



Task Number	TWO	Task Name	Skateboard & Research Task
Course	Yr 9 Visual Arts	Faculty	CAPA
Teacher	Ms Simpson/ Ms O'Sullivan	Head Teacher	Ms Hook
Issue date	27.5.25 WK5 Tuesday (A)	Due date	01.7.25 WK10 Tuesday (B)
Focus (Topic)	Street Art	Task Weighting	25% (15% prac & 10% C&H)

Outcomes

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.3 makes artworks informed by an understanding of how the frames affect meaning
5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.6 demonstrates developing technical accomplishment and refinement in making artworks
5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
5.9 demonstrates how the frames provide different interpretations of art

Part 1- Artmaking- Skateboard

You are to create a skateboard design on a social/political issue.

- You will be marked on your technical skills using paint
- The conceptual strength and connection to a political/social issue shown through the piece
- The overall resolution of the work. Is it finished? Have you taken care of the presentation of your work?

Part 2- Visual Arts Diary

Your Visual arts diary will be marked, it must include:

- All class handouts/work- glued in
- Planning/drawings of your skateboard design
- A reflection on your design- Write about the process (what steps you took to create your work, what you like about the piece and what you would do differently next time)
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Part 3- Artist's Practice- Research Task Google Presentation

- You will select one street artist from the list below and complete a Google Presentation answering the scaffolded questions (edit the presentation on Google Classroom)
- You will submit it on Google Classroom

Select one of these artists for your presentation:



Female and Non-Binary Street Artists

- **Lady Pink** (USA) – One of the first women in the NYC graffiti scene
 - **Miss Van** (France) – Known for baroque-inspired female figures
 - **Swoon** (USA) – Creates detailed wheat-paste portraits with humanitarian themes
 - **Maya Hayuk** (USA) – Known for large-scale murals with vibrant geometric patterns
 - **Shamsia Hassani** (Afghanistan) – Uses graffiti to give Afghan women a voice
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Street Artists

- **Vhils** (Portugal) – Carves faces into walls using drills and explosives
- **JR** (France) – Large-scale black-and-white photographic wheat-paste murals
- **Keith Haring** (USA) – Known for bold lines, bright colours, and social activism
- **Jean-Michel Basquiat** (USA) – Started as SAMO in graffiti before becoming a major figure in contemporary art
- **ROA** (Belgium) – Black-and-white murals of animals, often decaying
- **Os Gemeos** (Brazil) – Twin brothers known for colourful, dreamlike characters
- **Faith47** (South Africa) – Blends calligraphy, symbolism, and social themes
- **Blek le Rat** (France) – A pioneer of stencil art before Banksy

If you are having trouble or have any questions email your classroom teacher

Ms Simpson rebecca.simpson36@det.nsw.edu.au

Ms O'Sullivan deanne.osullivan1@det.nsw.edu.au

Marking Criteria- Artmaking-Skateboard	
<p><i>Outstanding – Extensive knowledge, understanding and skills are displayed through a submission which:</i></p> <ul style="list-style-type: none"> ● Highly developed technical skills and refinement demonstrated using paint ● Outstanding understanding of social/political issue represented in a successful design ● Outstanding refinement and presentation of skateboard ● Visual Arts diary has been used to document processes, includes a highly detailed reflection of the artmaking process and all classwork complete 	<p>A 21-25</p>
<p><i>High – Thorough knowledge, understanding and skills are displayed through a submission which:</i></p> <ul style="list-style-type: none"> ● High level of technical skills demonstrated through the use of paint ● High level of understanding of social/political issue is represented in design ● Design show a high level of refinement and presentation ● Visual Arts diary has been used to document processes and includes a detailed reflection of the artmaking process and all classwork is complete. 	<p>B 16-20</p>
<p><i>Sound – Satisfactory knowledge, understanding and skills are displayed through a submission which:</i></p> <ul style="list-style-type: none"> ● Sound level of technical skills is demonstrated using paint as a medium ● Design show understanding of the political/social issue chosen ● Design show a sound level of refinement and care for presentation ● Visual Arts diary has been used to document processes and includes reflection of the artmaking process and most of the classwork included. 	<p>C 11-15</p>
<p><i>Basic – Elementary knowledge, understanding and skills are displayed through a submission which:</i></p> <ul style="list-style-type: none"> ● Developing technical skill using paint as a medium ● Design shows a elementary understanding of chosen social and political issue ● Developing skills in the refinement and presentation of artworks ● Little conceptual strength or meaning is presenting in artworks ● Visual Arts diary has minimal processes documented and classwork incomplete 	<p>D 6-10</p>
<p><i>Limited – Students do not reach minimum requirements for this task, through a submission which:</i></p> <ul style="list-style-type: none"> ● Limited technical skills is presented with paint ● Artwork shows minimal link to a political/social issue ● Design is poorly presented or incomplete ● Visual Arts diary has not been used to document processes and does not include classwork. 	<p>E 0-5</p>

Mark /25

Feedback:

Marking Criteria- Critical and Historial- Google Presentation	
Outstanding <ul style="list-style-type: none"> • Demonstrates an insightful and highly detailed understanding of the artist's practice, including materials, intentions, and context. • Provides a sophisticated, well-supported visual analysis of a • one artwork using accurate art terminology and visual language. • Offers highly perceptive interpretations of the artist's ideas, themes, and the relationship between world, artist, and audience. • Presentation is exceptionally clear, engaging, and well-organised with excellent visuals and confident delivery. • Uses a wide range of credible sources. 	21-25
High <ul style="list-style-type: none"> • Demonstrates a well-developed understanding of the artist's practice with clear detail on materials, techniques, and context. • Provides a clear and thoughtful analysis of artwork using relevant art terminology. • Demonstrates clear and informed interpretations of the artist's themes and audience relationship. • Presentation is clear and well-structured with effective visuals and communication. • Uses several credible sources. 	16-20
Sound <ul style="list-style-type: none"> • Demonstrates a satisfactory understanding of the artist's practice with some relevant detail. • Provides a general analysis of artworks with some use of appropriate terminology. • Shows basic interpretations of the artist's themes and influences. • Presentation is adequately organised with suitable visuals and delivery. • Uses some relevant sources with basic referencing. 	11-15
Basic <ul style="list-style-type: none"> • Demonstrates a limited understanding of the artist's practice. • Provides a simple description of artworks with minimal art terminology. • Offers limited interpretation of ideas or context. • Presentation is uneven or unclear, with some issues in visuals or communication. • Uses few sources with inconsistent or limited referencing. 	6-10
Limited <ul style="list-style-type: none"> • Demonstrates little or no understanding of artist's practice. • Provides minimal or no analysis of artworks. • Shows minimal understanding of ideas, audience, or context. • Presentation is poorly organised, hard to follow, or incomplete. • Uses minimal or no sources with missing referencing. 	0-5

Mark: /25

Total: /50

Feedback: