



Year 8 Visual Arts

Task 2: Concept Planning Stage

Due Date: Monday 13/5/24

Task Distributed: 2-4-24

Unit: Utilitarian Art

Task Type: Artmaking

Task Weighting: 15%

Outcomes: 4.1, 4.2, 4.3, 4.4

Task Description

This task is the preliminary stage for an artmaking task, requiring you to submit a proposed design prototype for their ceramic vessel. You are expected to use the world as a source of ideas and themes for the vessel design. You will be assessed on the approach to concept planning of a design prototype through researched inspiration and appropriation of subject matter in relation to their concept sketch.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Identify:** Recognise and name
- **Propose:** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
- **Demonstrate:** Show by example.
- **Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

Details of Submission

Upload the Concept Planning Stage 1 to Google Classroom by the due date.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through a marking criteria, annotations and verbal discussion.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection. Students can access a self-reflection form in Google Classroom to reflect on the strength of their understanding of the content area studied and improve time management skills when working towards future Bodies of Work.

How does this link to my learning?

- Ensure good time management when working with clay in artmaking.
- Understanding the material properties of clay and improving handbuilding skills when constructing future ceramic sculptures.
- This task links to Report Outcomes 1, 2 from the assessment guideline: Uses the world as a source of ideas and themes in the making of artworks which demonstrates conceptual accomplishment.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Rubric

ARTMAKING MARKING CRITERIA	Descriptors				
4.1 Identify the selected subject matter/ theme/topic	1	2			
	Subject matter/ theme/topic has been provided in written form	Subject matter/ theme/topic has been provided with specific details			
4.1 Provide visual examples of selected subject matter/ theme/topic	1	2	3		
	One visual example is provided	At least three examples provided	Five or more examples provided from different angles		
4.1 Background information	1	2	3	4	5
	Limited information about the topic is listed	Basic information about the topic is outlined	Adequate information with some details about the topic is provided	Substantial information with specific details about the topic is provided	Extensive information with specific details about the topic is provided
4.2 Identifying the selected type/style of cake	1	2			
	The type or style of cake has been provided in written form	The specific details of the type and style of cake are provided			
4.2 Provide visual examples of selected type/ style of cake	1	2	3		
	One visual example is provided	At least three different examples are provided	Five or more different examples provided from various angles		
4.2 Historical background about the type of cake	1	2	3	4	5
	Limited information about cakes is provided	Basic information about cakes is provided	Adequate information with some historical origins about the type of cake is provided	Substantial information with specific historical origins about the type of cake is provided	Extensive information with specific historical origins and details about the type of cake is provided

ARTMAKING MARKING CRITERIA	Descriptors				
4.3 Prototype design drawings in colour	1	2	3	4	5
	Inadequate sketches of a cake design from some views and limited render in colour with little or no labels included	Drawings of cake design from most views and some rendered in colour with basic annotated labels for each presented	Drawings of cake design from side, back and aerial view, rendered in colour with some annotated labels for each panel	Detailed drawings of cake design from side, back and aerial view, rendered in colour with annotated labels for most aspects on each panel	Highly detailed drawings of cake design from side, back and aerial view, rendered in colour with extensive annotated labels for each aspect on all three panels
4.3 Proposed colour scheme	1	2	3	4	5
	Some colours identified.	Most colours listed.	Most colours listed with some description	All colours listed with detailed description and some discussion about the effects created between them	All colours listed with detailed description and extensive discussion about the mood/effect created between them
4.4 Explain and justify concept	1	2	3	4	5
	Topic identified in relation to the proposed cake design	Outline of topic supplied with provide some meaning towards the proposed cake design	Description of topic with adequate justifications which provide some meaning towards the proposed cake design	Strong explanation of topic choices with justifications to provide some meaning towards the proposed cake design	Outstanding explanation of topic choices with justifications to provide relevant meaning towards the proposed cake design
Bibliography	1	2	3	4	
	Attempted to include with limited references	Provided with some references included	Provided in the correct format with some references	Provided in the correct format with a range of appropriate references	

GTHS Literacy Criteria

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.5	1	1.5	2
Punctuation Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place – one sentence is punctuated correctly	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.5	1	1.5	2
Sentences & Cohesion The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures).
	0	0.5	1	1.5	2
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Total marks: / 45