



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: Creative and Performing Arts

Course: PDM

Year: 10

Assessment Task: # 1 Research task (H/C Studies)

Assessment Weighting: 20% Due: Term 1 Week 9 Date: 27/03/2024

Task Type: Hand in Task In Class Task Practical Task

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|--|
| Outcomes assessed (NESA) |
| 5.7, 5.8, 5.9 & 5.10 |
| Task Description/Overview |
| Research Task – PARTS A, B AND C. |
| Detailed Assessment Task Description |
| Part A – CORE – all students to complete (total/max18 marks) Research: Artist /Artwork: Shepard Fairey's 'Hope' poster and fill in the template for PART A. <i>Frank Shepard Fairey is an American contemporary street artist, graphic designer, activist, illustrator, and founder of OBEY Clothing who emerged from the skateboarding scene. His work combines street-art activism with entrepreneurial spirit.</i> |
| Part B – optional extension (total/max 24 marks) Research: Artwork: Research 'Hope' poster. |
| Part C – optional extension (total/max 30 marks) Research: Artist / Artwork Practice / Cultural Frame – Shepard Fairey's 'We the People' poster. |
| <u>All students must complete Part A.</u> |
| A copy of this assessment, template and links to resources can be found on Canvas. https://blog.artsper.com/en/a-closer-look/10-things-know-shepard-fairey/ https://obeygiant.com/propaganda/manifesto/ https://www.streetartbio.com/artists/shepard-fairey/ https://www.theartstory.org/artist/fairey-shepard/ https://thecreativeindependent.com/people/shepard-fairey-on-political-art/ https://theconversation.com/shepard-faireys-inauguration-posters-may-define-political-art-in-trump-era-71583 https://amplifier.org/campaigns/we-the-people/ |
| Submit a HARD COPY of your research task (handwritten). |

| Assessment Criteria PART A (all students to attempt - CORE) | | |
|--|--|-------------------|
| 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 AND B (optional extension) | | |
|---|--|-------------------|
| 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. Basic research. Simple understanding of spelling, punctuation and grammar. | 1-6 |

| Assessment Criteria PARTS A, B (optional) and C (optional extension) | | |
|---|---|-------------------|
| Grade | Description | Mark Range |
| Outstanding (O) | 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 |
| High (H) | 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 |
| Sound (S) | Completes most components of Part A, B and C. Sound research. Most criteria answered correctly. Good understanding of spelling, punctuation and grammar. | 13-18 |
| Basic (B) | Attempts some components of Part A, B and C. Some evidence of research. Basic understanding of spelling, punctuation and grammar | 7-12 |
| Limited (L) | Limited effort to complete components Part A, B and C. Basic 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

PART A

Art Analysis Worksheet Using Shepard Fairey's 'Hope' poster (to the right).

To support the 2008 candidacy of Barack Obama, Fairey designed an unofficial campaign poster that very quickly became the official one and created one of the first iconographic artworks of the new millennium.



When was the **artwork made**?

_____ /1

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

_____ /1

What **date** was the artist born?

_____ /1

What **kind of artwork** is it (**form**)? (painting, drawing, sculpture, installation, print, photograph, film, architecture)

_____ /1

What is it **made** from (**medium**)?

_____ /1

What is the **size** of the artwork?

_____ /1

Who was the subject of these artworks?

_____ /1

Why did **Shepard Fairey** choose to use text in the posters?

_____ /1

List at least **two major events** that happened in the **world/history** during the same time this artwork was made?



_____ /5

Describe how the artist has used **line** (Blurred, broken, contour, curved, diagonal, freehand, fuzzy, horizontal, ruled, short, straight, thick, thin, vertical, wide, etc.)

/5

Total PART A /18

PART 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>

Bibliography:



PART B (optional extension)

Shepard Fairey pasted the 'Hope' poster everywhere for the public to see. What was the artist hoping to achieve by doing this?

/1

What was the artist communicating in 'Hope'?

/1

How has the artist has used **colour** (bright, calm, clear, complementary, contrasting, cool, dull, monochromatic, multi-coloured, muted, pale, primary, secondary, tertiary, tinted, vibrant, warm, etc.)

/2

Describe how the artist uses **shapes** (distorted, flat, free, geometric, heavy, linear, massive, organic, inorganic, sharp, soft, etc.).

/1

What was the audience's response to these images?

/1

PART B: 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>

Bibliography:

In 2017, Fairey made these posters free to download. What was he hoping to achieve by making these posters free?

/3

Total PARTS A + B + C /30

PART C: 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>

Bibliography:
