



Sample assessment task	
Year level	9
Learning area	The Arts
Subject	Visual Arts
Title of task	Analysis – <i>Another Day</i> , Denise Duong
Task details	
Description of task	<p>Students will analyse <i>Another Day</i> by Denise Duong, using the provided STICI framework, and respond to short-answer questions.</p> <p>Students must demonstrate the use of visual art language, identify key features of the work, discuss contextual viewpoints, provide personal opinions and support answers with specific evidence from the artwork.</p>
Type of assessment	Responding
Purpose of assessment	Formative and Summative
Assessment strategy	Students analyse, in written form, the artwork of others, using the elements and principles of design based on the STICI framework.
Evidence to be collected	Written analysis – Short answer questions
Suggested time	Two hours
Content description	
Content from the Western Australian Curriculum	<p><b>Analysis</b></p> <p>Critical analysis frameworks (STICI, Feldman or Taylor) used to analyse artwork from contemporary and past times</p> <p>Use of visual art language (visual art elements and principles of design), visual conventions and art terminology to respond to artwork (e.g. dot point, short-answer essay, verbal format)</p> <p>Visual conventions identified in complex compositional arrangement of artwork (e.g. metamorphosis, Cubist fragmentation)</p> <p><b>Social, cultural and historical contexts</b></p> <p>Identification of representations in artwork within a given context</p> <p>Viewpoints in artwork from particular artists and styles</p> <p>Practices, techniques and viewpoints of artists from different cultural groups</p> <p><b>Interpretation/response</b></p> <p>Evaluation of their own artwork and the artwork of others using examples and evidence to support judgements</p>

Task preparation	
<b>Prior learning</b>	<p>Students should have had some background in using critical analysis frameworks, incorporating appropriate visual art language, art terminology and visual conventions in their responses about traditional and contemporary artwork.</p> <ul style="list-style-type: none"> <li>• Students will use the STICI framework to respond to a practice sample image – Eda Akaltun’s <i>Buying Time</i>, with teacher guidance and support. The process of analysis will include group and whole-class discussions as prior learning.</li> <li>• Students will analyse and make notes on Denise Duong’s image, <i>Another Day</i>, using the STICI framework.</li> <li>• Elements of design: line, tone, colour, shape, texture, form and space.</li> <li>• Principles of design: movement, balance, rhythm, emphasis, harmony, pattern, contrast, proportion and unity.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
Assessment task	
<b>Assessment conditions</b>	<ul style="list-style-type: none"> <li>• Students will respond to final short-answer questions during the allocated 60 minutes’ working time. STICI notes made previously can be used to respond to the questions.</li> <li>• The final short-answer responses will be assessed using the supplied marking key.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Stimuli: practice sample image – Eda Akaltun’s <i>Buying Time</i>, with teacher-guided questions</li> <li>• STICI framework outline and blank form to make notes</li> <li>• Stimuli: image to analyse – Denise Duong, <i>Another Day</i></li> <li>• Image analysis – short-answer question booklet</li> <li>• Paper, pens/pencils</li> </ul>

### Instructions for teacher

- Teacher-directed class discussion and note taking on analysis of a stimulus image (Eda Akaltun) using STICI frame for preparation (one hour recommended).
- Students are allowed **two hours in total** to complete their analysis work on Denise Duong's *Another Day*:  
**One hour** for their first note-making draft using the STICI framework. This session will also be teacher directed, to assist students with understanding of the stimulus image.  
**One hour** for their final short-answer responses. Students are encouraged to use STICI notes made in class to assist them with the assessment.

**Both drafts must be completed in the short-answer question booklet provided.**

### What to submit:

- Final short-answer responses for assessment by the due date.

## Stimulus: Sample image – Trial

Sample image for class trial: Suggested time – one hour



Eda Akaltun, *Buying Time*, 2011

Digital collage

[Retrieved May, 2015, from [http://farm9.staticflickr.com/8501/8432828878\\_5e2b7f4a95\\_b.jpg](http://farm9.staticflickr.com/8501/8432828878_5e2b7f4a95_b.jpg)]

Eda Akaltun is a New York-based illustrator and printmaker from Istanbul. Studying illustration at Central Saint Martins in London, Akaltun developed a love for traditional printmaking and collage, and began collecting paper ephemera, 50s fashion catalogues and old family photos to populate her increasingly detailed compositions. *“Old photos and magazines inspire me because of their colours, textures and fashions. I use these to create futuristic, false-perspective environments.”*

[Text retrieved November, 2015, from [www.edosatwork.com/About](http://www.edosatwork.com/About)]

### Teacher guided questions:

- What is the artwork about?
- What do you think is happening in the artwork?
- What do you see that makes you say that?
- Who do you think is the main character in this story?
- Do you recognise any of the characters? Why or why not?
- What can we say about these characters?
- Describe the setting.
- What time of day is it?
- Where does the scene take place?
- Discuss point of view.
- Is the work realistic or imaginative?
- Which of the elements and principles do you notice first?
- Using appropriate art language, describe how the key elements and principles are used in the artwork.
- Discuss composition: How is it broken up? Is it symmetrical or asymmetrical?
- What is the mood of this image?
- How does that contribute to the meaning?
- What is your reaction to this artwork?
- Consider the artist's viewpoint/message?
- As the viewer, you bring your own viewpoint/perspective when looking at the image: does this influence your interpretation and, if so, how?

### STICI FRAMEWORK

Use these guiding questions to make notes about features and meaning of the artwork.

<b>S</b>	<b>Subject</b>	Write an expository or factual statement that describes the subject matter and features of the artwork. What is the artwork about? What themes or ideas are being communicated? Does the work fit into a specific genre? Is the work realistic or abstracted? Does it have a narrative or story? What are the features of the artwork? Is there any symbolism or are there any hidden meanings in the artwork? Is the subject imagined, remembered or observed? Describe what you can see in the artwork.
<b>T</b>	<b>Technique</b>	What materials, skills and processes have been used to create the artwork? How has the artist executed the artwork? What effects have been achieved in the artwork?
<b>I</b>	<b>Influences</b>	What influences from other artists can be detected? Do you see any evidence or reference to other art movements, periods, times or cultures in the artwork? Can any other environmental or contextual influences be identified? Is there any evidence of social, political, theoretical or religious influences in the artwork?
<b>C</b>	<b>Composition</b>	How has the artwork been arranged? How have elements and principles been used and to what effect? What compositional devices have been used to construct the artwork?
<b>I</b>	<b>Intention</b>	What messages are being communicated? How are these messages being conveyed? What mood, feeling or atmosphere is created? What is the purpose of the artwork? Why do you think the artist has created the artwork? Is there a narrative or story to the artwork? Does the work have social or cultural significance? Is it confronting, or does it make political comment?

Make notes about the artwork *Buying Time*, by Eda Akaltun below, using the STICI framework.

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C	
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Stimulus: Image for analysis



**Denise Duong, *Another Day***

Image transfer, paper, acrylic, ink and gold leaf. 36" x 36"

<https://s-media-cache-ak0.pinimg.com/236x/d1/e0/80/d1e080cbc0be59ed6b24cc71cc5204a1.jpg>

## Notes using the STICI framework

- You will have 60 minutes to write your notes in class (teacher directed). You should use the questions from the STICI framework in the spaces provided.
- Use the elements and principles of design when discussing techniques and composition in the artwork.
- Remember to use art terminology and examples to support your ideas.

### Additional questions before you use your STICI framework to analyse:

- What is the subject matter of the artwork?
- Structural analysis: is this image a symmetrical or asymmetrical composition?
- How is the composition broken up?
- Describe how the artist has used colour in this artwork?
- What elements and principles have been predominantly used in this artwork and how have they been used to effect?
- How does narrative play an important part in this artwork?
- What is the mood of this image?
- Discuss the use of mixed media.
- What is your reaction to this artwork?
- Consider the artist's message?
- As the viewer, you bring your own viewpoint/perspective when looking at the image: does this influence your interpretation and, if so, how?

### STICI FRAMEWORK

Use these guiding questions to make notes about features and meaning of the artwork.

<b>S</b>	<b>Subject</b>	Write an expository or factual statement that describes the subject matter and features of the artwork. What is the artwork about? What themes or ideas are being communicated? Does the work fit into a specific genre? Is the work realistic or abstracted? Does it have a narrative or story? What are the features of the artwork? Is there any symbolism or are there any hidden meanings in the artwork? Is the subject imagined, remembered or observed? Describe what you can see in the artwork.
<b>T</b>	<b>Technique</b>	What materials, skills and processes have been used to create the artwork? How has the artist executed the artwork? What effects have been achieved in the artwork?
<b>I</b>	<b>Influences</b>	What influences from other artists can be detected? Do you see any evidence or reference to other art movements, periods, times or cultures in the artwork? Can any other environmental or contextual influences be identified? Is there any evidence of social, political, theoretical or religious influences in the artwork?
<b>C</b>	<b>Composition</b>	How has the work been arranged? How have elements and principles been used and to what effect? What compositional devices have been used to construct the artwork?
<b>I</b>	<b>Intention</b>	What messages are being communicated? How are these messages being conveyed? What mood, feeling or atmosphere is created? What is the purpose of the artwork? Why do you think the artist has created the artwork? Is there a narrative or story to the artwork? Does the work have social or cultural significance? Is it confronting, or does it make political comment?



Make notes about the artwork below, using the STICI framework.

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Student name: \_\_\_\_\_

**Final short-answer responses, using the STICI framework draft**

- You have 60 minutes to complete your responses. You must answer the questions below in the spaces provided.
- Remember to use art terminology and examples to support your ideas. You are expected to refine and extend on your draft responses.
- If you cannot answer a question, do the best you can or move onto another question.
- Manage your time carefully to ensure you finish this task in the time allocated.

**Advice**

- Take your time to carefully re-examine the image before you commence writing your final response.
- Use your STICI framework draft notes to assist you with your responses.
- Ensure you are responding to each question, using appropriate art language.
- Use specific evidence from the artwork to support your responses.

**1. Subject**

Describe the subject matter of the artwork in detail, using visual art language. What can you see in the artwork?

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What are the key features of the artwork? What do you notice first?

Feature 1:

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Feature 2:

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What themes or ideas are being communicated in the artwork?

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Is the subject matter imagined, remembered or observed? What makes you think this or how do you know this?

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## 2. Technique

What materials, skills and processes have been used to create this mixed media artwork? What effects have been achieved in the artwork as a result?

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### 3. Influences

Is there any evidence or reference to another art movement/style? Do you see any personal or cultural focus in the artwork?

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### 4. Composition

Discuss composition and how the artwork has been arranged. What compositional devices have been used to execute the artwork?

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Using art terminology, describe how the artist has used the following **elements** and refer to where it can be seen.

Space

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Colour

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Line

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Using art terminology, describe how the artist has used the following **principles** of design and refer to examples of where it can be seen in the artwork.

Contrast

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Pattern

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Balance

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## 5. Intention

Explain the narrative or story of the artwork, using specific evidence to illustrate your interpretation.

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What mood, feeling or atmosphere is created in the artwork?

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What do you think is the purpose of the artwork? Is the artist successful in portraying **your** interpretation of purpose?

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<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Analysis</b>	
Use of art terminology to describe artwork	
Provides an accurate description of the artwork, using correct art terminology.	7–8
Provides a clear description of the artwork, using appropriate art terminology.	5–6
Provides a simple description of the artwork, using some art terminology.	3–4
Provides a cursory description of the artwork, with minimal or no use of art terminology.	1–2
	<b>8</b>
Use of visual art language and how it contributes to the artwork	
Provides detailed comments about the use of visual art language and how it contributes to the artwork.	7–8
Provides considered comments about the use of visual art language and how it contributes to the artwork.	5–6
Provides general comments about the use of visual art language and how it contributes to the artwork.	3–4
Provides a cursory opinion about the use of visual art language and/or how it contributes to the artwork.	1–2
	<b>8</b>
<b>Social, cultural and historical contexts</b>	
Discusses viewpoints in artwork from particular artists and styles	
Cohesive discussion of contextual viewpoints represented in the artwork.	4
Appropriate discussion of contextual viewpoints represented in the artwork.	3
Literal discussion of contextual viewpoints represented in the artwork.	2
Inconsistent and/or irrelevant discussion of contextual viewpoints represented in the artwork.	1
	<b>4</b>
Identification of representations in artwork	
Concisely identifies meaning and purpose represented in the artwork.	4
Appropriately identifies meaning and purpose represented in the artwork.	3
Adequately identifies meaning and purpose represented in the artwork.	2
Inconsistently identifies meaning and purpose represented in the artwork.	1
	<b>4</b>
<b>Interpretation/response</b>	
Personal opinions on the artwork of others, using evidence to support judgements	
Provides specific and informed opinions by referring to relevant evidence in the artwork.	4
Provides considered opinions by referring to appropriate evidence in the artwork.	3
Provides straightforward personal opinions by referring to some evidence in the artwork.	2
Provides cursory or no personal opinions, with no reference to evidence in the artwork.	1
	<b>4</b>
<b>Total</b>	<b>28</b>