

ASPLEY STATE HIGH SCHOOL
VISUAL ART DEPARTMENT

**YEAR 12 VISUAL ART
SEMESTER 1, 2009**

APPRAISING TASK:

Time: 5 weeks

Research Assignment

LENGTH: 1000-1200 words

CONCEPT: SEMIOTICS: (from the Greek term semion or “sign”: use of sign systems and symbols to construct meaning).

CONTEXT: Historical, Socio-cultural, Religious, Political, Scientific.

Respond to the following statement in relation to your chosen focus , concept and media areas.

“ Artists’ challenge traditions and beliefs by exploring symbols, language systems and media processes. Their artworks communicate to the viewer a new understanding of the world.”

Select three artists who explore semiotics within their artwork from a communication perspective.

- Define the concept of semiotics relevant to your specific focus with reference to three artworks.
Analyse and synthesise the components and elements used by each artist to communicate intended meanings.
IMAGE: visual imagery and language, signs, icons, symbolism, objects, materials, multimedia processes and techniques.
TEXT: linguistics, languages, hieroglyphics, text types, codes, layers of meaning.
SOUND: speech, music, electronic, rhythm, tone, sensory qualities.
- From an independent viewpoint interpret and synthesise the interrelationship between image, text and sound systems, meanings and media techniques and processes.
- Justify and evaluate the collective impact of artworks on the viewer.
- Include: one quote per artist, correct referencing conventions and label visual examples.

SUGGESTED ARTISTS:

DADA: Andre Breton, Marcel Duchamp, Man Ray, George Hugnet, Hannah Hoch, Kurt Switters, Raoul Hausmann, Hugo Bell, Emmy Hennings, Richard Huelsenbeck, George Grosz.

POP: Richard Hamilton, Eduardo Paolozzi, Jasper Johns, Roy Lichtenstein, James Rosenquist, HC Westerman, Peter Saul, Karl Wirsum, Jim Nutt, Romare Bearden, Hans Haacke.

CONTEMPORARY: Vitto Accona, Nam June Paik, Robert MacPherson, Kathy Temin, Jean-Michel Basquiat, George Baselitz, A R Penk, Guerilla Girls, Bing Zu, Francesco Clemente, Rosalie Gascoigne, Hossein Valamanesh, Jenny Watson, Robyn Stacey, Cindy Sherman Wendy Gu, Rea. Masato Nakamura, Jitish Kallat, Ki-soo Kwon, John Pule, Sutee Kunavichayanont.

REFERENCES:

Israel, Glenis ESSENTIAL ART: Victorian Essential Learning Standards Levels 5 & 6.
2007 Jacaranda Press Sydney.

Qld Art Gallery: ASIA-PACIFIC TRIENNIAL OF CONTEMPORARY ART Catalogues:
1993, 1996, 1999, 2002, 2006.

US ART 21 SERIES: MASTERPIECE VIDEO SBS 2003.

Weintraub, Linda MAKING CONTEMPORARY ART: How Today's Artists
Think and Work. 2003 Thames and Hudson London

Williams, Donald ART NOW: Contemporary Art Post-1970 Books 1 and 2
& Simpson, Colin 1996 McGraw-Hill NSW Australia

LENGTH:

1000 – 1200 words

ROUGH DRAFT: _____

DUE

DATE: _____

ASPLEY STATE HIGH SCHOOL
VISUAL ART DEPARTMENT

YEAR 12 VISUAL ART

SEMESTER 2 2009

UNIT 5: CONCEPT: SEMIOTICS
 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

	<ul style="list-style-type: none">• consistently accurate and skilful use of relevant visual art terminology, referencing and language conventions	<ul style="list-style-type: none">• skilful use of relevant visual art terminology, referencing and language conventions	<ul style="list-style-type: none">• use of relevant visual art terminology, referencing and language conventions	<ul style="list-style-type: none">• occasional use of suitable visual art terminology and language conventions	<ul style="list-style-type: none">• use of some language conventions
--	--	--	--	--	--

COMMENTS

SIGNATURE: _____

DATE: _____