

Art - Folio

The student has demonstrated each specific feature to a **B** level of the performance standards.

Family Portrait- Aboriginal Perspective (22 pages)

Political Issue- Aboriginal Perspective (20 pages)

Practical Application

PA1 Conceptualisation and development of imaginative or personally relevant visual ideas.

Throughout both folios the student develops a personal connection and deep understanding with her Indigenous Australian cultural heritage. The first folio, 'Family Portrait', explores a range of Indigenous Australian Artists that leads into the development of a thoughtful and well-planned final portrait painting that captures selected family members. The student further explores the social and political issues surrounding Indigenous Australians and uses a range of mixed media in her response to the second piece that is imaginative and personally to her family and cultural heritage.

PA2 Exploration to refine technical skills and use media, materials, and technologies.

There is evidence of thoughtful exploration and consideration of materials, technical skills and refinement in both folios. The experimentations respond to a study of an extensive range of Aboriginal artists and their work with personal connections that support and link to the development of a range of ideas. A range of media, materials and technologies are explored to refine the ideas.

PA3 Documentation of creative visual thinking and/or problem solving processes

Across both folios there is evidence of thoughtful and well organised documentation of the creative visual thinking and problem-solving processes. All aspects of the creative thinking and problem solving processes are thoroughly documented with a diversity of evidence including; sketches, media experiments, material manipulation and photographs and the use of Adobe Photoshop. The ideas clearly show a personal and cultural connection that is evident through all stages of the creative process.

Knowledge and Understanding

KU1 Knowledge of visual arts concepts, forms, styles, conventions, and an understanding of their practical application

Some depth of knowledge of art concepts, possible forms and styles in response to the perimeters of each folio is evident in the research and idea generation of Aboriginal Art. All aspects of the problem solving process are clearly documented with clear cultural links and personal connections in the understanding the practical application.

KU2 Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.

There is evidence of links made to variety of cultural, social and historical contexts throughout both folios in the research of the work from a range of traditional and contemporary Aboriginal artists and other art practitioners'. The research and knowledge gained has shown inspiration in the evidence of responses with strong connections to the practitioners in both folios. This approach indicates some depth of knowledge and understanding of the visual arts from different contexts.

KU3 Understanding of the aesthetic and/or functional qualities in works of art or design.

The development of ideas and accompanying research indicates a clear understanding of the aesthetic aspects of the visual art possibilities in connection to a range of Aboriginal art works. There is evidence of ongoing experiments to pursue the development of a final artwork that has a personal and cultural connection in the development of an imaginative idea.

Analysis and Synthesis

AS2 Use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions.

There is consistent evidence of the competent use of visual arts language to interpret, respond to, and synthesise thoughts that relate to the students Indigenous Australian cultural heritage and the political and social issues that have affected her family. A broad range of personal thoughts, connections, comparisons and responses are made in relation to traditional and contemporary Indigenous Australian Artists and other Art practitioners in the development of a creative response.

AS3 Evaluation of own work and connections or comparisons with other practitioners’ work

Thoughtful evaluations of own work and connections are made to other practitioners in relation to the conceptualisation and initiation of an idea. There is consistent evidence of a broad range of traditional and contemporary Indigenous Australian Artists artworks that support the student in making personal connections and comparisons with well-explained responses and annotations that evaluate and inform direction, interpret and apply an idea.

AS4 Evaluation of and conclusions about visual arts learning.

Throughout the folios, there is evidence of thoughtful and well-explained evaluations, connections and conclusions throughout the research material and the resulting idea generation, which clearly document the visual arts learning that has occurred.

	Practical Application	Knowledge and Understanding	Analysis and Synthesis
B	<p>PA1 Thoughtful and well-planned conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</p> <p>PA2 Thorough exploration to refine technical skills and use media, materials, and technologies.</p> <p>PA3 Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.</p> <p>Effective application of some refined technical skills and some sensitive use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</p>	<p>KU1 Some depth of knowledge of selected visual arts concepts, forms, styles, and conventions, and a sound understanding of their practical application.</p> <p>KU2 Some depth of knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</p> <p>KU3 Clear understanding of aesthetic and/or functional qualities in several different works of art or design.</p>	<p>Well-informed and well-considered critical analysis and interpretation of several works of art or design from different contexts.</p> <p>AS2 Proficient use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</p> <p>AS3 Thoughtful evaluation of own work and connections or comparisons with other practitioners’ work.</p> <p>AS4 Thoughtful and well-explained evaluation of, and conclusions about, visual arts learning.</p>