

Task 1: VAPD and Research Task

Due Date: Friday 4th April, 2025

Task Distributed: Monday 18th March, 2025

Unit: The Human

Task Type: Research and VAPD

Task Weighting: 15%

Outcomes:

- **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 a portrait artist for your artist study. You are to refer to one artwork by that artist writing a detailed description referring to the art frames.

Recommended artists: Vincent Van Gogh, Andy Warhol, Pablo Picasso, Eric Daigh, Kehinde Wiley, Jenny Saville, Yasumasa Morimura, and Chuck Close.

Part 1: About the Artist

You are to include the following information about your chosen artist.

- Artist full name
- Where are they from?
- Describe the artist's preferred medium (e.g. painting, sculpture, digital art etc)?
- Identify the artist's art style or art movement?
- When did they begin making art? Has the artist been part of any exhibitions or art shows?
- Outline any awards the artist has received for their work.
- Explain how the artist's work engages with contemporary issues or political themes?
- Does the artist use any specific symbolism or recurring motifs in their work?
- How has the audience responded to the artist's work? Refer to quotes.

Part 2: Artist work

You are to choose one artwork from your chosen artist and include the following information.

- Artwork title (include image)
- When was the artwork made? Is it part of a collection? Is it in a gallery?
- Structural Frame - What medium has the artist used? What elements of design are dominant? Describe the style of the work.
- Subjective Frame – How has the artist displayed emotion in the work? What do you think of the artist's work?
- Cultural Frame - What message does the artist convey in the artwork? What does it reveal about culture, society and place?

Part 3: Bibliography

Part 4: VAPD

Your VAPD is to include all practical tasks completed and art experiments we have completed in task.

- Your portrait drawing, experimental drawings and facial feature drawings.

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 - to perceive or state the identity of (someone or something)
- Analyse - examine (something) methodically and in detail, typically in order to explain and interpret it:
- Describe - Provide characteristics and features.

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

Your research task is to be submitted on our Moodle page on or before Friday 4th April 2025.
Your VAPD must be handed to your teacher on or before Friday 4th April 2025.

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 written notes.
- 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 worksheet which will be then stored in their VAPD's for future reference.

How does this link to my learning?

- This task links to work completed in class as preliminary tasks for a portrait artwork, related research and class work.
- Through the completion of this task, students build skills in researching the work of artists, knowledge about drawing and painting techniques.
- Outcome 1 assesses students' ability to use a range of methods with an understanding of the function of artmaking and how perspectives affect meaning
- Outcome 3 assesses students' 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

MARKING CRITERIA	Descriptors				
	Limited	Basic	Sound	Developed	Outstanding
	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.	Response shows little description of artwork making little to no reference to the art frames.	Response shows a description of the artwork making some reference to the art frames.	Response shows a description of the artwork and shows a sound understanding of the art frames.	Response shows a detailed description of the artwork and developed understanding of the art frames.	Response shows a detailed description of the artwork and well-developed understanding of the art frames.
	Written task shows little to no research and understanding of the artist's biography, artistic practice, and art style/movement.	Written task shows some research and limited understanding of the artist's biography, artistic practice, and art style/movement.	Written task shows some research and sound understanding of the artist's biography, artistic practice, and art style/movement.	Written task shows evidence of good research and a developed understanding of the artist's biography, artistic practice, and art style/movement.	Written task is well researched and displays a strong understanding of the artist's biography, artistic practice, and art movement/style.
	Response displays limited researched with little to no formatting of headings, reference page, and images.	Response displays evidence of some research with some formatting in written response.	Response displays evidence of some research with good use of headings, images and reference page.	Response displays evidence of good research along with good use of headings, images, and reference page.	Response displays a excellent amount of research and his well formatted with headings, images, and reference page.
Bibliography	0	1	2		
	Has not included a bibliography page.	Attempts to supply some references.	Supplies bibliography page in the correct format (Harvard Referencing)		
Develops a range of methods with an understanding of the function of artmaking and how perspectives affect meaning.	0-2	3-4	5-6	7-8	9-10
	Artwork and art experiments show a very limited artmaking range including little/no tone in the work.	Artwork and art experiments show limited completion, tone, and range of techniques	Artwork and art experiments show some variety of tone and techniques.	Artwork and art experiments show a good range of tone, techniques and skills.	Artwork and art experiments show an extensive range of tone, artmaking techniques and skills.
VAPD presentation	0-1	2	3	4	5
	VAPD shows limited completion of theory and practical tasks. No/little worksheets are glued in.	VAPD shows some completion of theory and practical tasks. Some worksheets are glued in.	VAPD shows completion of theory and practical tasks with drawing techniques and experiments. Worksheets glued in.	VAPD shows completion of all theory tasks, worksheets glued in, and well developed and refined artworks.	VAPD shows completion of all theory tasks, worksheets glued in, and well developed and refined artworks that display a variety of art techniques.

Total: /32

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