

Stage 2

VISUAL ARTS



ASSESSMENT TYPE 1 FOLIO (40%)

For a 10-credit subject, students produce **one** folio that documents their visual learning, in support of their **one** work of art or design.

For a 20-credit subject, students produce **one** folio that documents their visual learning, in support of their **two** works of art or design.

A work of art or design may be a single resolved practical or body of resolved work.

The folio is a work in progress that should be:

- useable and manageable
- portable (paper or digital file)
- set up to allow for continual modification, addition, and review.

The folio should include evidence of visual learning, such as:

- starting points for visual thinking
- the application of creative thinking and/or problem-solving skills
- sources of inspiration and influence
- the analysis and comparison of works of art or design
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations and experiments with style, media, materials, technologies, and processes with annotated observations and appraisals
- the practice and application of skills, which may include repetition and analysis
- the refinement of ideas leading up to decisions about the final resolved product and justification for those decisions
- photographic evidence of the stages of production and the resolved works of art or design
- conclusions that challenge or support artistic or design conventions.

The folio should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay.

For a 10-credit subject, as a guide, there should be a total of twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work or a body of resolved work.

For a 20-credit subject, as a guide, there should be a total of forty A3 sheets (or equivalent) of visual and written and/or oral evidence to support two resolved practical works, or a body of resolved work.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical application
- knowledge and understanding
- analysis and synthesis.



ASSESSMENT TYPE 2 PRACTICAL (30%)

All practicals are resolved from visual thinking and learning documented in the folio.

The practical assessment consists of two parts:

- art or design practical work
- the practitioner's statement.

Art or Design Practical Work

For a 10-credit subject, students produce **one** practical, which must be a **single** resolved work or a **body** of resolved work.

For a 20-credit subject, students produce **two** practicals, which must be resolved works or **one** body of resolved work.

Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, fabrication (wood, plastic, or metal), sculpture, ceramics, and/or textiles.

Design practicals may be categorised in the broad areas of product design, environmental design, graphic design, or visual communication.

The Practitioner's Statement

For a 10-credit subject, students prepare a written practitioner's statement for one resolved practical.

For a 20-credit subject, students prepare two written practitioner's statements if they have produced two resolved practical works, maximum of 500 words; students prepare one written practitioner's statement if they have produced one body of resolved practical work, maximum of 1000 words.

A practitioner's statement for art practical work should include:

- a description of starting points and influences
- an explanation of the intended meaning or message of the practical work or works
- the student's evaluation of his or her own practical work or works and connections with other practitioners' work
- the communication of beliefs, values, or a philosophy about a personal art aesthetic.

A practitioner's statement for design practical work should include:

- a summary of the design brief
- a description of starting points and influences
- an evaluation of how well the design resolution meets the parameters of the design brief
- the student's evaluation of his or her own practical work or works and connections with other practitioners' work
- the communication of beliefs, values, or a philosophy about a personal design aesthetic.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical application
- analysis and synthesis.

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ASSESSMENT TYPE 3 VISUAL STUDY (30%)

For both a 10-credit subject and a 20-credit subject, students produce one visual study.

A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

Students develop an idea for a visual study that may:

- answer a question about a practical application
- explore and/or experiment with concepts, ideas, media, materials, techniques, technologies, and/or processes
- support or refute a visual arts-in-practice statement.

The visual study may be connected to, but must not repeat, other aspects of the teaching and learning program. Students may wish to take the opportunity to diversify and to learn about an area of art or design not covered elsewhere in their teaching and learning program.

Students are to provide an A3 folio or a CD or DVD with photographs of their visual explorations. An audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, such as model-making, sculpture, installation, performance, or body art. The A3 folio, CD, or DVD should contain written or oral material that should include introductory information, annotated comments, analysis, synthesis, and conclusions.

For a 10-credit subject, students should submit a maximum of ten A3 pages (or equivalent) of visual study, integrated with a maximum of 1000 words of written text (source references not included) or a maximum of 6 minutes of recorded oral explanation.

For 20-credit subjects, students should submit a maximum of twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written text (source references not included) or a maximum of 12 minutes of recorded oral explanation.

The following specific features of the assessment design criteria for this subject are assessed in the visual study:

- practical application — PA1 and PA3
- analysis and synthesis — AS1, AS2, and AS4
- inquiry and exploration — IE1 and IE2.

Practical Application

The specific features are as follows:

- PA1 Conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.
- PA2 Exploration to refine technical skills and use media, materials, and technologies.
- PA3 Documentation of creative visual thinking and/or problem-solving processes.
- PA4 Application of technical skills and use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.

Knowledge and Understanding

The specific features are as follows:

- KU1 Knowledge of visual arts concepts, forms, styles, and conventions, and an understanding of their practical application.
- KU2 Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.
- KU3 Understanding of the aesthetic and/or functional qualities in works of art or design.

Analysis and Synthesis

The specific features are as follows:

- AS1 Critical analysis and interpretation of works of art or design from different contexts.
- AS2 Use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions.
- AS3 Evaluation of own work and connections or comparisons with other practitioners' work.
- AS4 Evaluation of, and conclusions about, visual arts learning.

Inquiry and Exploration

The specific features are as follows:

- IE1 Use of research skills and understanding of inquiry methods to locate and acknowledge sources, explore, experiment, and develop insights into aspects of the visual arts.
- IE2 Exploration and self-analysis in development of a personal aesthetic through the visual arts.