

Stage 2 VISUAL STUDY

The layout of your study is dependent on your topic focus.

The following is a checklist to ensure you cover all assessment criteria.

- These points should help to inform the format of your pages and the headings you use to indicate content.

Your study must include evidence to support all of the following:

Practical Application

- Exploration of concepts and resolutions prompted by artists relevant to study.
- Personal concepts, and problem solving relevant to the study.
- Concepts of artists explored with authentic personal, or imaginative resolutions
- 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.
- Reference to art-making practice and processes throughout study.

Documentation of creative visual thinking

- Thorough documentation and recording of personal creative visual thinking.
- Deconstruction of compositional devices highlighted and thoroughly documented.

Critical Analysis and interpretation of artwork

- Evidence of critical analysis and interpretation of a variety of works of art.
- Clear reference to a range of historical and/or contemporary contexts.
- Connections made in response to visual evidence.

Use of Visual Arts Language

- Extensive and sophisticated use of visual arts language throughout to interpret and respond to works.
- Issues and/or questions on art explored continually through a synthesis of thoughts on style, compositional structures, manipulation of the visual arts elements and principles

Evaluation and conclusions about your visual arts learning

- Evaluations and conclusions about personal visual arts learning clearly evident throughout study.

Research skills to show understanding of inquiry methods, acknowledgement of sources to develop insights into an aspect of the visual arts.

- A range of works explored 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.

- Informed personal explorations and experimentation contribute to the formulation, thorough development, and clear articulation, of insights into a range of aspects of the visual arts.
- Bibliography documents and appropriately acknowledges a wide range of sources.

Development of a personal aesthetic

- Evidence of exploration and self-analysis in response to relevant artists to develop a personal aesthetic.
- Evidence of initiation of own interpretations and responses to topic focus and associated visual experiments throughout study.

Performance Standards for Stage 2 Visual Arts - **Visual Study**

	Practical Application	Analysis and Synthesis	Inquiry and Exploration
A	<p>Initiation of complex or challenging and well-planned conceptualisation, development, and resolution of innovative, imaginative, or personally relevant visual ideas.</p> <p>Insightful and thorough documentation of creative visual thinking and problem-solving processes.</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>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, development, and resolution of imaginative or personally relevant visual ideas.</p> <p>Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.</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 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, development, and resolution of imaginative or personally relevant visual ideas.</p> <p>Organised documentation of creative visual thinking and/or problem-solving processes.</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>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 and resolution of visual ideas.</p> <p>Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.</p>	<p>Some basic consideration and interpretation of at least one work of art or design with superficial reference to the 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 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>
E	<p>Emerging skills in the conceptualisation, development, and resolution of visual ideas.</p> <p>Limited documentation of creative visual thinking or problem-solving processes.</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 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>

I*	E-	E	E+	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	A+
0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	23-24	25-26	27-28	29-30

Visual Study: External Assessment 30%

20 A3 pages
2000 words

Suggestions for Page Layout

Page 1

1. Include: Overview / Statement of intent.
2. Introduction to explain:
 - Focus of study
 - Perimeters (context)
 - Why you are exploring this topic
 - Practitioner's investigated and explanation of connection to study focus
3. Contents
4. Key: Colours / symbol / shapes used to indicate Personal practical responses

Page 2 - 5 (4 pages)..

Artist 1

Explanation and visuals relating to ideas, style and exploration of media and techniques unique to artist.

- **Introduction:** explain connection to focus of study
- **Art making practice** specific to artist.
- Images of artist's work relevant to study focus
- Annotations accompanying each work with reference to artists manipulation of media, stylistic features. Use visual arts language; art elements and principles
- Exploration of media and techniques (practical responses with annotations)

Personal Practical Responses

- After deconstruction of artist's work you need to create artworks inspired by specifics of their work.
- Consider subject matter etc. relevant to you.
- Indicate your creative thinking and problem solving with process studies (sketches / photographs, composition etc.) and annotations
- Apply relevant media and techniques

All responses need explanation of relevance.

Dot points are fine

- Following **Pages...6 -18** use similar format for each artist (3-4) depends on topic
- **Pages 19 - 20**

Conclusion to include evaluation of your learning in response to focus of study, includes practical and written responses

- **Pages 21 ... Bibliography**

VISUAL STUDY: Ideas for page layout

<p>1 Statement of Intent Content Introduction</p>	<p>2 <i>Overview of each artist's approach:</i> Connection to theme Written and visual responses</p>	<p>3 Artist 1 <i>Connection to theme re.</i> Materials, techniques, subject matter Analytical and practical responses Visual responses</p>
<p>4 Artist 1 Art Making Practice <i>Style and techniques</i> Application practical responses and <i>analytical deconstruction</i></p>	<p>5 Artist 1 Compositional elements and Subject matter <i>Personal responses: Practical and analytical deconstruction</i></p>	<p>6 Artist 1 Practical responses in relation to visual art elements and principles <i>Practical and analytical deconstruction</i></p>
<p>7 Artist 1 Personal responses in relation to style, technique, composition <i>Practical and analytical deconstruction</i></p>	<p>8 Artist 2 As for artist 1.....</p>	<p>9 Artist 2</p>
<p>10 Artist 2</p>	<p>11 Artist 2</p>	<p>12 Artist 2</p>
<p>13 Artist 3 As for artist 1.....</p>	<p>14 Artist 3</p>	<p>15 Artist 3</p>
<p>16 Artist 3</p>	<p>17 Artist 3</p>	<p>18 Comparative Personal responses to artists: Analytical and Practical <i>Related to theme focus</i></p>
<p>19 Comparative Personal responses to artists: Analytical and Practical <i>Related to theme focus</i></p>	<p>20 Evaluation Conclusion</p>	<p>Bibliography</p>