

## Task 2: VAPD and Body of Work

**Due Date:** Week 3 – Friday 16<sup>th</sup> May – 3pm

**Task Distributed:** 02/05/25

**Unit:** Human Forms and Faces

**Task Type:** Practical

**Task Weighting:** 25%

### Outcomes:

5.1 – develops range and autonomy in selecting and applying visual arts conventions and procedures to make artwork.

5.2 – makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.

5.3 – makes artworks informed by an understanding of how the frames affect meaning.

5.4 – investigates the world as a source of ideas, concepts and subject matter in the visual arts.

5.5 – makes informed choices to develop and extend concepts and different meanings in their artworks.

5.6 – demonstrates developing technical accomplishment and refinement in making artworks.

### Task Description

#### Part 1: Portrait Drawing

You will produce a detailed portrait drawing on A3 paper that demonstrates your understanding and application of tonal and drawing techniques. You are to select a subject for your portrait, which can be a family member, friend, or a famous figure. You are required to complete a portrait using traditional drawing materials, such as graphite pencil, charcoal, or pastels. The aim of this assessment is to develop your skills in observing, interpreting, and rendering human features and expressions through effective use of light and shadow.

Students will have time to work on these artworks in class. They are to be submitted to their classroom teacher by 3pm on the 16<sup>th</sup> of May 2025.

#### Part 2: VAPD

You will be submitting your Visual Arts Process Diary that documents your artistic journey, including planning and experimentation on your artwork. This diary serves as a record of your creative process, including sketches, and examples of experimentation with techniques and materials leading up to your portrait drawing. You need to ensure you have the following completed:

- Tonal drawing of facial features (eyes, nose, mouth, hair)
- Tonal scale and tonal sphere.
- Visual Arts title page
- Worksheets glued in.
- Theory Notes

# 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
- CONSTRUCT: Make; build; put together items or arguments
- APPLY: Use, utilise, employ in a particular situation
- SYNTHESIS: Putting together various elements to make a whole
- 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

Portrait artworks and Visual Arts Process Diary must be submitted to your teacher by 3pm on the due date.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two school weeks 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 performance, as well as areas that have been identified to strengthen in future tasks when writing about art.

## How does this link to my learning?

- This assessment will reveal my ability to communicate ideas/concepts through the making of artworks
- Strengthen ability to interpret meaning of my own artworks by critical evaluation using the Frames
- Aid in my future practical tasks by reflecting on the process of my planning, time management and ongoing engagement in artmaking, taking note of areas requiring improvement

## 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.

ART MAKING MARKING CRITERIA	Descriptors				
	E Limited	D Basic	C Sound	B High	A Extensive
	0-1	2	3	4	5
Portrait Drawing					
<b>Portrait Detail</b>	The student's portrait is incomplete and lacks detail.	The student has included some detail in their portrait.	The student has provided good detail in their portrait but needs to refine areas in their artwork.	The student has produced a good quality drawing displaying good detail in their portrait. Some areas may need more refinement.	The student has produced a high-quality artwork displaying excellent refinement and detail in their portrait.
<b>Proportion and Scale of Portrait</b>	The student has not completed their portrait or has not placed facial features in the correct position, or they are not in proportion.	The student has completed their portrait, but the facial features are too big or too small and are not placed properly in their drawing.	The student shows developing understanding of proportion and placement of facial features in their drawing. Their portrait is incomplete or may need refinement or detail.	The student has produced a good quality artwork, and most of the facial features are in the correct place and are in proportion.	The student has produced a high-quality artwork providing good detail and correctly proportioned and placement of facial features in their portrait.
<b>Tonal Value and Drawing Techniques</b>	The student has shown little understanding of drawing techniques and tonal value in their artwork.	The student provide a fine quality artwork with some display to tonal value and understanding of drawing techniques.	The student has shown a developing understanding of drawing techniques and tonal value. The image is of good quality, but lighter and/or darker tones needs to be provided in their portrait.	The student has produced a good quality portrait displaying a good understanding of drawing techniques and tonal value in their portrait.	The student has produced a high-quality portrait drawing displaying excellent use of drawing techniques and tonal value.
<b>Refinement of Still Life</b>	The portrait is incomplete and shows little skills in drawing techniques and lack of tone. Portrait needs more refinement and tidy finishing.	The artwork is complete but does not apply appropriate tidy refinement and finishing. The portrait displays little tone and lack of drawing techniques.	The student shows a developing understanding of drawing techniques and tonal study in their portrait. They need more refinement in areas.	The artwork is complete, and the student has showed a good understanding of drawing techniques and tonal study in their portrait. They have shown good refinement skills in their portrait.	The student shows a strong understanding of portrait drawing by displaying strong tones and excellent use of drawing techniques. The artwork is neatly refined.
Visual Arts Process Diary					
<b>Practical and Theory Tasks</b>	No/little activities are completed and has shown little detail and refinement. Written tasks are incomplete.	Little activities are completed and has shown some refinement and detail. Written tasks are incomplete.	Most activities and theory tasks are completed to a good standard. Some tasks may need more detail and refinement.	All activities are completed and has shown good detail and refinement. All theory tasks are completed to a good standard.	All elements of art activities are fully completed, detailed and refined. All theory and written tasks are clear and detailed.
<b>Design and Presentation</b>	No title page is completed. No worksheets glued in and included large number of irrelevant drawings.	Title page is incomplete. Some worksheets glued in and included a few graffiti or irrelevant drawings.	Title page is incomplete or may need more refinement. VAPD is in good condition but includes graffiti or irrelevant drawings.	Title page is completed to a good standard. VAPD is in good condition and includes appropriate drawings and no graffiti.	Visual Arts title page is detailed and coloured. All handouts are glued in. Bookwork is neat with no graffiti.

**Total: /30**