



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: Creative and Performing Arts

Course: PDM

Year: 9

Assessment Task: # 1 'Photographers of the past' (H/C)

Assessment Weighting: 20% Due: Term 1 Week 8 Date: 13/03/2023

Task Type: **Hand in Task**  In Class Task  Practical Task

### Outcomes assessed (NESA)

5.7, 5.8, 5.9 & 5.10

### Task Description

Research Task

### Detailed Assessment Task Description

**Max Dupain** is one of Australia's most admired photographers. His work has been collected by most of the major galleries around Australia and all around the world. His work has influenced generations of photographers and he is considered one of the most influential photographers of the 20th century

#### Part A – CORE – all students to compete

(Total 18 marks - maximum grade achievable - Sound)

- **Research: Artist (Photographer) / Artwork (Photograph):** Max Dupain's *The Magnolia* and complete the template.
- **Frames:** Structural

**Olive Cotton** and **Wolfgang Sievers** were progressive modern Australian photographers.

#### Part B – Extension 1

(Total 24 marks - maximum grade achievable - High)

- **Research: Artworks (Photographs):** Olive Cotton's *Tea cup Ballet* & Wolfgang Sievers's photograph *Sulphuric acid plant, Electrolytic Zinc, Risdon Road, Tasmania*.
- **Frames:** Structural

**Dorothea Lange** was an American documentary photographer whose portraits of displaced farmers during the Great Depression greatly influenced later documentary and journalistic photography.

## Part C – Extension 2

### (Total 30 marks - grade achievable - Outstanding)

- **Research: Artwork (Photograph):** Dorothea Lange's *Migrant Mother*.
- Analyse how the photographer has considered the Cultural and Subjective Frames in her photograph

### All students must compete Part A - CORE.

Submit a HARD COPY of your research task (hand written or typed using the word document).

A word version of the template is on CANVAS.  
Students must include a bibliography.

<https://www.artgallery.nsw.gov.au/> is a good website to assist your research.

### Assessment Criteria PART A (CORE) - All students to attempt

Grade	Description	Mark Range
Sound (S)	Completes all components of Part A. Accurate research. Good use of sentence structure, grammar, punctuation, and spelling.	13-18
Basic (B)	Completes some components of Part A. Insufficient research - some questions answered correctly Basic use of sentence structure, grammar, punctuation, and spelling.	7-12
Limited (L)	Limited effort to complete the task.	1-6

### Assessment Criteria PARTS A (CORE) AND B (Extension 1)

Grade	Description	Mark Range
High (H)	Completes all components of Part A and B. Accurate research. Criteria answered correctly. Competent understanding of spelling, punctuation, and grammar.	19-24
Sound (S)	Completes most components of Part A and B. Sound research. Most criteria answered correctly. Good understanding of spelling, punctuation, and grammar.	13-18
Basic (B)	Attempts some components of Part A and B. Some evidence of research. Basic understanding of spelling, punctuation, and grammar	7-12
Limited (L)	Limited effort to complete components Part A and B. Elementary research. Simple understanding of spelling, punctuation, and grammar.	1-6

<b>Assessment Criteria PARTS A CORE, B (Extension 1) and C (Extension2)</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	Completes all components of Part A, B and C. Highly detailed and accurate research. All criteria answered accurately. Proficient understanding of spelling, punctuation, and grammar.	25-30
<b>High (H)</b>	Completes all components of Part A, B and C. Detailed and accurate research. Criteria answered accurately. Competent understanding of spelling, punctuation, and grammar.	19-24
<b>Sound (S)</b>	Completes most components of Part A, B and C. Sound research. Most criteria answered correctly. Good understanding of spelling, punctuation, and grammar.	13-18
<b>Basic (B)</b>	Attempts some components of Part A, B and C. Some evidence of research. Basic understanding of spelling, punctuation, and grammar	7-12
<b>Limited (L)</b>	Limited effort to complete components Part A, B and C. Elementary research. Simple understanding of spelling, punctuation, and grammar.	1-6

### **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

Student Name \_\_\_\_\_

**PART A (CORE)**

**Photographer/Photograph Analysis Worksheet**



Max Dupain



*The Magnolia*

What is the **photographer's nationality**?

/1

**Date of birth/death:**

/1

Biography (**List 5 important/interesting details about the photographer's life**)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

/5

*(Insert/paste an image of the photograph)*



/2

When was the **photograph made**?

/1

Materials used for the photograph.

/1

What is the **size** of the photograph?

/1



Structural frame:

Dupain restricted his work to black and white photography.

Do you feel *The Magnolia* would have been as successful in colour? Give reasons for your response.

/2



Structural frame

Describe the shapes in the photograph.

/2



Structural frame

Is there an even balance of light and dark areas in this photograph (tonal variation)? Why do you think the photographer has done this?

/2

**Total PART A**

**/18**

## **PART A: Bibliography: what resources did you use to complete your research task?**

Remember to make a note of websites, books, or any other sources you used in the space below.

### Books

- author's name – surname followed by first initial
- year of publication of the edition you're using
- title, in italics
- publisher
- place of publication, usually a city

For example: Jones, I 2003, *Ned Kelly: a short life*, Lothian Books, South Melbourne, Vic.

### Magazines, newspapers & journals

- author's name – surname followed by first initial if there's a by-line
- year of publication
- title of the article in single quote marks ['...']
- name of the publication, in italics
- specific date, including volume number if applicable
- page number

For example: 'Yorta people vow to fight on', *The Age*, 19 Dec 1998, p 8

### Websites

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

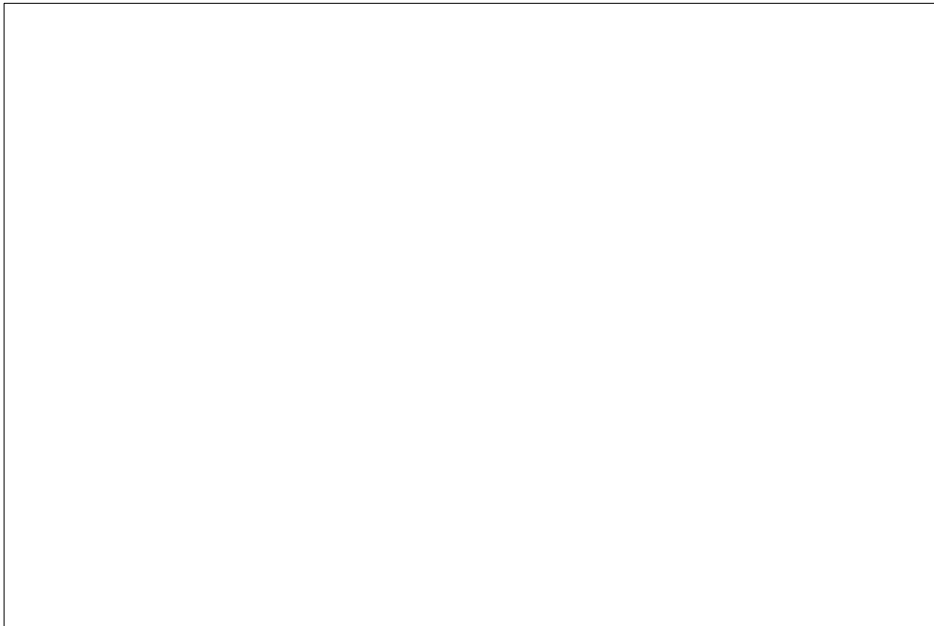
For example: State Library of Victoria, ergo, viewed 15 March 2011, <http://www.ergo.slv.vic.gov.au>

## ***Bibliography:***

**PART B (Extension 1)**

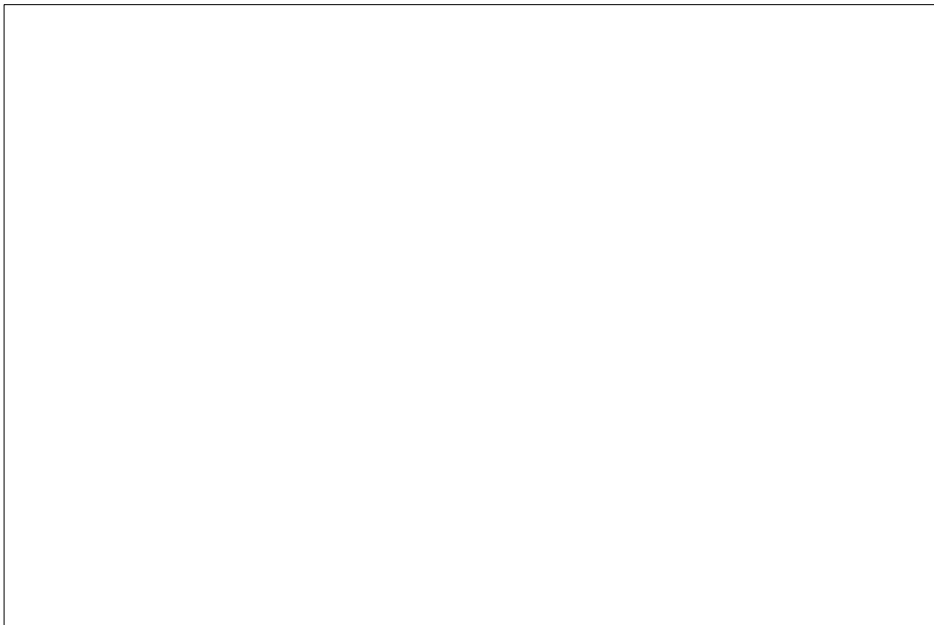
**Research: Artwork:** Research Olive Cotton's photograph *Teacup Ballet* and Wolfgang Sievers's photograph *Sulphuric acid plant, Electrolytic Zinc, Risdon Road, Tasmania*.

*(Insert/paste an image of the photograph- Tea Cup Ballet)*




/ 1

*(Insert/paste an image of the photograph- Sulphuric acid plant, Electrolytic Zinc, Risdon Road, Tasmania)*




/ 1

Structural frame:  
 What can you see in Wolfgang Sievers's photograph *Sulphuric acid plant, Electrolytic Zinc, Risdon Road, Tasmania*? How has the photographer used different types of lines and shapes?

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/1

Structural frame:  
 Using Olive Cotton's photograph *Teacup Ballet* describe the artists use of composition (position of objects in the photograph).

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/1

Practice:  
Cotton and Dupain made photographs in the genre of '**still life**'. What does this art term mean?

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/1



Select another artwork/ photograph made by Dupain, Cotton or Sievers. Write down the name of the artwork and describe the composition (layout) of the photograph.

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/1

**Total PART A + B      /24**



## **PART B: Bibliography: what resources did you use to complete your research task?**

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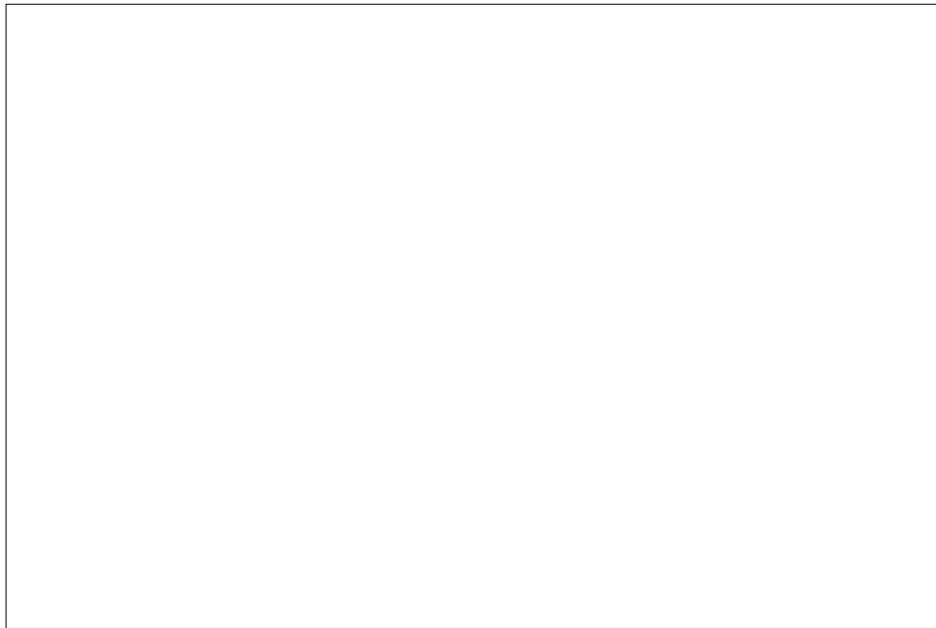
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## ***Bibliography:***

**PART C (Extension 2)**

**Research: Artwork** – Dorothea Lange’s *Migrant Mother, California* 1936.

(Insert/paste an image of the photograph)



Cultural frame:

1. What do you see in this photograph? What does the title refer to?

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/2



2. How does this photograph make the audience feel?

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/2

3. Research **TWO** important events that were happening in the world during the 1930s.

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/2

**Total PARTS A + B + C** **/30**

## **PART C: Bibliography: what resources did you use to complete your research task?**

Remember to make a note of websites, books, or any other sources you used in the space below.

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