

**ASPLEY STATE HIGH SCHOOL
YEAR ELEVEN ART**

UNIT ONE

IDENTITY

APPRAISING TASK

Draft Date: _____

Task Due: _____

Assessment Item:	Written Task – Comparative analysis.
Length:	800 – 1000 words
Audience:	People who have knowledge of art
Purpose:	To develop research skills and art language writing skills. To develop skills in the analysis and judgement of artworks and their relationship to the time/context in which they were made. To justify the statement through evidence and knowledgeable discussion of selected artists work.
Referencing:	as per school policy – Harvard system. Include a minimum of three quotes to support your ideas.
Visuals:	include coloured visuals of artworks.

Context: geographical, sociocultural, personal perspectives.

Media Areas: the use of conventional and non-conventional 2D media and surfaces used to make art.

Compare: Show recognition of similarities and differences and recognise the significance of these.

Analyse: examine the details to dissect into parts or elements to see how it has been visually organised.

Culture: the diverse knowledge, beliefs, values, and perspectives that members of a group share and embody in their rituals, roles, relationships and customs.

Identity: The set of behavioural or personal characteristics by which an individual is recognisable as a member of a group. Cultural identity is the feeling of a group or culture, or of an individual as far as he/she is influenced by his belonging to a group or culture.

Class discussion

The type of art that people produce depends on when and where they live. We need to look at the influences of the artist, the "...society and the cultural background of the artwork. An artwork may reflect or comment on such aspects of culture as religion, politics, social status, racial relations gender concerns, influences of economics and technology." Artwise 2, Visual Arts 7 – 10, Israel, G. Intro p x.

Task Does art reflect the identity of the artist and their culture?

Examine artworks from a traditional culture and compare these with the work of contemporary artists.

Part A: 300 – 400 words

Compare and contrast the works of two artists, traditional and contemporary, through their use of the visual language and media employed.

Part B: 400 – 600 words

Evaluate how the artworks reflect the identity of each artist and their culture. Justify your response with specific examples of each artists work.

Make reference to the context in which the works was made.

Related artists / stimulus

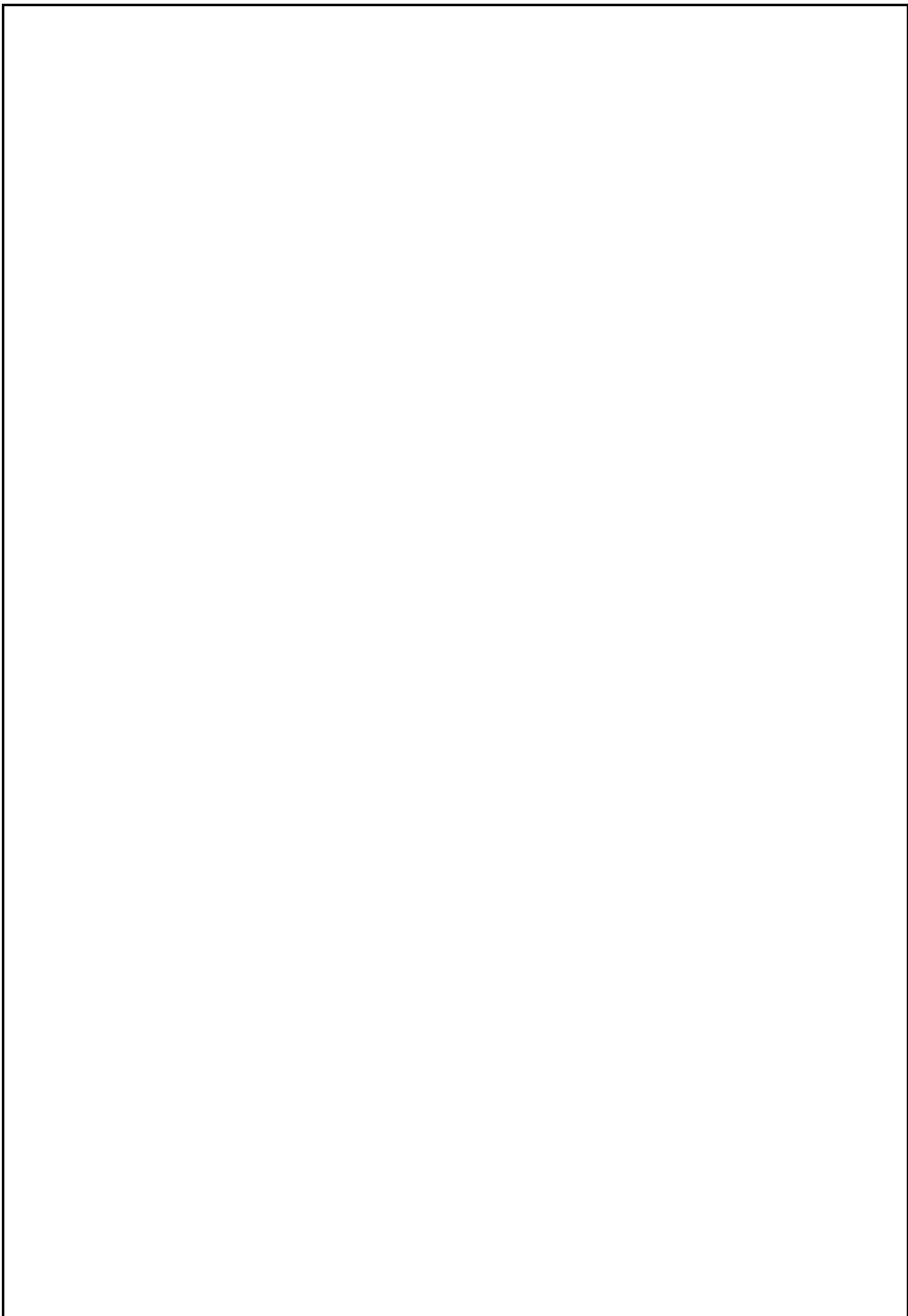
Traditional cultures: European, Asian, Pacific Islander, Indigenous Australian, African, American.

Contemporary artists: Peter Atkins, Gordon Bennett, Michael Ray Charles, Trent Doyle Hancock, Barbara Kruger, Robert Longo, Nguyen Minh Thanh, Colin McCahon, John Muafangejo, Julian Schnabel, Imant Tillers, Jenny Watson, George Gittoes, Dorothea Lange, Mike and Doug Starn, Pablo Picasso.

Art: 21 <http://www.pbs.org/art21/>

Identity series DVD

Art texts



ASPLEY STATE HIGH SCHOOL
VISUAL ART DEPARTMENT

YEAR 11 VISUAL ART

SEMESTER 1 2009

UNIT 5: CONCEPT: IDENTITY
Choice

FOCUS: Student

APPRAISING CRITERIA

Criterion	A	B	C	D	E
APPRAISING	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • critical analysis, interpretation, evaluation and effective synthesis of information about visual language, expression and meanings in artworks, emphasizing the interrelationship between the chosen focuses, contexts and media relevant to contexts • an independent and informed viewpoint substantiated by comprehensive and insightful research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • critical analysis, interpretation and evaluation of information about visual language, expression and meanings in artworks relevant to concepts, focuses, contexts and media • a considered viewpoint justified by effective research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • analysis and interpretation of information about visual language, expression and meanings in artworks, relevant to concepts, focuses, contexts and media • a viewpoint justified by adequate research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • consideration of information about meanings in artworks relevant to concepts, focuses and media • an opinion based on some research, development, resolution and reflection 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> • description and classification of artworks related to concepts and media • some research to identify artworks