



Year 10 VISUAL ARTS

Assessment task

Year 10 – 2022 - Sculpture
Task: Installation, Environmental and Site Specific Art

Duration: Week 6 Term 1 –Week 1 Term 2,

Date Due: Friday - March 29th, Week 1A

Weighting: 25%

Topic: Installation, Environmental and Site Specific Art

Task Number: 1

Type of Task: Group and individual work in class.

Teachers: Rydstrand, Seinor, McPherson,

Syllabus Outcomes:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks.

Task Information:

50 marks

- 1.** In **groups** you are to plan and create a site specific artwork that reflects the ideology of either **Christo** OR **Goldsworthy**. This temporary artwork is to be **documented using photography**. It will be created in the school playground. You need to consider the **materials** and the **site** you wish to use.











Groups are to be a maximum of 2 people.

It will be marked at the site and your documentation will be marked also. This can be **in the form of a PowerPoint or Video** as well as **sketches and photos in your Visual Arts Diary, (VAD)** of your ideas, processes and the finished artwork.



- 2.** You are to design your own **installation artwork** and create a **scaled down model** of this artwork in a cardboard box. Your installation artwork is **to be inspired by one of the 10 installation artists** we have studied in class (see table next page).

All **research and planning** for your installation model is to be documented in your **Visual Arts Diary (VAD)**. An **artist statement** is to be included describing the **concept and ideas** behind the artwork and the **materials** and **site** you would use if you were able to create this artwork in real life.

Artist Name	Example of Installation Artwork	Artist Name	Example of Installation Artwork
Ai Wei Wei		Judy Chicago	
Pipilotti Rist		Kara Walker	
Damien Hirst		Olafur Eliasson	
Doris Salcedo		Yayoi Kusama	
Marcel Broodthaers		teamLab	

Marking Criteria – Task 1 - Installation Group Work - 25 marks

RANGE	A STUDENT IN THIS RANGE
Outstanding/High 16-20	<ul style="list-style-type: none"> ○ Demonstrates a sophisticated understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates a very clear understanding of how artworks can be seen as a product of time and place in which they are made. ○ Explores materials, formulates ideas, and clearly communicates/ expresses intended meaning in a complex and inventive way. ○ Shows independent perseverance and a high level of engagement in the creative process. Demonstrates a sophisticated use of materials and techniques.
Proficient 11-15	<ul style="list-style-type: none"> ○ Demonstrates a high understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates a good clear understanding of how artworks can be seen as a product of time and place in which they are made. ○ Explores materials, formulates ideas, and clearly communicates/ expresses intended meaning. ○ Shows perseverance and a high level of engagement in the creative process. Demonstrates a competent use of materials and techniques.
Sound/Basic 10-14	<ul style="list-style-type: none"> ○ Demonstrates an understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates some understanding of how artworks can be seen as a product of time and place in which they are made. ○ Explores materials, formulates ideas, and somewhat communicates/expresses intended meaning. ○ Shows some engagement in the creative process. Demonstrates a basic use of materials and techniques.
Limited 0 - 9	<ul style="list-style-type: none"> ○ Demonstrates little understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates basic understanding of how artworks can be seen as a product of time and place in which they are made. ○ Attempts to explore materials, formulate ideas, and communicate/ express intended meaning. ○ Shows minimal engagement in the creative process. Attempts to use materials and techniques.
Peer Evaluation 5 marks	<ul style="list-style-type: none"> ○ Student contributes to decision making, and respects and encourages the views of others in their group. ○ Consistently contributes in a positive way to the group work and exhibits on-task behaviour always. Takes responsibility for sourcing materials, executing the work and documenting the artmaking process.
TOTAL /25	

Teacher's Comments:

Marking Criteria – Task 2 - Scale Model - Individual Work - 25 marks

RANGE	A STUDENT IN THIS RANGE
Outstanding/High 16-20	<ul style="list-style-type: none"> ○ Demonstrates a sophisticated understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates a very clear understanding of how artworks can be seen as a product of time and place in which they are made. ○ Explores materials, formulates ideas, and clearly communicates/expresses intended meaning in a complex and inventive way. ○ Shows independent perseverance and a high level of engagement in the creative process. Demonstrates a sophisticated use of materials and techniques.
Proficient 11-15	<ul style="list-style-type: none"> ○ Demonstrates a high understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates a good clear understanding of how artworks can be seen as a product of time and place in which they are made. ○ Explores materials, formulates ideas, and clearly communicates/expresses intended meaning. ○ Shows perseverance and a high level of engagement in the creative process. Demonstrates a competent use of materials and techniques.
Sound/Basic 10-14	<ul style="list-style-type: none"> ○ Demonstrates an understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates some understanding of how artworks can be seen as a product of time and place in which they are made. ○ Explores materials, formulates ideas, and somewhat communicates/expresses intended meaning. ○ Shows some engagement in the creative process. Demonstrates a basic use of materials and techniques.
Limited 0 - 9	<ul style="list-style-type: none"> ○ Demonstrates little understanding of the conceptual framework, structural, subjective & cultural frames. ○ Demonstrates basic understanding of how artworks can be seen as a product of time and place in which they are made. ○ Attempts to explore materials, formulate ideas, and communicate/express intended meaning. ○ Shows minimal engagement in the creative process. Attempts to use materials and techniques.
Artist Research & Planning in VAD 5 marks	<ul style="list-style-type: none"> ○ Detailed research on inspiration artist clearly presented in VAD. Student has reflected on how they have drawn inspiration from this artist and ways in which they have applied their ideas and concepts. ○ Planning for installation model clearly presented in VAD through sketches and/or digital renderings. ○ Artist statement describing their work clearly written in VAD.
TOTAL /25	

Teacher's Comments:
