frames as the basis of exploring different orientations to critical &amp; historical investigations of art</p> <p>P10: Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed</p>
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**Task description**

<p><b>TASK DESCRIPTION: The task has two parts of equal value.</b></p> <ul style="list-style-type: none"> <li><b>Part A:</b> Students are to present all artmaking as explored in the “Nude Schmude” unit of studied in class over term 1. At a minimum, this includes the following: <ul style="list-style-type: none"> <li>One pencil grid drawing of Classical representation of the human form</li> <li>One clay sculpture representing the human form</li> <li>One Zinc Plate etching representing the human form</li> </ul> </li> </ul> <p><b>Visual Art Process Diary</b> showing any experimentation, drawings, research and exploratory work must also be submitted the artworks.</p> <ul style="list-style-type: none"> <li><b>Part B:</b> Students will sit a practice examination. The examination is in two sections of equal value.</li> </ul> <p><b>****Section I (short answers)- Complete in class</b></p> <p><b>****Section II (essay)- Complete at home and hand in on the 09/04/19</b></p>
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SECTION I will have 3 questions of different value (eg Q1. 5 marks, Q2. 8 marks, Q3. 12 marks) Answer each question with its value in mind and allocate your time accordingly eg, with the above example – 10 minutes, 15 mins, 20 mins. You must answer all questions in section I and start each question on a new, separate piece of paper.

SECTION II will have 6 more questions, Q's. 4 & 5 on PRACTICE, Q's. 6 & 7 on THE CONCEPTUAL FRAMEWORK and Q's 8 & 9 on THE FRAMES - Select **ONE** of the SECTION II Questions for Section II

You will be expected to draw on the history of 'The Human Form' Classical sculpture and the artists Henri Matisse & Ron Muick (and their artworks) in your Section II response.

### Marking Guidelines

ASSESSMENT CRITERIA Part A		MARK
<p><b>Outstanding:</b> Submitted artworks demonstrate sophisticated levels of technical accomplishment VAPD reflects annotations and development of ideas for submitted works. All four tasks are submitted and there may be additional works handed in.</p>	45 – 50 A	
<p><b>High:</b> Submitted artworks demonstrate strong technical accomplishment VAPD reflects annotations and development of ideas for submitted works. All four tasks are submitted and there may or may not be additional works handed in.</p>	35 – 44 B	
<p><b>Sound</b> Submitted artworks demonstrate technical accomplishment in some works, however, resolution is inconsistent. VAPD may or may not show annotations and development of ideas for submitted works. All four tasks are submitted</p>	25 – 34 C	
<p><b>Basic</b> Some works are submitted, however, technical accomplishment &amp; resolution is inconsistent. VAPD reflects minimal development of ideas for submitted works.</p>	15 – 24 D	
<p><b>Limited:</b> Works may or may not be submitted and reflect no attempt at resolution VAPD reflects little or no development of ideas for submitted works. The submission reflects a lack of engagement in the task.</p>	0 – 14 E	
<p><b>E range submissions (considered a non-serious attempt)</b> <b>Late submission – no misadventure - Assessment not submitted</b></p>		Parental notification
ASSESSMENT CRITERIA Part B		MARK
<p><b>Outstanding:</b> Sophisticated argument is presented and sustained that addresses all aspects of the question Examples are analysed and interpreted in support of the ideas presented Essay response reflects a thorough understanding of the course content covered in term 1</p>	45 – 50 A	
<p><b>High</b> Most aspects of the questions are addressed in a clear and concise way Examples are analysed and interpreted in relation to the questions Essay response reflects a good understanding of the course content covered in term 1</p>	35 – 44 B	
<p><b>Sound</b> Aspects of the questions are addressed in a clear and concise way Examples are used to support the response and generally relate to the question Essay response reflects a sound understanding of the course content covered in term 1</p>	25 – 34 C	

<p><b>Basic</b>  The student responses describe and/or represent the source material and question.  Examples may or may not be used, but may not be related to the question  Essay response reflects a basic understanding of the course content covered in term 1</p>	15 – 24 D
<p><b>Limited:</b>  Student responses do not reflect a serious attempt and/or relate to the source material presented  Essay response reflect an absence of due diligence and no revision of the term 1 course content</p>	0 – 14 E
<p><b>E range submissions (considered a non-serious attempt)</b>  <b>Late submission – no misadventure - Assessment not submitted</b></p>	Parental notification

**Feedback:**