

Aspley State High School
Year 11 Visual Art

Year 11 Visual Art
Making Task

Term Two/Three 2008
Unit Time: 12weeks
Due Date: Wk 7 Friday 29.8.08

Concept: **ENVIRONMENT**

Focus: Through the focus of **Natural and Urban Surroundings** students explore the third dimension

Context: Exploration of 3D objects and space within a range of **social** and **geographical** contexts. Students investigate and analyse public artists and artworks which reflect the natural and urban environment

Consider: The use of 3D objects within the context of public art. Consider how environment impacts and influences public art and the public response to it. Reflect on the use of permanent and ephemeral materials and the relationship these have to your concept.

Task:

- Design and produce a public or community artwork (and/or 3D Model) which reflects the concept of environment.
- Work collaboratively with a group of students to complete the project.
- Publicly exhibit the student works
- Document the process (maps, plans, research, samples etc)
- Film and/or photograph your work.

Media: ceramics, wood, hebel stone, found objects, film, digital photography, soundscape, installation.

Body of Work:

- You are to complete a series of site studies which may include drawings, 3D model, photographs, films etc that will support your concept for a public artwork.
- You will need to demonstrate your skills in researching, developing, reflecting and resolving an original Body of Work.

Related Artists:

Christo, Robert Smithson, Shigeo Toya, Carl Andre, Tom Risley, Rachel Apelt, Bruce Armstrong, Yenda Carson, Sebastian Di Mauro, Andy Goldsworthy, Stephen King, Virginia King, Janet Laurence, Cat McCleod, Wendy Mills, Browyn Oliver, Ron Robertson-Swan, Richard Serra, Duncan Stemmler Dan Templeton, Ken Unsworth John Vella. Anish Kapoor, Xiaohu Zhou.

Criterion	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
VISUAL LITERACY	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • astute defining and creative resolution of visual problems and expressively and innovatively addresses the concepts, chosen focuses, contexts and media • effective and deliberate communication of intended and explicit meanings, demonstrating aesthetic choices through manipulation and control of visual language and expression. • research, development, resolution and reflection which consistently shows a creative, informed personal aesthetic 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • defining and effective resolution of visual problems and sustained and consistent relevance to concepts, chosen focus, contexts and media • considered communication of intended meanings demonstrating aesthetic choices through application of visual language and expression • research, development, resolution and reflection which consistently shows an informed personal aesthetic 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • defining and resolution of visual problems relevant to concept, chosen focus, contexts and media • communication of meanings through use of visual language and expression, reflective of aesthetic choices • research, development, resolution and reflection which shows a personal aesthetic 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • some defining of visual problems and attempting of resolution relevant to concepts and suggested media • replication and communication of meanings using visual language and expression 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • attempted resolution of visual problems using media • use of images and/ or objects • copied ideas and information
APPLICATION	<p>The student work has the following characteristics::</p> <ul style="list-style-type: none"> • effective construction and clear communication of intended and explicit meaning applying deep knowledge and critical understanding of materials, technologies, techniques and processes. • purposeful and considered selection, manipulation and exploitation of materials, technologies, techniques and processes informed by discerning research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • credible construction and clear communication of intended meaning using and applying knowledge and understanding of materials, technologies, techniques and processes • selection, experimentation and manipulation of materials, technologies, techniques, and processes informed by relevant research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • construction and communication of meaning using knowledge and understanding of materials, technologies, techniques and processes • selection, exploration, and use of material, technologies, techniques and processes informed by research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • reproduction of meaning using some knowledge of materials, technologies, techniques and processes • use of materials, technologies, techniques drawing on research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • uses materials, technologies and techniques

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Unit 2 :ENVIRONMENT
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Focus: Natural and Urban Surroundings

Comments

Signature: _____

Date: _____