



8VA Visual Arts

Task 3: Folio 2

Due Date: 8VA1, 8VA2, 8VA3, 8VA4, 8VA6 - Thursday 30/10/2025
8VA5 - Friday 31/10/2025

Task Distributed:

8VA1, 8VA2, 8VA3, 8VA4, 8VA6 -
Thursday 16/10/2025
8VA5 - Friday 17/10/2025

Unit: [Folio 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 interior mixed media artwork
 - any completed media experiments 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. an artist's statement, written about the mixed media artwork, using the ALARM analysis framework in the style of a report and documented digitally in the provided slideshow

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

a 200 word artist's statement, written about the Interior Artwork by answering the following questions:

Paragraph 1

- Provide the Artwork Title, Date, Form and Medium
- Describe the contents of your work
- Describe the style of your work

Paragraph 2

- What challenges did you face while working with oil pastel and acrylic paint?
- How did you use colour in your work?
- How did you use patterns in your work?

Paragraph 3

- Explain what your work might mean to an art critic or art enthusiast who likes the work

Paragraph 4

- Are you satisfied with the final result of your artwork? (Please explain your answer).

Students will be provided with a specific list of classwork to supply with this assessment from the class teacher.

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 7 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 that have been 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 from 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 The student has attempted few tasks in their VAPD	2 The student has completed some in their VAPD	3 - 4 The student has completed most listed tasks in their VAPD		5 The student has completed all listed tasks in their VAPD
	1-2 The interior artwork design is mostly unresolved and shows limited clarification of ideas and processes The image entirely relies on a provided reference image	3 The interior artwork design is unresolved in places and shows some limited detail There may be simple and annotations to clarify ideas and processes The image is created from a provided reference images with limited manipulation from memory or imagination	4 The interior artwork design is mostly resolved and shows some details and annotations to clarify ideas and processes The image is developed mostly from reference images, with some evidence of the use of memory and imagination	5 The interior artwork design is fully resolved and shows more than one angle, with some details and annotations to clarify ideas and processes The image is developed from reference images, and evidence of the use of memory and imagination	6 The interior artwork design is fully resolved and shows several angles, details and annotations to clarify ideas and processes The image is developed from a combination of reference images, memory and imagination
	1-2 The completed mixed media artwork shows material choices made with assistance made without evidence of conceptual considerations	3-4 The completed mixed media artwork shows random material choices made limited evidence of conceptual considerations	5-6 The completed mixed media artwork shows material choices made for aesthetic reasons with some conceptual considerations	7-8 The completed mixed media artwork shows material choices made to support a concept	9-10 The completed mixed media artwork shows sophisticated material choices made to support a well-developed concept
	1 media has been applied unevenly with randomly chosen colour or pattern	2 media has been applied evenly in most places with some thought in regards to broken colour or pattern		3 media has been applied evenly and consistently across the artwork with thought in regard to broken colour or patterns	4 media has been applied evenly with sensitivity and thought in regard to broken colour or patterns
Uses the world as a source of ideas and themes in the making of artworks which demonstrate 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 interior artwork displays a style which has been chosen to fulfil the task with no reference to an idea	3-4 The interior artwork displays a style which has been chosen to fulfil the task with limited reference to an idea	5-6 The interior artwork displays a deliberate style which has been chosen to represent an idea	7-8 The interior artwork displays a deliberate style and content which has been chosen to represent an idea	9-10 The interior artwork displays a deliberate style and content which has been chosen to represent a sophisticated and well-informed 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