

STAGE 2 VISUAL ARTS – ART

ASSESSMENT TYPE 1: FOLIO

Purpose

This assessment provides an opportunity for you to document your visual learning in support of your works of art.

Description of Assessment

Your folio is a work in progress that should include evidence of your visual learning such as:

- starting points for visual thinking
- the application of creative thinking and/or problem-solving skills
- sources of inspiration and influence
- the analysis and comparison of works of art
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations and experiments with style, media, materials, and technology, with annotated observations and appraisals
- the practice and application of skills which may include repetition and analysis
- the refinement of ideas leading up to decisions about the final resolved product, and the justification for those decisions
- photographic evidence of the stages of production and the resolved works of art
- conclusions that challenge or support artistic conventions.

The above evidence may be in visual, practical, written, and/or oral forms.

Make sure that your folio is:

- useable and manageable
- portable (paper or digital file)
- set up to allow for continual modification, addition, and review.

Assessment conditions

For a 20-credit subject, as a guide, there should be a total of forty A3 sheets (or equivalent) of visual and written and/or oral evidence to support two resolved practical works, one of both of which may be a body of resolved work.

Assessment Design Criteria

Practical Application

The specific features are as follows:

- PA1 Conceptualisation and development of imaginative or personally relevant visual ideas.
- PA2 Exploration to refine technical skills and use media, materials, and technologies.
- PA3 Documentation of creative visual thinking and/or problem-solving processes.
- PA4 Application of technical skills and use of media, materials, and technologies to communicate visual ideas in resolved work(s) of art or design.

Knowledge and Understanding

The specific features are as follows:

- KU1 Knowledge of visual arts concepts, forms, styles, and conventions, and an understanding of their practical application.
- KU2 Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.
- KU3 Understanding of the aesthetic and/or functional qualities in works of art or design.

Analysis and Synthesis

The specific features are as follows:

- AS1 Critical analysis and interpretation of works of art or design from different contexts.
- AS2 Use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions.
- AS3 Evaluation of own work and connections or comparisons with other practitioners' work.
- AS4 Evaluation of, and conclusions about, visual arts learning.

Inquiry and Exploration

The specific features are as follows:

- 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.
- IE2 Exploration and self-analysis in development of a personal aesthetic through the visual arts.

Performance Standards for Stage 2 Visual Arts

	Practical Application	Knowledge and Understanding	Analysis and Synthesis	Inquiry and Exploration
A	<p>Initiation of complex or challenging and well-planned conceptualisation and development of innovative, imaginative, or personally relevant visual ideas.</p> <p>Comprehensive exploration to refine technical skills and use different media, materials, and technologies.</p> <p>Insightful and thorough documentation of creative visual thinking and problem-solving processes.</p> <p>Highly effective application of refined technical skills and sensitive use of media, materials, and technologies to communicate visual ideas in resolved work(s) of art or design.</p>	<p>In-depth knowledge of selected visual arts concepts, forms, styles, and conventions, and a clear understanding of their practical application.</p> <p>In-depth knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</p> <p>Insightful and discerning understanding of aesthetic and/or functional qualities in a variety of works of art or design.</p>	<p>Highly perceptive critical analysis and interpretation of a variety of works of art or design from different contexts.</p> <p>Extensive and sophisticated use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions.</p> <p>Discerning evaluation of own work and connections or comparisons with other practitioners' work.</p> <p>Insightful evaluation of, and conclusions about, visual arts learning.</p>	<p>Productive and thorough use of research skills and a clear understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop perceptive and clear insights into a range of aspects of the visual arts.</p> <p>Astute exploration and self-analysis in development of a personal aesthetic through the visual arts.</p>
B	<p>Thoughtful and well-planned conceptualisation and development of imaginative or personally relevant visual ideas.</p> <p>Thorough exploration to refine technical skills and use media, materials, and technologies.</p> <p>Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.</p> <p>Effective application of some refined technical skills and some sensitive use of media, materials, and technologies to communicate visual ideas in resolved work(s) of art or design.</p>	<p>Some depth of knowledge of selected visual arts concepts, forms, styles, and conventions, and a sound understanding of their practical application.</p> <p>Some depth of knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</p> <p>Clear understanding of aesthetic and/or functional qualities in several different works of art or design.</p>	<p>Well-informed and well-considered critical analysis and interpretation of several works of art or design from different contexts.</p> <p>Proficient use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</p> <p>Thoughtful evaluation of own work, and connections or comparisons with other practitioners' work.</p> <p>Thoughtful and well-explained evaluation of, and conclusions about, visual arts learning.</p>	<p>Systematic use of research skills and a sound understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment and develop mostly clear insights into different aspects of the visual arts.</p> <p>Thoughtful exploration and self-analysis in development of a personal aesthetic through the visual arts.</p>
C	<p>Considered conceptualisation and development of imaginative or personally relevant visual ideas.</p> <p>Competent exploration to refine technical skills and use media, materials, and technologies.</p> <p>Organised documentation of creative visual thinking and/or problem-solving processes.</p> <p>Competent application of technical skills and elements of sensitivity in the use of media, materials, and technologies to communicate visual ideas in resolved work(s) of art or design.</p>	<p>Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.</p> <p>Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</p> <p>Appropriate understanding of aesthetic and/or functional qualities in different works of art or design.</p>	<p>Informed and considered critical analysis and interpretation of two or more works of art or design from different contexts.</p> <p>Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</p> <p>Considered evaluation of own work and connections or comparisons with other practitioners' work.</p> <p>Competent and appropriate evaluation of, and conclusions about, visual arts learning.</p>	<p>Competent use of research skills and considered understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop some insights into different aspects of the visual arts.</p> <p>Some considered exploration and self-analysis in development of a personal aesthetic through the visual arts.</p>
D	<p>Elements of conceptualisation and some development of visual ideas.</p> <p>Some exploration of technical skills using media, materials, and technologies.</p> <p>Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.</p> <p>Partial application of technical skills and some use of media, materials, or technologies in developing a work of art or design.</p>	<p>Some basic knowledge of selected visual arts concepts, forms, conventions, and styles, and an emerging understanding of their practical application.</p> <p>Some reference to knowledge or understanding of visual arts in a cultural, social, or historical context.</p> <p>A superficial understanding of aesthetic or functional qualities in works of art or design.</p>	<p>Some basic consideration and interpretation of at least one work of art or design with superficial reference to their context.</p> <p>Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions.</p> <p>Some description of own and others works, with some tenuous connections or comparisons.</p> <p>Some basic summary and description of visual arts learning, with elements of evaluation.</p>	<p>Some use of basic research skills and awareness of inquiry methods to locate one or more sources (with attempted acknowledgment), explore, and experiment.</p> <p>Superficial recognition of the role of visual arts in personal development.</p>

	Practical Application	Knowledge and Understanding	Analysis and Synthesis	Inquiry and Exploration
E	<p>Emerging skills in the conceptualisation and development of visual ideas.</p> <p>Attempted exploration of technical skills using media, materials, or technologies.</p> <p>Limited documentation of creative visual thinking or problem-solving processes.</p> <p>Attempted application of technical skills to develop a work of art or design.</p>	<p>Limited knowledge or understanding of concepts, forms, or styles in visual arts.</p> <p>Emerging awareness of different visual arts contexts.</p> <p>Some awareness of the need to understand aesthetic or functional qualities in works of art or design.</p>	<p>Emerging awareness of connections between at least one work of art or design and the context.</p> <p>Limited use of visual arts language for interpretation or response in the visual arts.</p> <p>Attempted description of own and others' work.</p> <p>Attempted description of aspects of visual arts learning.</p>	<p>Attempted engagement in a directed research process.</p> <p>Emerging awareness of the role of visual arts in personal development.</p>