

Task 1: Research Task

Due Date: Friday 27th March, 2026

Task Distributed: 2026

Unit: The Human

Task Type: Research and VAPD

Task Weighting: 15%

Outcomes:

- **VA5-AMC-01** - makes and refines artworks to represent different ideas informed by an understanding of Artworld concepts and their relationships.
- **VA5-AMV-01** - applies and evaluates Viewpoints to refine artistic intent and represent meaning in artworks.
- **VA5-CHC-01** - analyses and interprets Artworld concepts and their relationships in Art critical and historical studies.
- **VA5-CHP-01** - investigates and interprets aspects of Practice to represent Art critical and historical perspectives.

Task Description

You are to research a portrait artist that you have gained inspiration from for your portrait body of work.

Part 1: Introduction:

Address the following:

- Introduce your artist
 - Artist full name.
 - Where are they from?
 - Identify the artist's art style or art movement.
- "How has (insert name of your chosen artist) influenced and/or inspired me in my creation of my portrait artwork?"

Part 2: Artmaking Practice:

- Describe how you and the artist have used similar techniques to create portraits.
- Describe how you and the artist have used different techniques to create portraits.

Part 3: Artwork Agencies:

Compare and contrast your chosen artist using the Conceptual Framework

- Artist - Identify, describe and explain the similarities between yourself and your chosen artist.
- Artwork - Choose one artwork by this artist that is most relevant to your artwork. Supply the title and date of the artwork. Include an image of the artwork. Explain how this work is similar to and also different from yours.
- World - Identify how you and this artist have had similar and different experiences of places, events, and people in the world.

Part 4 - How Art History Creates Meaning:

- Provide a final judgement by evaluating the success in the chosen artwork of influence in providing you with inspiration for your artwork.

Part 5: Bibliography

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.

- Identify - to perceive or state the identity of (someone or something)
- Analyse - examine (something) methodically and in detail, typically in order to explain and interpret it:
- Describe - Provide characteristics and features.

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

Your research task is to be submitted on google classroom on or before Friday 27th March, 2026..

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 worksheet which will be then stored in their VAPD's for future reference.

How does this link to my learning?

- This task links to work completed in class as preliminary tasks for a portrait artwork, related research and class work.
- Through the completion of this task, students build skills in researching the work of artists, knowledge about drawing and painting techniques.
- Outcome 1 assesses students' ability to use a range of methods with an understanding of the function of artmaking and how perspectives affect meaning
- Outcome 3 assesses students' 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

MARKING CRITERIA	Descriptors				
	E Limited	D Basic	C Sound	B High	A Extensive
	0-1	2	3	4	5
Artist Biography	Response shows little to no research and understanding of the artist's biography, artistic practice, and art style/movement.	Response shows some research and limited understanding of the artist's biography, artistic practice, and art style/movement.	Response shows some research and sound understanding of the artist's biography, artistic practice, and art style/movement.	Response shows evidence of good research and a developed understanding of the artist's biography, artistic practice, and art style/movement.	Response is well researched and displays a strong understanding of the artist's biography, artistic practice, and art movement/style.
Practice	Responses in section 2 show limited understanding of material and conceptual artmaking actions and choices.	Responses in Section 2 show basic understanding of material and conceptual artmaking actions and choices	Responses in Section 2 show sound understanding of material and conceptual artmaking actions and choices	Responses in Section 2 show high understanding of material and conceptual artmaking actions and choices	Responses in Section 2 show extensive understanding of material and conceptual artmaking actions and choices
Conceptual Framework	Responses in Section 3 show limited understanding of artworld agencies (artist, artwork, world) and how they relate to themselves and other artists	Responses in Section 3 show basic understanding of artworld agencies (artist, artwork, world) and how they relate to themselves and other artists	Responses in Section 3 show a sound understanding of artwork agencies (artist, artwork, world) and how artworks can be studied and created using different perspectives	Responses in Section 3 show a high understanding of artwork agencies (artist, artwork, world) and how artworks can be studied and created using different perspectives	Responses in Section 3 show an extensive understanding of artwork agencies (artist, artwork, world) and how artworks can be studied and created using different perspectives
How History and Criticism create meaning	Section 5 Response demonstrates a limited understanding of how history and criticism create meanings in artworks.	Section 5 Response demonstrates a basic understanding of how history and criticism create meanings in artworks.	Section 5 Response demonstrates a sound understanding of how history and criticism create meanings in artworks.	Section 5 Response demonstrates a high understanding of how history and criticism create meanings in artworks.	Section 5 Response demonstrates an extensive understanding of how history and criticism create meanings.
Bibliography	0	1	2		
	Has not included a bibliography page.	Attempts to supply some references.	Supplies bibliography page in the correct format (Harvard Referencing)		

Total: /22

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