

## **Watercolours B 21/30**

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

*“Watercolours; Knowledge and skills of techniques and application.”*

### **Practical Application**

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

The study is a thoughtful and well planned investigation and exploration of watercolour techniques is directed responses to the art making practice of four Australian watercolour artists: Susan Sheridan, Karlyn Holman, Elaine Mortimer and Roger Murphy. The student’s extensive media experiments are initially directly linked to the artists practice and imagery. Specific techniques and their subtleties were further explored with evidence of extending possibilities of colour schemes and media manipulation; layering, wet on wet, brush techniques, using different grounds and incorporating sticks. These were often applied to student’s imaginative visual ideas.

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

The study is formatted and sequenced in a thoughtful and logical manner. The problem solving processes, creative applications and compositional devices and stylistic features are clearly presented in response to each artist’s practice. Associated practical explorations, resulting visual effects are consistently annotated referencing, technique, effectiveness and aesthetics.

### **Analysis and Synthesis**

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

The analysis and interpretation of each artists work is carefully articulated and deconstructed with clarity and referenced in a point form. The commentary is well considered. The introductory outline of each artists approach to technique, subject matter, style and creative intent is thoughtful and informed.

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

The study is rich with the consistent and proficient use of visual arts language in response to both artists work and students own practical applications. The commentary is consistently directed to the evidence of specific features of the visual arts elements and principles across all aspects of the study. The student has effectively synthesized the analysis of each artists approach culminating in their practical responses to each artists practice and subsequent extension experiments.

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

The visual arts learning is evidence throughout this study in evaluative annotations accompanying practical experiments and in the conclusion in which the student evaluates and reflects on the journey of responding to and extending on their skills and understanding of the technical intricacies of the techniques and possible applications. The summary is a thoughtful and well explained synopsis of their learning.

## 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.**

Evidence of systematic use of research skills to gain clear insights into the skills and knowledge required to explore and experiment with watercolour media. The sources of inspiration were chosen to enable access to a variety of appropriate artworks with the emphasis on Australian artists responding to Australian landscape themes as explained by the student.

The bibliography appropriately acknowledges a wide range of relevant sources to inform the investigations including books, gallery visits and websites.

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

There is evidence of the artist's approaches impacting on the student's personal aesthetic in response to thoughtful exploration of the subtleties and refinement of relevant techniques and possible practical application. Comments in the final concluding statement reflect on the student's self-analysis in developing an aesthetic sensibility.

	<b>Practical Application</b>	<b>Analysis and Synthesis</b>	<b>Inquiry and Exploration</b>
<b>B</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.