

Acrylics C+ 17/30

The student has demonstrated each specific feature to a **C+** level of the performance standards.

“Investigation of acrylic paint; including brushes and techniques.”

Practical Application

PA1 Conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.

The study starts with an investigation of painting techniques, media applications and brush qualities in conjunction with acrylic paint. The works of three artists: Shelley James, Peter Dranitsin and Julia Di Sana are analysed and the concept, composition and techniques used by each are considered, replicated and then developed into resolved paintings. The process of refining each idea is clearly evident with attempts at presenting students own ideas in three compositions.

PA3 Documentation of creative visual thinking and/or problem-solving processes.

The study is well organised with appropriate headings and explanations documenting the personal creative visual thinking, evidenced in technique applications and explorations. Practical analysis and associated problem solving is referenced with annotated summaries and in conclusive statement.

Analysis and Synthesis

AS1 Critical analysis and interpretation of works of art or design from different contexts.

The evidence fluctuates between well informed and considered critical analysis and interpretation of several works of art. The commentary and connections to visual evidence are thoughtfully and concisely annotated.

AS2 Use of visual arts language to interpret, respond to, and synthesis thoughts on visual arts, including issues and/or questions.

Throughout the study there are elements of both proficient and competent use of visual art language. Responses to their exploration of acrylic painting techniques is essentially competent and descriptive whilst analysis and interpretation of the artist's work and their won practical resolutions indicates proficient and appropriate use of visual arts language. The emphasis is on responding to compositional structures with consistent references to the visual arts elements in relation to visual effects, textures and stylistic features to each artwork and the technique especially highlighted in their 'Critical Analysis' responses.

AS4 Evaluation of, and conclusions about, visual arts learning.

The student's evaluations of, and conclusions in relation to their visual arts learning are competent and appropriate with reflective annotations accompanying each section.

The study's conclusion focuses on the visual arts learning that has occurred throughout each stage of the study from exploration and experimentation stages to the application of ideas and techniques in final practical responses.

Inquiry and Exploration

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.

The study shows mostly clear insight into the techniques and media associated with acrylic paints including possibilities for practical application and manipulation of techniques to achieve visual effects and concepts inspired by competent research which has informed student's explorations and experimentation.

The bibliography appropriately acknowledges a directed range of relevant of sources in relation to each aspect of the study.

IE2 Exploration and self-analysis in development of personal aesthetic through visual arts.

There is evidence of technique exploration supported by interpretations of visual qualities and compositional elements derived from artist work which have enabled attempts at the development of a personal aesthetic in direct response to artist's techniques and ideas.

	Practical Application	Analysis and Synthesis	Inquiry and Exploration
B	Thoughtful and well-planned conceptualisation, development, and resolution of imaginative or personally relevant visual ideas. Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.	Well-informed and well-considered critical analysis and interpretation of several works of art or design from different contexts. Proficient use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions. Thoughtful and well-explained evaluation of, and conclusions about, visual arts learning.	Systematic use of research skills and a sound understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop mostly clear insights into different aspects of the visual arts. Thoughtful exploration and self-analysis in development of a personal aesthetic through the visual arts.
C	Considered conceptualisation, development, and resolution of imaginative or personally relevant visual ideas. Organised documentation of creative visual thinking and/or problem-solving processes.	Informed and considered critical analysis and interpretation of two or more works of art or design from different contexts. Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions. Competent and appropriate evaluation of, and conclusions about, visual arts learning.	Competent use of research skills and considered understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop some insights into different aspects of the visual arts. Some considered exploration and self-analysis in development of a personal aesthetic through the visual arts.