



Year 7 Visual Arts

Task 1: Research Task

Due Date: Monday 8th April 2024

Task Distributed: Monday 25/3/2024 **Unit:** Elemental - Fundamentals of Art

Task Type: Research Report **Task Weighting:** 15%

Outcomes: 3

Task Description

- Students will choose an artist then provide information through their own research where they describe, analyse and appreciate an individual artwork. They will apply their understanding of artistic practices, artistic relationships and how different interpretations affect meaning through art criticism and art history.
- This research task is to be presented as a written report with a bibliography.
- Students will be guided through the process of using Google Docs tools to research and format their work.
- Students will be provided with the opportunity to submit drafts for feedback from the class teacher.
- An extension task is provided for students to engage in to demonstrate outstanding achievement in this assessment.
- Students may be provided with additional support at the discretion of the class teacher.

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.

- ANALYSE - Identify components and the relationship between them; draw out and relate implications
- APPRECIATE - Make a judgement about the value of
- DESCRIBE - Provide characteristics and features

Check the NESA Glossary of Key Words for further guidance [Glossary of Key Words | NSW Education Standards](#)

Details of Submission

The preferred method of submission is via Google Classroom. Students will be required to submit their work via their Google Classroom by Monday 8th April, 2024 by 3pm.

Students who require a different method of submission should discuss this with their class teacher prior to the submission date.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students by their first lesson of the week starting with Tuesday 29th April, 2024 when school returns for term 2.
- At this time feedback including information on how to improve will be provided through the google classroom task rubric. Additional written feedback may be provided as a comment.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- Students will also receive feedback on their literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection. Students will reflect on the task in their first formative assessment task of the term by completing and submitting a google form. This will include the creation of a goal statement on how they will use their task to improve their learning.

How does this link to my learning?

- This task will apply fundamental art knowledge which they are currently learning about in class to describing, analysing and appreciating the work of an artist of choice.
- By completing this task, students will learn to apply literacy skills and the fundamentals of art to the history and criticism of artworks. They will apply their understanding of how artists create meaning in their work through their use of visual language.
- This task links to Assessment Outcome 3 - Acknowledges aspects of artistic practices, the function of relationships and recognises that different interpretations affect meaning through art criticism and art history.

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 from the school website under the Learning Tab for each year group.

The marking rubric in will provide more specific information around individual questions in the google classroom. Non-serious attempts will be treated as a non-attempt and receive zero marks for the relevant criteria

MARKING CRITERIA	Descriptors				
	E Limited	D Basic	C Sound	B High	A Outstanding/Extensive
School Assessment Outcome 3 - Acknowledges aspects of artistic practices, the function of relationships and recognises that different interpretations affect meaning through art criticism and art history.					
Practice	1 attempts to supply some information about the choices and actions of the artist	2 supplies information about the choices and actions of the artist in a way which loosely relate to the questions	3 supplies information about the choices and actions of the artist which address the questions	4 supplies information about the choices and actions of the artist which answer the questions in detail	5 supplies information about the choices and actions of the artist which answer the questions in detail AND applies this information to the extension task
Conceptual Framework	1 attempts to supply some information about the artist and their world	2 applies information about the artist and their world in a way which loosely relate to the questions	3 supplies some information about the artist and their world which address the questions	4 supplies information about the artist and their world which answer the questions in detail	5 supplies information about the artist and their world which answer the questions in detail AND applies this information to the extension task
Frames	1 attempts to supply some information about the artwork using the Structural Frame	2 applies information about the artwork using the Structural Frame in a way which loosely relate to the questions	3 supplies some information about the artwork using the Structural Frame which address the questions	4 supplies information about the choices and actions of the artist which answer the questions in detail	5 supplies information about the artist and their world which answer the questions in detail AND applies this information to the extension task
Representation	1 attempts to supply some information about how the choices and actions of the artist affect meaning in their artwork	2 applies information about how the choices and actions of the artist affect meaning in their artwork in a way which loosely relate to the questions	3 supplies some information about how the choices and actions of the artist affect meaning in their artwork which address the questions	4 supplies information about how the choices and actions of the artist affect meaning in their artwork which answer the questions in detail	5 supplies information about how the choices and actions of the artist affect meaning in their artwork which answer the questions in detail AND applies this information to the extension task

2024 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	0.25	0.5	0.75	1
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical 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.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

Total ____/24