



Sample assessment task	
Year level	9
Learning area	The Arts
Subject	Visual Arts
Title of task	Photography/Mixed media – <i>Urban E-scape</i>
Task details	
Description of task	<p>With reference to the theme <i>Urban E-scape</i>, students will create a mixed media artwork using their own original photograph of a local urban landscape as a starting point. This image will be transferred onto an A3 primed MDF board using a polymer transfer technique and further developed into an expressive narrative using collage, illustration and/or paint.</p> <p>The photographic work of Andy Warhol 1976–1987, mixed media works by Robert Rauschenberg and the playful narratives of Denise Duong will be explored for technical and stylistic influences.</p>
Type of assessment	Making
Purpose of assessment	To determine student progress through both formative and summative assessments.
Assessment strategy	Production
Evidence to be collected	<p>Students will complete a resolved artwork accompanied by teacher directed inquiry and design development documentations:</p> <p>Production:</p> <ul style="list-style-type: none"> • photography that shows thoughtful understanding of composition, perspective, equal balance of positive and negative space and an opportunity to consider a narrative to facilitate a resolved artwork • a portfolio of drawings/designs (Part A) that incorporates the exploration of figures in action using a variety of styles, utilising the range of recommended media and materials. Two A4 compositional designs, which illustrate possible interpretations for the final artwork. These must include the original photograph, compositional alternatives and a visually interesting narrative • the resolved artwork (Part B) will be an A3 sized mixed media work on MDF board, combining the polymer transfer technique and the chosen mixed media narrative • digital record of polymer transfer technique that visually/orally identifies the transfer process undertaken (step by step). Accompanying annotations with art terminology should support the images. <p>Reflection:</p> <ul style="list-style-type: none"> • reflective writing (Part C) that responds to the production task using the supplied pro forma.
Suggested time	40 hours

Content description

Content from the Western Australian Curriculum

Inquiry

- Ideas for art-making appropriate for chosen discipline (e.g. brainstorm, mind map, annotations/sketches, photography, media testing)
- Exploration of media, materials and technologies in order to understand how they can be applied to a variety of art forms
- Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. applying colour to a black and white print)
- Recognition and use of visual art conventions (e.g. examining the representation of the human form in cultural contexts)
- Personal responses in written and visual form to illustrate understanding of themes, concepts or subject
- Introduction of ideas inspired by an artistic style in their own artwork

Art practice

- Materials, techniques and technologies explored to develop and represent their own artistic intentions
- Techniques and processes chosen to develop and refine artwork when representing ideas and subject matter
- Safe and sustainable practices when producing artwork
- Processes and resolved artwork appraised; ways to improve art practice; reflection

Presentation

- Resolved artwork presented with consideration of personal expression and audience; can be verbal or written

Task preparation

Prior learning

Students have previously completed Visual Art in Years 7 and 8 and have the knowledge of the creative process, various studio techniques, visual art terminology and have been introduced to critical analysis frameworks

Assessment differentiation

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.

Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Assessment task

Assessment conditions	Inquiry and art practice are to be completed within class time.
Resources	<ul style="list-style-type: none">• Task sheet – PART A• Stimulus material: Photographic images (Andy Warhol) and contemporary mixed media images (Denise Duong, Robert Rauschenberg)• Stimulus material: examples of contour line drawings and stylised figures• Polymer transfer process notes• Teacher selected urban landscape for photographing• Reflection task – PART C <p>Practical equipment</p> <ul style="list-style-type: none">• Task 1: camera/phones/iPads, A4 cartridge paper, 2 x A4 photocopies (of selected photograph), 2B pencil, Artline pens (0.2, 0.4), coloured inks, paint (acrylic or oils), brushes, collage papers, scissors, glue• Task 2: A3 laser copied (photocopied) black and white photograph – reversed (if critical to design), A3 MDF board (depth optional), white paint for priming board, polymer gloss varnish (Derivan), soft/broad brush, spray bottle, printmaking roller (optional), rags, drawing and painting media (as above), camera/iPad to document polymer transfer process

Instructions for teachers

Making

Task: To produce an A3 mixed media artwork based on the theme, *Urban E-scape*

The focus for this task is to create a narrative within an urban landscape, inspired by a local place chosen by the teacher. The students will photograph the urban environment and the people within it, as stimulus for the photographic backdrop and development of mixed media figures within the space.

Consider carefully the following elements and principles: line, shape, colour, balance, texture, space, perspective, contrast and proportion.

Task instruction

PART A: Folio

Discussion of contemporary influences and note making: (2 hours)

- Teacher to introduce the task with a discussion of the theme and the various artists that will be explored: photography (Andy Warhol) and for mixed media (Denise Duong, Robert Rauschenberg). Students will be shown/given stimulus images of artwork created by these artists.
- Individual or group to complete a brainstorm/mind map that highlights the key features, style, techniques and materials for each of the three stimulus artwork samples given.
- Class discussion and further exploration of the relevance that each artist has to the technical and creative processes.

Photography task: (5 hours)

- Teacher-directed discussion on creating successful photographs, e.g. rule of thirds, point of view; use of positive and negative space etc. Photographs should demonstrate strong linear qualities, textural elements, space and perspective.
- Teacher to select a specific urban environment that the class will explore photographically, e.g. school grounds, local suburban area, city or town nearby. Two allocated class sessions or an excursion will allow students the opportunity to take substantial and well-considered photographs of the urban environment.
- Additional photographs must be taken, focusing specifically on the figures in action within this place (close up and at a distance). These figures can be used for the narrative element of the work. Instruct students to look for interesting groupings of people, activities, bikes, prams, animals etc.
- Photographs (a selection of three) will be presented and the final background will be chosen by consultation with peers and teacher.
- Selected photograph will be submitted for individual assessment, independent to the final artwork.
- Photographs may be manipulated with appropriate apps/Photoshop (optional), to create a desired effect.
- Selected photograph should be reversed (if required) and laser printed in black and white – 1 x A3 format.

Drawing and Design development: (10 hours)

- 2 x blind contour drawings using 2B pencil created from photographs taken of figures in action.
- 2 x timed gesture drawings (2 mins) using artline pen.
- Student to continue exploring figures from life/original photographs using both pencil and artline pen, in greater detail. Consider the narrative element carefully through the choice of figures and make notes about their own story.
- Develop favourite figures into more stylised characters. Figures may remain quite simple, taken from gestural sketches or become more detailed and refined. Teacher to direct this development using a variety of suggested drawing mediums, paint and collage.
- Using two A4 photocopies of selected photo and developed characters, students create two alternative compositions of chosen narrative. Consider stylistic influence and the manipulation of background and foreground i.e. scale, placement and media manipulation to demonstrate ideas for the final A3 artwork.
- Selection of most successful design.

PART B: Resolved artwork (19 hours)

- Prime A3 MDF board.
- Complete polymer transfer of chosen image using A3 laser copy.
- Document the transfer process step by step using photographs or iPad and make notes using visual art language.
- As per chosen composition, complete the artwork to a resolved state using mixed media techniques and submit for assessment.

PART C: Reflection (1 hour)

- Using self-evaluation pro forma, complete the reflection on your final artwork.

Any worksheets or scaffolding specific to the task

See appendices for Reflection task and Process notes for Polymer Transfer onto MDF.

Sample Marking key	
Description	Marks
Inquiry	
Communication of ideas, drawings, and designs	
Ideas, drawings and designs are coherent and successfully communicated.	4
Ideas, drawings and designs are clear and effectively communicated.	3
Ideas, drawings and designs are simple and adequately communicated.	2
Ideas, drawings and designs are undeveloped and communicated in an obvious way.	1
	4
Use of visual art language in the development of ideas	
Applies relevant visual art language effectively to develop ideas.	4
Applies visual art language appropriately to develop ideas.	3
Applies some visual art language to develop ideas.	2
Applies minimal visual art language to develop ideas.	1
	4
Personal responses about the creative process	
Provides detailed reflective comments (written and visual) about the creative process.	4
Provides considered reflective comments (written and visual) about the creative process.	3
Provides simple reflective comments (written and visual) about the creative process.	2
Provides little or no reflective comments (written and visual) about the creative process.	1
	4
Art Practice	
Experimentation with media, materials and technologies to represent own artistic intention	
Experiments purposefully with media, materials and/or technologies to represent own artistic intention.	4
Experiments appropriately with media, materials and/or technologies to represent own artistic intention.	3
Experiments moderately with media, materials and/or technologies to represent own artistic intention.	2
Experiments superficially with media, materials and/or technologies to represent own artistic intention.	1
	4
Application of techniques and processes to resolve artwork/s	
Applies specific techniques and processes to effectively represent ideas and style.	4
Applies appropriate techniques and processes to competently represent ideas and style.	3
Applies simple techniques and processes to represent ideas and style.	2
Applies inappropriate techniques and/or processes to superficially represent ideas and/or style.	1
	4

Presentation	
Display of resolved artwork with consideration of personal expression and audience	
Demonstrates discernment and personal expression in the display of artwork and to an intended audience.	4
Demonstrates consideration and personal expression in the display of artwork and to an intended audience.	3
Demonstrates some consideration and personal expression in the display of artwork and to an intended audience.	2
Demonstrates minimal consideration and personal expression in the display of artwork and to an intended audience.	1
	4
Total	24

Process notes for Polymer Transfer onto MDF

Required materials: 1 x A3 laser/photocopy of chosen photograph (black and white); 1 x A3 MDF board (teacher to choose depth); white paint for priming; Derivan polymer gloss varnish; a jar (with lid) for each student's polymer; and a soft/broad brush (one between two); spray bottle; printmaking roller (optional); and rags.

TEACHER: It is recommended that you buy a 1 litre bottle of Derivan polymer gloss varnish, to supply all students in the class adequately for the transfer process.

Step 1: Prepare your pre-cut MDF boards (A3) with white paint. It is important that the primed finish is smooth.

Step 2: Select your best original photograph of the Urban Landscape (reversed if image needs to be transferred as per original) and laser copy/photocopy, this to A3 size. The image should be copied in black and white.

Step 3: The edge of photograph can be cut straight for a more precise effect or torn carefully for a distressed look.

Step 4: Carefully apply one even smooth layer of polymer with a soft broad brush over the whole image of your laser/photocopy. It is important you do not remove any polymer with your fingers as you work. Allow 5 minutes for drying between coats.

Step 4: Apply two more coats of the polymer, using the same technique (5 minutes wait between each). Keep your applications as smooth as possible.

Step 5: Apply a fourth and final layer of polymer and apply image face down onto primed MDF surface immediately. Be sure to carefully smooth out all air bubbles with a printmaking roller or the palm of your hand. It is important that the complete image is successfully adhered to the surface. Allow image to dry for at least 15 minutes.

Step 6: With a spray bottle, apply a fine mist of water over the backing paper and begin to carefully, in a circular motion; rub away the paper across the whole A3 surface. This removal process must be done slowly and evenly, layer by layer.

Step 7: As the paper begins to dry, re-spray the surface and repeat the process of rubbing back, several more times. Slowly you will reveal the image that has been transferred onto the MDF surface. It is extremely important not to be heavy handed with the rubbing back or you may lose the clarity of the transferred image.

Step 8: When your work dries, check that you are satisfied with the final amount of paper you have removed and that your background image is clearly visible.

Step 9: You are now ready to work coloured media into this image, to create your narrative in mixed media as directed by your teacher.

Remember to digitally document the transfer process in at least five technical steps, add notes that incorporate appropriate visual art language.

PART C: Reflection Task

Student name: _____

Reflect on all the steps involved in researching, designing, experimenting and producing your artwork.

- You will have 60 minutes to write your response to the following reflective questions.
- Remember to use art terminology and examples to support your ideas.
- If you cannot answer a question, do the best you can or move onto another section.
- Manage your time carefully to ensure you finish this task in the time allocated.

Describe the process of designing and creating your artwork. How did the photograph you chose as a background influence the development of your narrative? **(4 marks)**

Explain how you incorporated Denise Duong, Robert Rauchenberg or Andy Warhol’s style into your own designs. What aspects about the design process did you find most challenging? Give reasons. **(4 marks)**
