Stage 2 Visual Arts

Assessment Type 3: Visual Study

Assessment Indicators

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|  | A | B | C | D | E |
| PA1 Conceptualisation, development, and resolution of imaginative or personally relevant visual ideas. | * Insightful, very complex or challenging exploration of concepts and resolutions prompted by artists/designers relevant to study. * Own concepts, and ways of resolving visual ideas, initiated by the student and personally relevant to the study. * Concepts of artists/designers explored, and authentic personal, or imaginative resolved, concepts developed, and presented with planned clarity. * Evidence of media responses exploring specific qualities of the materials, techniques, and approaches, directly linked to approach of artists/designers. * Reference to art-making practice or design processes throughout. | * Thoughtful and well-planned exploration of concepts and resolutions connected to the work of artists/designers relevant to study. * Evidence of planned development of associated concepts and idea resolution. * Concepts of artists/designers explored together with own imaginative or personally relevant visual ideas. Clear connections made. * Evidence of media experiments directly linked to approach of artists/designers. * Some directed references to art practices or design processes. | * Considered conceptualisation and development of imaginative or personally relevant ideas in response to work of artists/designers relevant to study. * Concepts identified and developed, with considered evidence of resolved ideas. * Identified concepts explored, and connection with artists/designers developed, with attempts at presentation of own ideas. * Evidence of media manipulation. * Acknowledgment of art practices or design processes. | * Elements of conceptualisation evident in response to work of artists/designers with link to study. * Attempt to develop and resolve ideas/idea related to study. * Basic reference to concepts and some connection made with artists/designers. * Limited evidence of attempts to experiment with related media. * Reference to art practice or design processes may be tenuous. | * Very limited, if any, understanding of concepts. * May have some copied images. * Limited response to, or no acknowledgement of, work of artists/designers. |
| PA3 Documentation of creative visual thinking and/or problem-solving processes. | * Insightful and thorough documentation and recording of personal creative visual thinking and/or problem-solving processes. * Deconstruction of compositional devices are highlighted and thoroughly documented. | * Thoughtful and organised documentation of personal creative visual thinking and/or problem-solving processes. * Compositional elements and structures are referenced and noted. | * Organised documentation of personal creative visual thinking and/or problem-solving processes. * References made to style and some compositional elements noted. | * Disjointed or partial documentation of own creative visual thinking and/or problem-solving processes. * Little reference or acknowledgement of compositional elements or style. | * Very little documentation related to visual ideas or problem-solving. * Very little or no reference to art/design elements or styles. |
| AS1 Critical analysis and interpretation of works of art or design from different contexts. | * Evidence of highly perceptive critical analysis and interpretation of a variety of works of art/design. * Clear and coherent reference to a range of historical and/or contemporary contexts. * Astute commentary and connections made in response to visual evidence. | * Evidence of well-informed and well-considered critical analysis and interpretation of several works of art/design. * Clear reference to a range of historical and/or contemporary contexts. * Commentary and connections to visual evidence are thoughtfully annotated. | * Evidence of informed and considered critical analysis and interpretation of at least two works of art/design. * Reference to different contexts. * Connections to visual evidence considered and noted. | * Some consideration and simplistic interpretation of at least one work of art/design. No critical analysis attempted. * Superficial reference to context. * Superficial/no reference to visual evidence. | * Limited/no interpretation or critical analysis attempted. * Some connection recognised between one art/design work and a context. |
| AS2 Use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions. | * Extensive and sophisticated use of visual arts language throughout study to interpret and respond to works. * Issues and/or questions on art/design are explored continually through a synthesis of thoughts on style, compositional structures, manipulation of the visual arts elements and principles. | * Consistent and proficient use of visual arts language throughout study to interpret and respond to works. * Issues and/or questions on art/design are presented with references to style, compositional structures, manipulation of the visual arts elements and principles. | * Competent use of visual arts language to interpret and respond to works. * Evidence of synthesise of thoughts on style, compositional structures and manipulation of the visual arts elements. * Reference made to issues and/or questions on art/design. References may be descriptive or superficial. | * Restricted use of visual arts language to interpret and respond to works. * Descriptive responses to style and visual effects. * Attempted reference to, or description of, issues and/or questions in relation to topic. | * Very limited use of visual arts language to interpret or respond to art or design work. * No synthesis or interpretations related to work. * No reference to issues or questions. |
| AS4 Evaluation of, and conclusions about, visual arts learning. | * Highly insightful evaluations and conclusions about personal visual arts learning clearly evident throughout study. | * Thoughtful and well-explained evaluations of, and conclusions about, personal visual arts learning evident throughout study. | * Competent and appropriate evaluation of, and conclusions about, personal visual arts learning evident, either throughout or in a summary. | * Personal learning described or summarised, with some elementary evaluative comments. | * Descriptions of personal learning attempted. No real conclusions evident. |
| 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. | * Extensive range of works explored in order to support and connect cohesively to the topic focus. * Development of perceptive and clear insights relating to chosen/relevant aspects of the visual arts. * Evidence of productive and thorough use of research skills. * Student's informed personal explorations and experimentation contribute to the formulation, thorough development, and clear articulation, of perceptive insights into a range of aspects of the visual arts. * Bibliography documents and appropriately acknowledges a wide range of relevant sources and research. | * Several works explored to support and make clear connections to the topic focus. * Mostly clear insights relating to chosen/relevant aspects of the visual arts. * Evidence of the systematic use of research skills. * Informed personal exploration and experimentation, explained by the student, contribute to the formulation of mostly clear insights into aspects of the visual arts. * Bibliography appropriately acknowledges a range of relevant sources. | * Some works explored related to the topic focus. * Some insight into chosen/relevant aspects of the visual arts. * Evidence of competent use of research skills to identify some relevant concepts. * The formulation of some insights evident in personal responses to aspects of the visual arts. * Bibliography appropriately acknowledges research sources with some relevance to the topic focus. | * Some basic research skills used to locate one or more sources of information related to the topic focus. * Little/no evidence of insights into aspects of visual arts. * Little/no evidence of identification of art/design concepts/ideas. * Evidence of some basic awareness of inquiry method to find and refer to art/design work. * Some attempted acknowledgement and/or listing of information source or sources. | * Very little evidence of research. * No bibliography or acknowledgements. |
| IE2 Exploration and self-analysis in development of a personal aesthetic through the visual arts. | * Evidence of astute exploration and self-analysis in response to relevant artists/designers to develop a personal aesthetic. * Evidence of initiation of own interpretations and responses to topic focus and associated visual experiments throughout study. | * Evidence of a thoughtful and analytical response to relevant artists/designers to develop a personal aesthetic. * Evidence of thoughtful experimentation with personal visual interpretations as relevant to topic focus. | * Evidence of own interpretation of concepts/ideas of artists/designers used to develop a personal aesthetic. * Evidence of considered experimentation with personal visual interpretations as relevant to topic focus. | * Superficial recognition of the role of visual arts in the personal development of ideas. * Very limited, if any, directed personal experiments in response to relevant artists/designers. | * May have attempted a personal response or indicated some idea of art/design supporting self-expression/personal development. |