



*Creative and  
Performing Arts*

# Nepean Creative & Performing Arts High School

Mrs T Irons, Principal  
115-119 Great Western Highway  
Emu Plains, NSW, 2750  
Locked Bag 6004, Emu Plains 2750  
Phone: (02) 4728 7200  
Fax: (02) 4735 6141

Email: [nepean-h.school@det.nsw.edu.au](mailto:nepean-h.school@det.nsw.edu.au)  
Website: [www.nepeancapahigh.nsw.edu.au](http://www.nepeancapahigh.nsw.edu.au)

## ASSESSMENT TASK COVER SHEET

**Faculty:** Creative Arts

**Course Name:** 9 Advanced Visual Arts 1

**Date Issued:** Term 3; Week 2: 2022

**Due Date:** Term 3; Week 9: 2022 – 14<sup>th</sup> of September

**Outcomes Assessed:** 5.7, 5.9, 5.10

**Assessment Task Number:** 1

**Assessment Task Title:** The Natural Environment – Art History and Criticism

**Assessment Weighting:** 20%

**Total marks allocated to this task:** 25 marks

**Task Description:** Analysing artworks

You are required to write responses which answer the set of questions in the attached booklet. There are **THREE QUESTIONS** and you can complete your answer in the space provided.

**ANSWERS MUST BE WRITTEN IN YOUR OWN WORDS UTILISING FULL SENTENCES AND PEEL.**

**Things you need to KNOW to complete this task:**

<b>Content</b>	<p>Your answer will be assessed on how well you:</p> <ul style="list-style-type: none"> <li>• Investigate art using the Frames, Conceptual Framework and Practice</li> <li>• Synthesise information in written responses</li> <li>• Demonstrate your visual literacy – using art language and analytical skills</li> <li>• Develop your viewpoint in writing about artworks</li> </ul>
<b>Skills (verbs)</b>	<p>Reacting, Responding, Explaining, Describing, Interpreting, Investigating, Considering, Discussing, Analysing, Defining, Clarifying, Evaluating and Writing critically.</p>

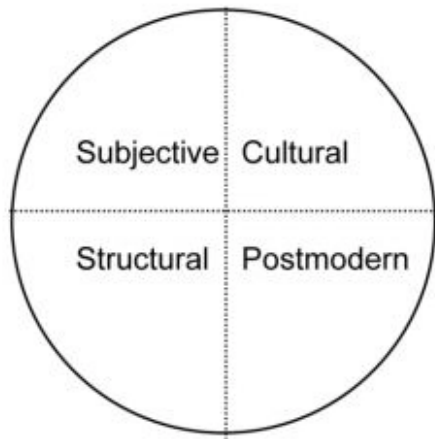
**Things you need to DO to complete this task:**

Step	Things I will do	What I will see as a result
1	Read the instructions and the assessment task carefully before undertaking the source material	A clearer understanding of how to approach the responses effectively and clearly
2	Read class notes, participate in class discussions and complete coursework	Develop an understanding of artists and artworks, through analysing art via The Frames, Conceptual Framework and Practice to write informed responses
3	Learn to organise my visual literacy and analytical skills in writing approaches	Developing an understanding and appreciation for art
4	Plan and write responses to each question	The consolidation of my knowledge and understanding of critical and historical studies in art

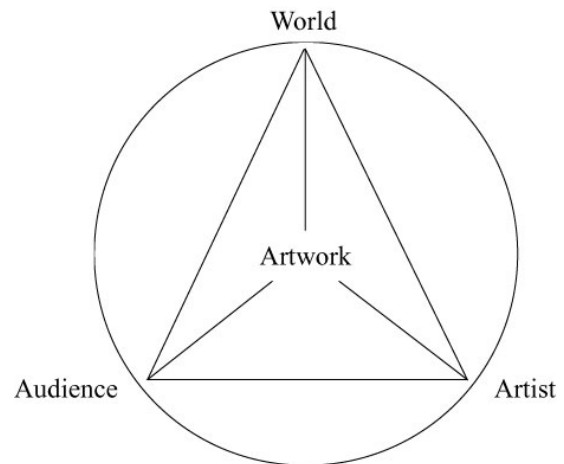
**My Assessment Task Study Planner:**

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

**The Frames:**



**The Conceptual Framework:**



**Assessment Marking Guidelines: Critical Review**

Performance Descriptors	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of the structural and cultural frames in explaining artists' practice and relationships between the artist, artwork, world and audience</li> <li>• Demonstrates a sophisticated understanding of how artworks can be made and seen as a product of time and place in which they are made</li> <li>• Demonstrates a sophisticated understanding of the language of art criticism and art history to construct a well-sequenced response in using appropriate art terminology</li> </ul>	25-30
<ul style="list-style-type: none"> <li>• Demonstrates a well-developed understanding of the structural and cultural frames in explaining artists' practice and relationships between the artist, artwork, world and audience</li> <li>• Demonstrates a well-developed understanding of how artworks can be made and seen as a product of time and place in which they are made</li> <li>• Demonstrates a well-developed understanding of the language of art criticism and art history to construct a well-sequenced response in using appropriate art terminology</li> </ul>	16-24
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of how artists use cultural and community identities and social perspectives in the making of art</li> <li>• Demonstrates a sound understanding of how artists invent, adapt and develop strategies and procedures to investigate the world to make artworks</li> <li>• Demonstrates a sound understanding of how audiences contribute to the meaning of art and how their views of works are affected by artistic intention</li> <li>• Demonstrates a sound developed understanding of the language of art criticism and art history to construct a sequenced response using appropriate art terminology</li> </ul>	11-15
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of how artists use cultural and community identities and social perspectives in the making of art</li> <li>• Demonstrates a limited understanding of how artists invent, adapt and develop strategies and procedures to investigate the world to make artworks</li> <li>• Demonstrates a limited understanding of how audiences contribute to the meaning of art and how their views of works are affected by artistic intention</li> <li>• Demonstrates a limited understanding of the language of art criticism and art history to construct a sequenced response using appropriate art terminology</li> </ul>	1-10
<ul style="list-style-type: none"> <li>• No attempt is made</li> </ul>	0

## ALARM SCAFFOLD TO ASSIST YOU TO RESPOND TO QUESTIONS

Name and Define	Describe	Explain	Analyse	Critically Analyse	Evaluate
<i>What is it?</i>	<i>What does it do?</i>	<i>What is its function?</i>	<i>How does it work?</i>	<i>What are its pros and cons?</i>  <i>What does it lead to?</i>	<i>How important is it?</i>  <i>How well does it do it/ to what extent?</i>
Question #1					
Question #2					
Question #3					
<b>WHY IMPORTANT?</b>	<b>Critically Evaluate</b>	<i>How much does each component contribute and what is the overall effect?</i>			
	<b>Conceptualise</b>	<i>What is the essential idea?</i>			
	<b>Appreciation</b>	<i>How is this connected to the question?</i>			