



7VA Visual Arts

Task 3: Folio 2

Due Date: 7VA3 - Wednesday 29/10/2025
7VA5 & 7VA4 - Thursday 30/10/2025
7VA1, 7VA2 & 7VA6 Friday 31/10/2025

Task Distributed: 7VA3 - 15/10/2025
7VA5, 7VA4 - 16/10/2025
7VA1, 7VA2, 7VA6 - 17/10/2025

Unit: Creature Feature Part 2

Task Type: Folio and Research

Task Weighting: 40%

Outcomes: 1, 2 and 3

Task Description

Students will submit

1. a folio containing documented digital images of:
 - a completed clay creature
 - a pinch pot monster preliminary task
 - Preliminary designs from VAPD
 - Selected classwork tasks - a list will be provided by the class teacher
 - Any extension tasks completed by the student
2. a 200 word artist's statement, written about the clay creature by answering the following questions:
 - Paragraph 1
 - Provide the Artwork Title, Date, Form and Medium
 - Describe your work:
 - Paragraph 2
 - What challenges did you face while working with clay?
 - How did you use colour in your work?
 - How did you use texture in your work?
 - Paragraph 3
 - Explain what your work means:
 - How have you expressed this idea through the following:
 - Subject matter (your choice of animal)
 - Style (classic, cute, or combination)
 - Accessories
 - Paragraph 4
 - Are you satisfied with the final result of your clay creature? (Please explain your answer).

The questions are to be answered in full sentences in the form of a report.

A google slides presentation will be provided as a template for students to document their assessment in. Students will be provided with opportunities in class to access appropriate technology for digital documentation of tasks

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.

- Apply Use, utilise, employ in a particular situation
- Demonstrate - Show by example.

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

Folios are to be completed in the supplied slideshow template and submitted digitally by 11:59pm on the due date according to your class

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 general verbal feedback in class and through the marking rubric.
- Students can clarify or seek further feedback by speaking with their teacher.
- 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 reflect upon the completed task through the completion of a quiz in the Week 7A formative task. This will include a goal statement on how they will use their task to improve their learning etc.

How does this link to my learning?

- This task assesses
 - all preliminary tasks and artworks completed in class during the semester
 - students' ability to reflect upon their work, applying their knowledge of art fundamentals
- Through the completion of this task, students will receive formal feedback about the success of their art documentation and making skills and their understanding of essential historical and critical content
- This task relates to outcomes 1, 2 and 3 from the Assessment Booklet

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 - Outstanding/Extensive
Explores a range of strategies using different perspectives which connect to the function of artmaking.					
Practice and Frames	1 student has attempted few tasks in their VAPD	2 student has completed some in their VAPD	3 - 4 student has completed most listed tasks in their VAPD		5 student has completed all listed tasks in their VAPD
	1-2 The clay creature design is mostly unresolved and shows limited clarification of ideas and processes There may have been an attempt to address different perspectives	3 The clay creature design is unresolved in places and shows some limited detail There may be simple and annotations to clarify ideas and processes Different perspectives may be considered and there may be more than one angle in the design	4 The clay creature design is mostly resolved and shows some details and annotations to clarify ideas and processes Different perspectives may be considered and there may be more than one angle	5 The clay creature design is fully resolved and shows more than one angle, with some details and annotations to clarify ideas and processes Different perspectives are also considered	6 The clay creature design is fully resolved and shows several angles, details and annotations to clarify ideas and processes Different perspectives are also successfully considered
	1-2 The clay creature is incomplete or may be in pieces, and is lacking in detail with no consideration of the surface	3-4 The clay creature is complete although some places are cracked, not fully joined or formed and are lacking in detail with some consideration of the surface	5-6 The completed clay creature is successfully constructed and and may show some innovation in areas of the form although some surface areas may be not fully resolved	7-8 The completed clay creature is well constructed and resolved and shows some innovation in areas of the form	9-10 The completed clay creature is sophisticated, exceptionally well constructed and resolved and shows innovation consistently across the form
	1 paint has been applied unevenly with randomly chosen colour	2 paint has been applied evenly in most places with some thought in regards to colour		3 paint has been applied evenly and consistently across the artwork with thought in regards to colour	4 paint has been applied evenly with sensitivity and thought in regards to colour
Uses the world as a source of ideas and themes in the making of artworks which demonstrates technical accomplishment.					
Conceptual Framework	1 images and annotations in VAPD show indirect reference to the artwork, themselves as artists, their environment or consideration of the target audience	2 images and annotations in VAPD show reference to 1 of the following: the artwork, themselves as artists, their environment or consideration of the target audience	3 images and annotations in VAPD show reference to 2 of the following: the artwork, themselves as artists, their environment or consideration of the target audience	4 images and annotations in VAPD show reference to 3 of the following: the artwork, themselves as artists, their environment or consideration of the target audience	5 images and annotations in VAPD show reference to all of the following: the artwork, themselves as artists, their environment and consideration of the target audience
Representation	1-2 the clay creature shows limited consideration of style or representation of an idea	3-4 the clay creature follows an unintentional style which suits the abilities and interest of the student subject matter is chosen with a basic idea in mind	5-6 the clay creature shows reference to a style: cute, classic or combination the subject matter shows evidence of an idea	7-8 the clay creature shows an intention to follow a style: cute, classic or combination the subject matter has been chosen to represent an idea	9-10 the clay creature clearly and successfully follows an intentional style: cute, classic or combination the subject matter has been carefully chosen to represent an idea

Acknowledges aspects of artistic practices, the function of relationships and recognises that different interpretations affect meaning through art criticism and art history.					
Practice, Conceptual Framework, and Frames	1-2 Responses are incomplete in places or across the whole assessment	3-4 Responses in the reflection task are basic and do not supply detail	5-6 Responses show some detail which might be stronger in some areas of the reflection task than others	7-8 Responses show a high amount of detail and understanding in most areas of the reflection task	9-10 Responses consistently show an extensive amount of detail and understanding throughout the reflection task
	1 The artist's statement is incomplete or correctly addresses less than half of the questions	2 The artist's statement is mostly complete or correctly addresses at least half of the questions with no further detail	3 The artist's statement correctly addresses all of the questions the responses show some attempts to provide further detail	4 The artist's statement correctly addresses all of the questions with some detail the responses show some originality and and further detail	5 The artist's statement correctly addresses all of the questions in detail The responses are inventive and/or sophisticated and may show an unconventional approach

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Vocabulary

Addresses - refers to

Annotation - a short explanation or note added to a text or image

Clarify - to make clear

Consistently - done the same way across all areas

Extensive - a large amount

Innovation - the process of bringing about new ideas and/or methods

Inventive - showing creativity or original thought
Unconventional - being out of the ordinary

Processes - a series of things that are done in order to achieve a particular result

Resolved - completed to a high standard

Sensitivity - consideration for how the audience experiences the artwork

Unresolved - incomplete

Under-resolved - complete in places but incomplete in others

2020 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	0.25	0.5	0.75	1
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical 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 Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.

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Total /60