

Task 1: Developing A Contemporary Practice

Due Date: 4th Apr 2025

Task Distributed: 17th March, 2025

Unit: Still Life/Art Making

Task Type: Submitted documented forms

Task Weighting: 25%

Outcomes:

- **P1:** Explores the conventions of practice in artmaking.
- **P2:** Explores the roles and relationships between the concepts of artist, artwork, world, and audience.
- **P3:** Identifies the frames as the basis of understanding expressive representation through the making of art.
- **P4:** Investigates subject matter and forms as representations in artmaking.
- **P7:** Explores the conventions of practice in art criticism and art history.

Task Description:

Still Life Artwork:

Students will create a Still Life artwork by selecting a collection of ordinary inanimate objects such as fruit, flowers, candles, books, or personal items. The goal is to explore how light, texture, and composition can transform simple objects into beautiful works of art. The artwork must be at least A3 size, and you can use drawing or painting material to complete this work.

Students will have time to work on these artworks in class. They are to be submitted to their classroom teacher by 3pm on the 4th of April 2025.

Artist Statement:

You are to write a statement to explain the following:

- How you used value and painting or drawing techniques in your still life.
- What colour palette did you use? What colours were dominant in your piece?
- What is the subject matter of your artwork?
- What inspired you to create your chosen still life?

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.

- **Construct:** Make. Build. Put together items or arguments.
- **Evaluate:** Make a judgement based on criteria; determine the value of.
- **Explain:** Relate cause and effect. Make the relationship between things evident. Provide why and/or how.
- **Synthesise:** Putting together various elements to make a whole

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

Still Life artworks must be submitted by 3pm on the due date.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students 14 days after the submission date.
- At this time feedback including information on how to improve will be provided through a written feedback sheet provided by the teacher via google classroom.
- Students can clarify or seek further feedback by speaking with the class teacher.

Upon return of the task, students will also be expected to complete a self-reflection Google form which will be Week 1A formative assessment in Term 2.

How does this link to my learning?

- The completion of this task links to student learning in class in the area of studying and making Still Life artworks and outcomes from the Visual Arts Stage 6 Syllabus.
- Through the completion of this task, students will apply their ability to curate their best work from a body of works on the theme of Still Life and reflect on their work using the content area of Practice.
- The report outcome this task links to outcomes P1, P2, P3, P4, P7 from the assessment policy

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
Still Life Painting					
Proportion and Scale of Still life	The student has not completed their still life or has not placed the objects in their still life in the correct position or they are not in proportion.	The student has completed their still life but the objects are too big or too small and are not placed properly in their painting.	The student shows developing understanding of proportion and placement of the objects in their painting. Their still life is incomplete or may need more refinement or detail.	The student has produced a good quality artwork, and most of the objects are in the correct place and are in proportion.	The student has produced a high-quality artwork providing good detail and correct placement of objects in their still life painting.
Still Life Detail	The student still life is incomplete and lacks detail.	The student has included some detail in their still life.	The student has provided good detail in their still life but needs to refine areas in their painting.	The student has produced a good quality painting displaying good detail in their still life. Some areas may need more refinement.	The student has produced a high-quality artwork displaying excellent refinement and detail in their still life.
Tonal Value and Art Techniques	The student has shown little understanding of art techniques and tonal value in their artwork.	Students provide a fine quality artwork with some display to tonal value and understanding of art techniques.	The student has shown a developing understanding of art techniques and tonal value. The image is of good quality, but lighter and/or darker tones needs to be provided in their still life.	The student has produced a good quality still life displaying a good understanding of art techniques and tonal value in their still life.	The student has produced a high-quality still life painting displaying excellent use of art techniques and tonal value.
Refinement of Still Life	The still life is incomplete and shows little skills in art techniques and lack of tone. The still life needs more refinement and tidy finishing.	The image is complete but does not apply appropriate tidy refinement and finishing. The still life displays little tone and lack of art techniques.	The student shows a developing understanding of art techniques and tonal study in their still life. They need more refinement in areas.	The artwork is complete, and the student has showed a good understanding of art techniques and tonal study in their still life. They have shown good refinement skills in their still life.	The student shows a strong understanding of still life painting by displaying strong tones and excellent use of art techniques. The art is neatly refined.

MARKING CRITERIA	Descriptors				
	E Limited	D Basic	C Sound	B High	A Extensive
	0-1	2	3	4	5
	Artist Statement				
Technical visual arts language to explain concepts and their artist practice in their statement.	The student's statement is incomplete and does not provide any technical visual arts language or terms.	The student's statement is complete but provides basic visual arts language and terms.	The student has provided some precise and technique terms used in the visual arts. More detail about their concept or artist practice is needed.	The student has provided sustain use of precise and technical terms used in the visual arts. Good detail about their concept and artist practice has been provided.	The student has provided consistent and fluent use of technical language and terms used in Visual Arts. They have provided an excellent detailed response about their artist practice.
Correct punctuation, text and paragraph structure in their statement.	The student has provided little evidence of punctuation and minimal sentence and paragraph structure.	The student has provided limited evidence of punctuation and sentence structure, and some paragraphs may be unrelated to their ideas.	The student has provided some correct sentence and paragraph formation and structure. They are starting to explain their ideas and artist practice is detail.	The student has provided precise use of paragraph and sentence structure and formation. All paragraphs focused on their artist practice but may not be linked effectively.	The student's writing contains accurate use of punctuation, sophisticated sentences and their paragraph structure creates flow and links effectively and supports their concept and artist statement.

Still Life Artwork: /20

Artist Statement: /10

Total: /30