

E631 ART AND DESIGN (YEAR 12) - 2008-2009

Introduction

This subject is based on a set of outcomes which students should achieve. A number of components associated with each outcome has been stipulated. Assessment of the outcomes will be achieved through a series of assessment tasks. The Performance Criteria for the assessment of these tasks are provided.

Rationale

The study of art and design is responsive to developments occurring within the fields of art, design and technology. This subject, while demanding creative expression and appreciation, has links with vocational opportunities and post-secondary studies. Independent learning will be promoted by planning, research, design development, and knowledge and skill acquisition. Understanding of the necessary technology and the pursuit of quality within the aesthetic dimension are fundamental. **It is essential that sound health and safety practices be considered in all aspects of the subject.**

Art and design encompasses all visual arts forms including Photography, Electronic and Print Media Studies and Graphics Technology. Strong links currently exist with Applied Sciences, Health, Social and Community Services, Food, Hospitality and Tourism, Performing Arts, Technology and Design, Science and Humanities.

This subject permits access to an art experience while being broad enough to challenge all students.

Subject Design

This subject stipulates a set of outcomes. These describe what the student can do as a result of studying the subject. A set of content and skill components is listed under each outcome. These components amplify the context and meaning of the outcome. They are specified for the development of each outcome and indicate how students will demonstrate achievement of the outcomes in this subject. The teaching/learning program will give coverage to all components in order to ensure each outcome is appropriately addressed.

If schools wish to vary the specified components they may do so, provided it can be demonstrated that the outcomes are still able to be achieved and that the subject is still assessed through the common assessment framework described for the subject. Proposals for variations must be submitted to the Curriculum Council for approval.

The assessment framework, based on a series of generally defined common assessment tasks, has been stipulated for the subject. Each task measures student performance on the subject outcomes. A set of

Performance Criteria supports the assessment framework for the subject.

A procedure for rating student performance on each task, and allocating a grade at the end of the subject, has also been stipulated.

Suggested guidelines which may be appropriate for the delivery and assessment of the subject are included in the support materials which accompany this subject.

A list of resources to assist teachers in subject delivery is included in the support materials.

Subject Outcomes

Within the context of the Art and Design subject, through research, observation, reflection, creative thinking, making and presenting, the student is provided with the opportunity to meet each of the following outcomes:

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| Outcome 1: Collects, analyses and organises relevant information and material resources. |
| Outcome 2: Demonstrates representational and interpretive drawing skills with consideration for a variety of drawing media, styles, subject matter and techniques. |
| Outcome 3: Explores a range of solutions to visual arts problems. |
| Outcome 4: Demonstrates, both visually and verbally, understanding of the elements and principles of art and design. |
| Outcome 5: Employs personal ideas and responses in the design process to create finished artwork(s) consistent with the project description in the design brief. |
| Outcome 6: Applies knowledge and understanding of visual arts techniques, processes and conventions to the development of artwork(s). |
| Outcome 7: Demonstrates an understanding of the role of artists and designers in both past and contemporary society, and relates this understanding to own work. |
| Outcome 8: Evaluates and responds critically to the process and product of work undertaken. |

Components of Outcomes

Outcome 1: Collects, analyses and organises relevant information and material resources.

The following components amplify the context and meaning of the outcome. The student:

- selects pertinent information from a range of sources in support of the development of design ideas

- uses reference information as a basis for personal experimentation with materials, approaches and techniques
- demonstrates self-direction in the completion of all required work by the nominated deadline
- organises work space and materials to support individual needs.

Outcome 2: Demonstrates representational and interpretive drawing skills with consideration for a variety of drawing media, styles, subject matter and techniques.

The following components amplify the context and meaning of the outcome. The student:

- makes a series of graphical observations which investigate particular art concepts in some depth
- demonstrates control over a range of media to express ideas, emotions and imagination
- utilises a combination of techniques and processes to represent ideas visually.

Outcome 3: Explores a range of solutions to visual arts problems.

The following components amplify the context and meaning of the outcome. The student:

- investigates in some depth the purpose of the artwork being designed, through extensive exploratory drawings and visual inquiries
- tests the appropriateness of chosen media
- proposes alternative designs and evaluates their suitability in relation to the design brief.

Outcome 4: Demonstrates, both visually and verbally, understanding of the elements and principles of art and design

The following components amplify the context and meaning of the outcome. The student:

- produces artworks which not only show an awareness of the importance of the elements and principles of art and design but demonstrate sensitive balances and inter-relationships between them
- demonstrates, in written, visual or oral forms, an understanding of the application of the elements and principles of art and design.

Outcome 5: Employs personal ideas and responses in the design process to create finished artwork(s) consistent with the project description in the design brief.

The following components amplify the context and meaning of the outcome. The student:

- demonstrates that designing requires involvement in a series of interdependent activities which include observing, thinking, selecting, expressing and making
- produces a major art work through personal investigation and application of the inquiry process.

Outcome 6: Applies knowledge and understanding of visual arts techniques, processes and conventions to the development of artwork(s).

The following components amplify the context and meaning of the outcome. The student:

- matches choice of materials and technologies to form, ideas or intended function
- mounts a display of own artworks for an art exhibition, giving attention to the overall impact of the works
- demonstrates an understanding of techniques, processes and conventions appropriate to the development of studio work.

Outcome 7: Demonstrates an understanding of the role of artists and designers in both past and contemporary society and relates this to own work.

The following components amplify the context and meaning of the outcome. The student:

- demonstrates an understanding of the way art and design can be used for conveying political and social comment
- draws on traditions of art and design practice to reflect, interpret or parody contemporary cultural and social values in the development of own art work
- acknowledges, in writing, discussion or practical work, the impact of changing technologies in art and design practice
- draws on a knowledge of the contemporary marketplace to comment on the influence of commercial concerns on the development of art and design.

Outcome 8: Evaluates and responds critically to the process and product of work undertaken.

The following components amplify the context and meaning of the outcome. The student:

- uses the Art and Design Performance Criteria to assess the standard of his/her work in each project
- understands how the practice of making art can be eclectic and draws on both past and current practices
- reflects, and where appropriate, acts on teacher advice.

Common Assessment Framework

A framework for the assessment of the subject has been developed. This framework is based on assessing aspects of each project completed.

Within the assessment framework, the first task (exploratory project) contains all eight (8) outcomes, while the second and third tasks (extension projects) may contain either a limited number of outcomes or all the outcomes. The student must be given at least two opportunities to achieve each of the subject outcomes.

The outcomes may be achieved through the student providing the following:

- an adequately prepared design brief
- evidence of ideas generation and research
- evidence of planning
- evidence of design development
- evidence of media testing
- evidence of production
- evidence of student self assessment.

Within the common assessment framework, the student is required to present three (3) completed projects.

The following criteria are set for the presentation of the projects:

- one (1) project must be an exploratory project
- one (1) project must be an extension project
- one (1) project must focus on a vocational or professional aspect of the arts.

The final presentation of projects will be as indicated below:

1. Exploratory project – teacher designed
2. Extension project – teacher designed or student generated/selected
3. Extension project with a focus on a vocational or professional aspect of the arts – teacher designed or student generated/selected

Projects may be selected from a range of studio areas or may focus on one studio area only.

Studio Disciplines

Studio disciplines to be offered for finished works will be selected from:

Architecture, Ceramics, Painting, Environmental Design, Photography, Graphic Design, Printmaking, Illustration, Sculpture, Product Design, Jewellery, Textiles, Theatrical Design, Fashion Design.

Common Assessment Task Booklet

Details of the parameters of each task are provided in the *Common Assessment Task Booklet* which is available from the Curriculum Council.

Performance Criteria

Ratings for student performance of each outcome will be based on the following criteria:

Outcome 1: Collects, analyses and organises relevant information and material resources.

Satisfactory	High	Very high
The student, with some assistance, collects, analyses and organises information and material resources in accordance with the requirements of the design brief.	The student locates, evaluates and organises relevant information and material resources in pursuit of specific lines of inquiry in the design process, by responding logically and with adaptability to the requirements of the design brief.	The student demonstrates competence in locating, evaluating and creatively adapting an extensive range of relevant information and material resources to support personal design directions and to fulfil the requirements of the design brief.

Outcome 2: Demonstrates representational and interpretive drawing skills with consideration for a variety of drawing media, styles, subject matter and techniques.

Satisfactory	High	Very high
The student demonstrates drawing skills using a variety of drawing media, styles, subject matter and techniques.	The student demonstrates a high level of drawing skills and discernment using a variety of drawing media, styles subject matter and techniques.	The student demonstrates complex drawing skills with confidence and sensitivity using a variety of drawing media, styles subject matter and techniques.

Outcome 3: Explores a range of solutions to visual arts problems.

Satisfactory	High	Very high
The student explores alternative solutions to visual arts problems.	The student demonstrates resourcefulness in the exploration of alternative solutions to visual arts problems.	The student investigates in depth a range of solutions to visual arts problems.

Outcome 4: Demonstrates, both visually and verbally, understanding of the elements and principles of art and design.

Satisfactory	High	Very high
The student demonstrates, both visually and verbally, understanding of the elements and principles of art and design.	The student demonstrates, both visually and verbally, a developed understanding of the elements and principles of art and design.	The student demonstrates, both visually and verbally, considerable skill in integrating elements and principles of art and design.

Outcome 5: Employs personal ideas and responses in the design process to create finished artwork(s) consistent with the project description in the design brief.

Satisfactory	High	Very high
The student employs personal ideas and responses in the design process to produce finished artwork(s) consistent with the design brief.	The student produces personally expressive, finished artwork(s) which exhibit high levels of skills and demonstrates perceptive, interpretation within the design brief.	The student produces highly individual and expressive finished artwork(s) which exhibit a high level of skill, sensitivity and discernment, consistent with the design brief.

Outcome 6: Applies knowledge and understanding of visual arts techniques, processes and conventions to the development of artwork(s).

Satisfactory	High	Very high
The student applies visual arts techniques, processes and conventions coherently in the development of artwork(s).	The student demonstrates discernment in the application of a range of visual arts techniques, processes and conventions to the development of artwork(s).	The student exhibits skilful selection and depth of application of visual arts techniques, processes and conventions to the development of artwork(s).

Outcome 7: Demonstrates an understanding of the role of artists and designers in both past and contemporary society and relates this understanding to own work.

Satisfactory	High	Very high
The student refers to the work of artists and designers in the development of personal artwork(s).	The student acknowledges the influence of artists and designers in the development of personal artwork(s).	The student describes and evaluates specific contributions of artists and designers as influences in the development of personal artwork(s).

Outcome 8: Evaluates and responds critically to the process and product of work undertaken.

Satisfactory	High	Very high
The student identifies key positive and negative aspects of the process and product of work undertaken.	The student describes a range of characteristics and qualities of own work, and realistically evaluates the process and product of work undertaken.	The student critically analyses a range of characteristics and qualities related to the process and product of work undertaken.

Note: ND (Not Demonstrated) will be assigned if the student does not meet the requirements of the S (Satisfactory) rating in the assessment of the outcome.

Rating Procedure

Before a final grade can be awarded, the final rating achieved for each outcome must be determined. This is done using the following process:

- V is attained when at least 50% of ratings are at a Very High level, and at least 50% of the remainder are at a High level or better, with all ratings at S or better.
- H is attained when at least 50% of ratings are at a High level or better, and at least 50% of the remainder are at a Satisfactory level or better.
- S is attained when at least 50% of ratings are at a Satisfactory level or better.
- ND is attained when more than 50% of ratings are at a Not Demonstrated level.

- Where a student fails to achieve a final rating of S for an outcome, teachers are encouraged to provide the student with an additional opportunity to demonstrate S if:
 - the student has completed all the CATs incorporating that outcome
 - the student has demonstrated S for that outcome in at least one task.

The additional opportunity should not simply be a repetition of a task, but should be an equivalent task which reflects a change of context in which the task is done.

Professional judgement should then be used to determine whether a final rating of ND or S is appropriate in each situation.

Grading Procedure

At the completion of this subject grades will be awarded in the following manner:

- A Very High in at least 50% of outcomes, and High or better in at least 50% of the remainder.
- B High or better in 50% of outcomes, and Satisfactory or better in the remainder.
- C Satisfactory or better in all outcomes.
- D Satisfactory or better in at least 50% of the outcomes.
- E Not Demonstrated in more than 50% of the outcomes.

A final rating of ND for any outcome will result in a grade of D being awarded.

Specific details giving examples of the combination of V, H and S resulting in different grades can be found in the *Common Assessment Tasks* booklet.

Time Allocation

The subject has been designed to be completed through a structured education program of approximately 110 hours in any suitable contexts and series of learning experiences. Typically the subject will be studied over the period of one school year. For administrative reasons schools wishing to vary this delivery pattern (e.g. over a shorter period or over a longer period up to two school years) are required to notify the Chief Executive Officer of the Curriculum Council.

Subject Completion

Students must complete the school's structured educational and assessment program for a subject in order to be eligible to receive a grade unless there are exceptional and justifiable circumstances. In situations where the school considers that insufficient information has been gathered to justify the award of a grade for the subject, a result of U (for unfinished) should be allocated. The Curriculum Council offers the flexibility for the U to be converted to a grade after the final grades have been submitted. Further details on assessment and grading are provided in Volume I of the Syllabus Manuals.

Resources

Support Material

Support material for this subject can be ordered through the Curriculum Council Publications Catalogue and is available on the Curriculum Council website (<http://www.curriculum.wa.edu.au>).

