

Task 1: Written Research Task

Due Date: Monday 31st March 2025

Task Distributed: Monday 17th March 2025

Unit: Fear Itself

Task Type: Research Task

Task Weighting: 15%

Outcomes:

- **5.7** – Applies their understanding of aspects of practice to critical and historical interpretations of art.
- **5.8** – Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art.
- **5.9** – Demonstrates how the frames provide different interpretations of art.
- **5.10** – Demonstrates how art criticism and art history construct meanings.

Task Description

You are to research ONE artist who has addressed a theme related to Fear through their work. You are to address the following question: How has an artist you have researched expressed the theme of Fear through one of their artworks? You are to present information about the artist, explaining how their Artmaking Practices convey different aspects of fear to audiences through a variety of perspectives.

This report is to be presented as a PowerPoint / Google Slides presentation following the scaffold below:

- Slide 1 – Title slide with the heading “Fear Itself” and subheading “How artists have addressed the theme of fear in their artmaking”. Include your name on the title page.
- Slide 2-3 – Introduce your artist using the Conceptual Framework
 - o Artist – Provide some information about the life of the artist.
 - o Artworks - Fill this slide with at least three images of the artist’s work. Supply the title and date of each artwork.
 - o World – Places, events, and people who may have influenced the artist.
 - o Audience – Who saw the work?
- Slide 4-5 – Choose one artwork by this artist and include the following information:
 - o Structural Frame Analysis – How has the artist used symbolism in the artwork to emphasise the theme of Fear?
 - o Subjective Frame Analysis – How might someone looking at this artwork find the imagery frightening?
- Slide 6-7 – Provide a final judgement in relation to the featured artwork and how successful it is at exploring the theme compared with other artworks by the artist.
 - o Does the artist’s other works follow a similar theme? Explain your response to this and include an image of another work by this artist.
 - o Overall, is this artwork successful at addressing the theme of Fear? Give reasons.
- Slide 8 – Bibliography

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.

- Describe: Provide characteristics and features
- Analyse: Identify components and the relationship between them; draw out and relate implications

- Evaluate: Make a judgement based on criteria; determine the value of:

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

This report will be submitted as a PowerPoint or Google Slide Presentation via Moodle.

Assistance will be supplied to students to assist them in completing this assessment using the three content areas:

- Practice
- Conceptual Framework
- The Frames

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students 2 weeks after the submission date.
- At this time feedback including information on how to improve will be provided through written feedback and a detailed rubric.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be provided with a google form to complete where they reflect upon the completed task and write a goal statement on how they will use their task to improve their learning etc.

How does this link to my learning?

- This task applies learning that the students have participated in during lessons about the theme of Fear and relate to their involvement with the Visual Arts Content Areas of Practice and the Frames
- Through the completion of this task, students will broaden their repertoire of known artists and their works and apply their understanding of the theme of Fear to the description, analysis and evaluation of selected artworks. They will strengthen their understanding of the related content areas by applying them to the completion of a PowerPoint or Google Slides presentation
- Report Outcome 3: Demonstrates understanding of artistic practices, the function of relationships and how 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 CRITERIA	Descriptors				
	E Limited	D Basic	C Sound	B High	A Extensive
	0-1	2	3	4	5
Demonstrates understanding of artistic practices, the function of relationships and how different interpretations affect meaning through art criticism and art history					
Practice	Response provides information which shows limited understanding of artistic processes and choices through the theme of "fear"	Response provides information which shows basic understanding of artistic processes and choices through the theme of "fear"	Response provides information which shows sound understanding of artistic processes and choices through the theme of "fear"	Response provides information which show high understanding of artistic processes and choices through the theme of "fear"	Response provides information which show extensive understanding of artistic processes and choices through the theme of "fear"
Conceptual Framework	Response provides limited understanding of the function of the artist, audience and world in the production of artworks through the theme of "fear"	Response provides basic understanding of the function of the artist, audience and world in the production of artworks through the theme of "fear"	Response provides sound understanding of the function of the artist, audience and world in the production of artworks through the theme of "fear"	Response provides high understanding of the function of the artist, audience and world in the production of artworks through the theme of "fear"	Response provides limited understanding of the function of the artist, audience and world in the production of artworks through the theme of "fear"
Frames	Response provides limited understanding of how different perspectives can be applied to the study of art through the theme of "fear"	Response provides basic understanding of how different perspectives can be applied to the study of art through the theme of "fear"	Response provides sound understanding of how different perspectives can be applied to the study of art through the theme of "fear"	Response provides high understanding of how different perspectives can be applied to the study of art through the theme of "fear"	Response provides extensive understanding of how different perspectives can be applied to the study of art through the theme of "fear"
How History and Criticism create meaning	Response shows limited understanding of how meaning has been established in the chosen artworks through the theme of "fear"	Response shows basic understanding of how meaning has been established in the chosen artworks through the theme of "fear"	Response shows sound understanding of how meaning has been established in the chosen artworks through the theme of "fear"	Response shows high understanding of how meaning has been established in the chosen artworks through the theme of "fear"	Response shows extensive understanding of how meaning has been established in the chosen artworks through the theme of "fear"

Total: /20

Literacy Criteria

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	1	2	3	4
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	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.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	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.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	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)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	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: /5