

Task 3: Critical and Historical Study

Due Date: Friday - 19th of September, 2025 (Period 3)

Task Distributed: 25th of August, 2025

Unit: Narratives in Art

Task Type: Essay Question

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 will be responding to the following essay question under exam conditions during one class period (5 minutes reading time + 45 minutes writing time).

Essay Question: In what ways does an artist's personal experience influence the narrative portrayed in their work?

Recommended artists: Frida Kahlo, Salvador Dali, Kara Walker, Banksy, Gordon Bennett, Bronwyn Bancroft, Gustav Klimt, Sandro Botticelli, Paul Gauguin, Hieronymus Bosch. If you find another artist you are interested in, notify your teacher for approval.

Through Critical and Historical Study, you will be investigating how your chosen artist expresses their personal experience in their works of art.

In class you will:

- Prepare for the essay by writing practice responses to the question prior to the assessment date (and submit drafts for feedback). Time will be provided in class to work on your draft.
- Develop the ability required to improve your analytical skills and discuss artworks through the Frames.
- Complete an Analysis worksheet activity looking at artworks by your chosen artist to assist you in observing aspects within the work using the Frames as a tool to gain a better informed understanding and provide meaning by:
 - Discussing your artist's mood and intent of their artworks.
 - Explain how the artist's techniques (e.g. colour, tone, brushstrokes, detail, symbols etc) add to their narrative.

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- Analyse - examine (something) methodically and in detail, typically in order to explain and interpret it:
- Describe - Provide characteristics and features.
- Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how\
- Interpret - Draw meaning from

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 task will be completed under exam conditions during period 3 on Friday, 19th September, 2025.

Students must bring the required equipment for the examination, which is a blue or black pen. The examination and writing paper will be provided in class.

Students are NOT permitted to use external notes during the exam.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 school 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. 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 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
Artistic Practice	Response provides information which shows limited understanding of artistic processes and choices through the theme of "narrative".	Response provides information which shows basic understanding of artistic processes and choices through the theme of "narrative"	Response provides information which shows sound understanding of artistic processes and choices through the theme of "narrative"	Response provides information which show high understanding of artistic processes and choices through the theme of "narrative"	Response provides information which show extensive understanding of artistic processes and choices through the theme of "narrative"
Conceptual Framework (Artist - Artwork - World - Audience).	Response provides limited understanding of the function of the artist, audience and world in the production of artworks through the theme of "narrative".	Response provides basic understanding of the function of the artist, audience and world in the production of artworks through the theme of "narrative".	Response provides a sound understanding of the function of the artist, audience and world in the production of artworks through the theme of "narrative".	Response provides a high understanding of the function of the artist, audience and world in the production of artworks through the theme of "narrative".	Response provides a strong understanding of the function of the artist, audience and world in the production of artworks through the theme of "narrative".
Art Frames	Response provides limited understanding of how different perspectives can be applied to the study of art through the theme of "narrative".	Response provides basic understanding of how different perspectives can be applied to the study of art through the theme of "narrative".	Response provides a sound understanding of how different perspectives can be applied to the study of art through the theme of "narrative".	Response provides a high understanding of how different perspectives can be applied to the study of art through the theme of "narrative".	Response provides extensive understanding of how different perspectives can be applied to the study of art through the theme of "narrative."
How History and Criticism create meaning	Response shows limited understanding of how meaning has been established in the chosen artworks through the theme of "narrative". Response provides little or no interpretations or no artwork examples.	Response shows basic understanding of how meaning has been established in the chosen artworks through the theme of "narrative". Response provides a basic interpretation of the artist's work with weak examples.	Response shows sound understanding of how meaning has been established in the chosen artworks through the theme of "narrative". Response provides a generalised interpretation and examples of the artist's work.	Response shows high understanding of how meaning has been established in the chosen artworks through the theme of "narrative". Response provides a relevant description and examples of the artist's work.	Response shows extensive understanding of how meaning has been established in the chosen artworks through the theme of "narrative". Response provides a detailed description supported by strong examples of the artist's work.

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