



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: Creative and Performing Arts

Course: Visual Arts

Year: 11

Assessment Task: #1 Body of Work (Artmaking 25%) & Written Analysis (H/C studies 10%)

Assessment Weighting: 35% Due: Term 2 Week 1 Date: 28/04/23 (Period 1 - Studio)

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

### Task Description/Overview

Assessment Weighting : 35% (25% Artmaking + 10% H/C Studies)

\*Artmaking 25% Submit **TWO** resolved Still life drawing artworks from your collection of works.

\*H/C Studies 10% Complete **ONE** Analysis template

### Detailed Assessment Task Description

#### Component #1: 25%

***Still life: One of the principal genres (subject types) of Western art – essentially, the subject matter of a still life painting or sculpture is anything that does not move or is dead.***

<https://www.tate.org.uk/art/art-terms/s/still-life>

Students submit **two resolved still life drawings**.

Students choose two resolved still life artworks from their collection they have produced throughout Term 1 to be marked for assessment - both artworks are worth a **total** of 25%.

In resolving the artworks consideration should be given to **size, line, shape, colour, tone, texture, direction, repetition, contrast and balance - the structural qualities of the work.**

#### Component #2:10%

Choose an artist from below and research one artwork (**drawing**).

Complete the template (hard copies in classroom / e-copy: Canvas / JEHS website).

Suggestions include: Jan Senbergs / Vernon Ah Kee / Nick Mourtzakis / William Kentridge / Melissa Cooke Benson / Catherine Jenna Hendry (CJ Hendry).

**Submit a hard copy of the template.**

<b>Assessment Criteria : Artmaking</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<p>Highly developed:            understanding of the still life genre and how the structural and subjective frames represent ideas and develop meaning.            technical accomplishment in making and resolving sophisticated artworks in 2D form.</p> <p><i>Students experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.</i></p>	<b>9-10</b>
<b>High (H)</b>	<p>Well developed:            understanding of the still life genre and how the structural and subjective frames represent ideas and develop meaning.            technical accomplishment and refinement to make artworks in 2D form.</p> <p><i>Displays technical sensitivity and moderation, although some aspects are more refined while others are elaborated and/or overworked.</i></p>	<b>7-8</b>
<b>Sound (S)</b>	<p>Sound:            understanding of the still life genre and how the structural and subjective frames represent ideas and develop meaning but in limited ways.            technical accomplishment in making artworks in 2D form.</p> <p><i>Displays technical proficiency yet not very sensitive or refined.            Some display for display's sake, little moderation.</i></p>	<b>5-6</b>
<b>Basic (B)</b>	<p>Basic:            Understanding of the still life genre, the structural and subjective frames.            technical accomplishment.</p> <p><i>Displays little refinement or subtlety.</i></p>	<b>3-4</b>
<b>Limited (L)</b>	<p>Elementary:            understanding of the still life genre, the structural and subjective frames.</p> <p><i>Displays neither technical accomplishment nor moderation.            Limited consideration of the conditions set by selection of materials.</i></p>	<b>1-2</b>

<b>Assessment Criteria: H/C Studies</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	Completes all components of the analysis - detailed and accurate. Proficient spelling, punctuation and grammar. Bibliography.	<b>9-10</b>
<b>High (H)</b>	Completes components of the analysis template. Accurate research. Competent spelling, punctuation and grammar. Bibliography.	<b>7-8</b>
<b>Sound (S)</b>	Completes components of the analysis template. Sound research. Good spelling, punctuation and grammar. Bibliography.	<b>5-6</b>
<b>Basic (B)</b>	Some attempt of components of the analysis template. Evidence of some research. Basic understanding of spelling, punctuation and grammar.	<b>3-4</b>
<b>Limited (L)</b>	Little or no attempt to complete task.	<b>1-2</b>

Include a Bibliography: what resources did you use to complete your research task?

Websites

- name of the organisation or person who made the site
- name of the site
- date you looked at the site
- complete web address

For example: State Library of Victoria, ergo, viewed 15 March 2011, <http://www.ergo.slv.vic.gov.au>

### **Satisfactory completion of courses**

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes



