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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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