



Gymea Technology
High School
INSPIRE. LEARN. SUCCEED.

Year 8 Visual Arts

Task 4: Case Study Research

Due Date: Monday 5/8/24

Task Distributed: 17-6-24

Unit: Sweet As – Series

Task Type: Art Study

Task Weighting: 25%

Outcomes: 4.7, 4.8, 4.8, 4.10

Task Description

This task requires students to choose an artist from a list selected by the class teacher, 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.

- Students will be guided through a series of questions to research using the scaffolded table provided.
- Students will be offered the opportunity to submit drafts for feedback from the class teacher prior to submission date.
- 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.

- **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 Case Study Research 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?

- 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 off the school website under the Learning Tab for each year group.

Marking Rubric

MARKING CRITERIA	Descriptors			
	Limited 1	Basic 2	Sound 3	High 4
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.				
4.7 Practice	Attempts to supply some information about the choices and actions of the artist	Supplies information about the choices and actions of the artist in a way which loosely relate to the questions	Supplies information about the choices and actions of the artist which address the questions	Supplies information about the choices and actions of the artist which answer the questions in detail
4.8 Conceptual Practice	Attempts to supply some information about the artist and their world	Applies information about the artist and their world in a way which loosely relate to the questions	Supplies some information about the artist and their world which address the question	Supplies information about the artist and their world which answer the questions in detail
4.9 Frames	Attempts to supply some information about the artwork using the Structural Frame	Applies information about the artwork using the Structural Frame in a way which loosely relate to the questions	Supplies some information about the artwork using the Structural Frame which address the questions	Supplies information about the artwork using the Structural Frame which address the questions in detail
4.10 Representation	Attempts to supply some information about how the choices and actions of the artist affect meaning in their artwork	Applies information about how the choices and actions of the artist affect meaning in their artwork in a way which loosely relate to the question	Supplies some information about how the choices and actions of the artist affect meaning in their artwork which address the questions	Supplies information about how the choices and actions of the artist affect meaning in their artwork which answer the questions in detail
4.7,4.8, 4.9, 4.10 Extension Task	Attempts to supply some information about the artwork or identifies information about the artwork	Applies and outlines information about the artwork to give vague meaning	Supplies information about the artwork to give meaning	Supplies detailed information about the artwork to give valid meaning

GyMEA 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	0.25	0.5	0.75	1
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	0.25	0.5	0.75	1
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	0.25	0.5	0.75	1
Text Structure Uses features of the appropriate text type	No evidence of the structural features of the appropriate text type. No attempt to write in the appropriate text type and/or response is off task.	Minimal evidence of the structural features – 1 component evident – of the appropriate text type.	Some evidence of the structural features – 2 components evident – of the appropriate text type.	Substantial evidence of the structural features – all components evident but there may be some lapses – of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	0.25	0.5	0.75	1
	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 MARK: /24