



## Sample assessment task

<b>Year level</b>	8
<b>Learning area</b>	The Arts
<b>Subject</b>	Visual Arts
<b>Title of task</b>	Analysis

## Task details

<b>Description of task</b>	Students will view and analyse an artwork that is either traditional Japanese woodblock or an appropriated artwork by an artist such as Australian Margaret Preston or Rachel Newling.
<b>Type of assessment</b>	Responding
<b>Purpose of assessment</b>	The purpose of this task is to provide both formative and summative assessment on students' ability to apply visual arts language to identify key features and analyse artwork.
<b>Assessment strategy</b>	Students analyse, in written or oral form, the artwork of others using the elements and principles of design based on the STICI framework
<b>Evidence to be collected</b>	Written analysis
<b>Suggested time</b>	Two hours

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Analysis</b></p> <p>Critical frameworks (STICI or Taylor) to discuss artwork</p> <p>Use of visual art elements; principles of design; visual conventions and visual art terminology to respond to artwork (e.g. dot point form, verbal or written format)</p> <p>Key features considered when constructing a composition (e.g. use of linear and/or atmospheric perspective to create a sense of distance in space)</p> <p><b>Social, cultural and historical contexts</b></p> <p>Purpose and meaning communicated in artwork from selected artists and art styles</p> <p><b>Interpretation/response</b></p> <p>Personal opinions about their own artwork and the work of others, supported by specific examples within artwork and reasons to justify opinions</p>
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## Task preparation

<b>Prior learning</b>	Students will have been presented with a variety of artwork from traditional to contemporary Japanese woodblock printmaking.
<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>	The analysis will be completed in class.
<b>Resources</b>	<ul style="list-style-type: none"><li>• Images</li><li>• Work booklet</li></ul>

### Instructions for teachers

- Teacher-directed class discussion and note taking on analysis of a stimuli image (Rachel Newling) using STICI or Taylor framework.
- Students are allowed **two hours in total** to complete their analysis work on Rachel Newlings', *Gang-Gang Cockatoo and Wollemi Pine*:
  - **one hour** for their first note-making draft, using a selected critical 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 notes made in class to assist them with the assessment.

### What to submit:

- Image analysis – final draft

### Task instructions

Responding Lesson 1 (60 minutes) – Teacher-guided questions will form a major part of the discussion and analysis of the selected image. Students will commence making draft notes about the features and meaning of the artwork. Teacher may also supply an art glossary for students, to assist them with using art terminology as they talk and write about the image.

Responding Lesson 2 (60 minutes) – Students will be given time to write a final draft in class. Using notes prepared in a previous lesson, students re-examine and respond to the image by writing about: Subject, Techniques, Influences, Composition and Intention.

Analysis Framework <http://www.artgallery.wa.gov.au/education/worksheets7-12.asp> (Suggest STICI framework)



#### Rachel Newling

Gang-Gang Cockatoo and Wollemi Pine

75 X 50cm

Edition of 50

Hand-coloured linocut on handmade Japanese paper

<http://rachelnewling.com/australian-birds-linocuts-rachel-newling-gallery-2/>

<b>Sample marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Analysis</b>	
Describes the artwork, using art terminology	
Describes accurately, and in detail, the artwork, using art terminology.	3
Describes, clearly, the artwork, using some art terminology.	2
Describes obvious aspects of the artwork, using minimal or incorrect art terminology.	1
	<b>3</b>
<b>Use of visual art language</b>	
Identifies clearly and accurately explains the use of visual art language.	3
Identifies and describes, with some clarity, the use of visual art language.	2
Identifies and describes the use of visual art language, imprecisely and infrequently.	1
	<b>3</b>
<b>Social, Cultural and Historical Contexts</b>	
Meaning and purpose associated with artwork	
Makes accurate and detailed comments about the meaning and purpose of the artwork.	3
Makes straightforward comments about the meaning and purpose of the artwork.	2
Makes superficial or incomplete comments about the meaning and purpose of the artwork.	1
	<b>3</b>
<b>Interpretation/Response</b>	
Personal opinions about the artwork of others	
Provides coherent opinions with reference to relevant evidence in the artwork.	3
Provides considered personal opinions with reference to appropriate evidence in the artwork.	2
Provides little or no personal opinions about the artwork.	1
	<b>3</b>
<b>Total</b>	<b>12</b>