



## HSC Visual Arts

# Task 1: Body of Work Proposal

**Due Date:** Friday 12th December, 2025

**Task Distributed:** Thursday 20th November, 2025 **Unit:** The Body of Work

**Task Type:** Presentation of VAPD and Written Proposal **Task Weighting:** 20%

### Outcomes:

**H1** - initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

**H2** - applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

**H3** - demonstrates an understanding of the frames when working independently in the making of art

**H4** - selects and develops subject matter and forms in particular ways as representations in artmaking

**H5** - demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

**H6** - demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

**H7** - applies their understanding of practice in art criticism and art history

## Task Description

Students are required to present a proposal for a Body of Work. This is to be supported with extensive planning as documented and annotated in a VAPD.

The proposal will need to include:

### Part 1

- A concept image, object or video displaying a mock-up of a potential completed artwork.
- Evidence of planning - this includes a minimum of 10 dated entries in a range of forms/media with reference to the Four agencies (artist, artwork, world and audience). This can include sketches, samples, concept maps, annotations, documented research, draft attempts etc

### Part 2

- A written submission of at least 500 words identifying and describing your proposed body of work. Explain your inspiration and theme, and outline how it relates to all four agencies. Evaluate your proposed idea and all of its components, relating to the frames and artmaking practice.

Regular checks will be made throughout the term to ensure that you are on track.

Students are also welcome to communicate with Ms Aleksoski at other times for feedback

# 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.

- Demonstrate - Show by example
- Describe - Provide characteristics and features
- Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how
- Propose - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
- Recommend - Provide reasons in favour
- Synthesise - Putting together various elements to make a whole

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

Visual Arts Process Diary is due to your class teacher on Friday 12th of December 2025 during period 4. Your written proposal is to be submitted to our google classroom by 11:59pm on Friday 12th of December, 2025.

## 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 formal comments and 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. This will take place during Week 1 of Term 1, 2026. This will be the first Formative Task for that term.

## How does this link to my learning?

- This task relates to studies about the artmaking processes of artists conducted in class with reference to material and conceptual practice.
- By completing this task, students will develop a greater understanding of contemporary art practices and an ability to use this knowledge to plan for an artwork which displays relevance to these practices.
- This task relates to the syllabus outcomes: H1, H2, H3, H4, H5, H6, and H7. These are described in detail in the NSW Visual Arts Stage 6 Syllabus pages 8-9

## 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.

Proposal of BOW	Marks
<ul style="list-style-type: none"> <li>● All entries within the proposal demonstrate a sophisticated and cohesive concept, showing a highly developed understanding of contemporary practices and multiple layers of meaning.</li> <li>● The body of work and proposal shows strong technical refinement, sensitivity, and a visual style that aligns precisely with clear and purposeful artistic intentions.</li> <li>● The documentation and written analysis comprehensively address all aspects of the criteria, demonstrating deep understanding of critical and historical practice, the Frames, and the Agencies through insightful and well-informed references.</li> <li>● Subject matter and form reveal extensive experimentation, manipulation, and development, resulting in a distinctive and sophisticated personal style that communicates complex ideas with clarity and subtlety.</li> </ul>	17 - 20
<ul style="list-style-type: none"> <li>● The entries within the proposal presents a well-developed concept that shows clear understanding of contemporary practices and integrates several related layers of meaning.</li> <li>● The proposed artwork displays strong technical control and refinement, and the visual style effectively reflects the intended artistic purpose.</li> <li>● The documentation and written submission addresses all required areas with thoughtful analysis, demonstrating good understanding of critical and historical practice, with relevant use of the Frames and Agencies.</li> <li>● Subject matter and form show deliberate exploration and development, leading to a cohesive and engaging personal style that communicates ideas with clarity.</li> </ul>	13 - 16
<ul style="list-style-type: none"> <li>● The proposed artwork communicates a clear concept with some understanding of contemporary practices and a developing sense of meaning.</li> <li>● The work shows competent technical ability and some refinement, though the visual style may only partially reflect the intended artistic purpose.</li> <li>● The documentation and written submission covers most required areas and demonstrates a general understanding of critical and historical practice, with some reference to the Frames and Agencies.</li> <li>● Subject matter and form are explored with some experimentation and development, showing a growing sense of personal direction and conceptual intent.</li> </ul>	9 - 12
<ul style="list-style-type: none"> <li>● The proposed artwork presents a simple or partially developed concept with limited connection to contemporary practices and minimal depth of meaning.</li> <li>● The work demonstrates basic technical ability and limited refinement, with a visual style that only loosely relates to artistic intentions.</li> <li>● The documentation and written submission addresses some areas of the criteria but lacks depth of analysis and shows limited understanding of critical, historical, and theoretical concepts.</li> <li>● Subject matter and form show minimal experimentation or development, with a tentative or unclear personal direction.</li> </ul>	5 - 8
<ul style="list-style-type: none"> <li>● The proposed artwork shows a very limited or unclear concept with little or no understanding of contemporary practices or meaning.</li> <li>● The work displays minimal technical control or sensitivity, and the visual style does not clearly relate to artistic intentions.</li> <li>● The documentation and written submission is incomplete or limited, showing little evidence of understanding of critical or historical practice, or of the Frames and Agencies.</li> <li>● Subject matter and form lack experimentation and coherence, with no evident development of a personal style or concept.</li> </ul>	1 - 4

## **Glossary and Explanation relating to Terms in the Marking Criteria:**

**VAPD** - Visual Arts Process Diary - can be in the form of a book, a digital document, a box containing objects, videos or anything which can document 2, 3 and 4-dimensional entries

**Entries** - anything which is relevant to the development of your BOW, these could be images, video clips, objects, written information, experiments, web pages, references or pretty much anything which you feel is relevant

**Development** - in this case, development refers to anything which adds value to an idea.

**Forms** - the physical form of any artwork such as drawing, painting, printmaking, photography, sculpture, collage, mixed media etc

**Media** - anything which is used to create an artform. There is a multitude of art media to work with.

**Exploration** - investigating a subject or idea in depth, often ending up with something very different to original images, objects or events

**Agencies** - artist, artwork, world, audience - the part of the artworld

**Sources** - any way that something is created, captured, collected, appropriated etc such as books, magazines, newspapers, junk mail, internet, people, memories etc

**Obvious** - in this case, obvious representations are those which are not extensively thought-through and may be cliched.

**Evidence** - physical proof of something

**Contemporary practices** - artmaking practices that show engagement in the contemporary world of art, these go beyond traditional methods or find ways to bring traditional methods into the 21st Century.

**Technical refinement** - artmaking skills

**Artistic intentions** - conceptual purposes, the reason for making the artwork

# Process Diary for Body of Work

The Process Diary is not assessed for the HSC Visual Arts Examination but serves as a documentation of the student's in-depth research, concept and material experimentation, resolution and evaluation of how the student developed the body of work for the HSC Visual Arts Examination.

## Process Diary Checklist

- Dated Entries:** Each entry should be dated to show a clear timeline of your development.
- Research and Inspiration:** Document research on subject matter, artists, and artworks that inspire you.
- Planning and Ideas:** Include concept maps, planning notes, and idea generation to show how your ideas developed.
- Experimentation:** Record your experiments with various media, techniques, and materials.
- Sketches and Drafts:** Keep preliminary sketches, compositional sketches, and preliminary drawings.
- Visual Evidence:** Incorporate progress photographs and samples of your work.
- Reflection and Evaluation:** Reflect on your progress, challenges, and what you have learned, often with annotations.
- Artist Statements and Research:** Include relevant artist statements, interviews, and research notes.
- References and Plagiarism Avoidance:** List all reference images and photos used to create your final artwork and avoid plagiarism.

## Purpose of the Process Diary

- Record of Ideas:** It serves as a personal record of your intentions and developing ideas.
- Documentation:** It documents your entire artmaking process, from initial research to the final piece.
- Development of Skills:** It provides a record of your technical skill development and understanding of processes.
- Reflection Tool:** It functions as a tool for reflection and evaluation of your artmaking journey.
- Connection to Body of Work:** It shows the link between your diary work and the final body of work submitted for assessment.

## Format and Presentation of the Process Diary

- Varied Formats:** A VAPD can be a sketchbook, folder, digital file, or a combination of these, and can also include a container for 3D works.
- Organisation:** The diary should be well-organised, with entries in sequential order and handouts secured neatly.