NZQA Approved



Remote Internal Assessment Resource

This assessment requires access to internet for research and access to slideshow production. Audio /visual recordings of student commentary or written transcripts of commentary are also required.

Visual Arts Level 3

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| This resource supports assessment against:  Achievement Standard 91443  Analyse methods and ideas from established printmaking practice |
| Resource title: Printed surface in space |
| 4 credits |
| This resource:   * Clarifies the requirements of the Standard when delivered remotely * Supports good remote assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by  Ministry of Education | Originally published December 2012 and edited April 2020  To support internal assessment due to COVID-19 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-5-2020-91442-01-6459 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

**Internal Assessment Resource**

Achievement Standard Visual Arts 91443: Analyse methods and ideas from established printmaking practice

Resource reference: Visual Arts 3.1R Printmaking

Resource title: Printed surface in space

Credits: 4

Teacher guidelines

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Visual Arts 91443. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the Standard and assessing students against it.

Context/setting

This assessment activity requires students to investigate artists who use alternative ways of working to present the printed image in a new context. The students will present their findings via written research, annotated visuals, and a 15-20 image slide show. Either complete transcripts of the student commentaries which accompany the slide show or audio/video recordings of students’ presentations (including student commentary soundtracks) are required.

Conditions

This is an individual activity that will take place over six to seven weeks of in-class and out-of-class time.

Resource requirements

See Resource A for a list of possible artists.

Additional information

A programme of teaching prior to the start of this assessment will need to include discussions on the various modes of printmaking contexts it is possible to investigate, for example, found and appropriated print, print in 3D, old media made new, print as public art, and site-specific print. The programme of teaching will also need to discuss possible themes/topics. It may be appropriate to provide a list of printmaking genres and artist models, depending on the resource materials available to your school. A suggested list of artists is available from:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/visual-arts/selection-of-artist-models/selection-of-printmaking-models/>

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Resource reference: Visual Arts 3.1R Printmaking

Resource title: Printed surface in space

Credits: 4

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| Achievement | Achievement with Merit | Achievement with Excellence |
| Analyse methods and ideas from established printmaking practice. | Analyse, in depth, methods and ideas from established printmaking practice. | Critically analyse methods and ideas from established printmaking practice. |

Student instructions

Introduction

This assessment activity requires you to investigate at least three artists who use alternative ways of working to present the printed image in a new context. You will present your findings via written research, annotated visuals, and a 15-20 image slide show. You need to identify at least six technical or pictorial methods and four personal ideas for each artist.

You will be assessed on the quality of your analysis of the artists’ methods and ideas.

You have six to seven weeks of in-class and out-of-class time to complete this activity.

Task

Research

Research the methods and ideas of at least three artists who work in a 2D or 3D context. Your selection could come from a class discussion or a brainstorm.

Annotate at least two works by each artist (one x A3 page per artist). You will need to locate and use at least two appropriate sources of information about each artist.

Some useful headings for your analysis and annotations could include:

* **methods**: surface, site, scale, repetition, composition, subject matter, artist influences, techniques, processes, colour, juxtaposition, media
* **ideas:** social/cultural/geographic influences, personal circumstances and beliefs (political, social, religious, sexual), iconography, symbolism, meaning.

Visuals (of the artists’ works) could be sourced from magazines, books, websites, media sources, or photographs.

Present your material in your journal. Acknowledge your sources.

Plan your slide show

Use your findings to plan in your journal your slide show, which will need to demonstrate an informed analysis of the methods and ideas that your artists have used, supported by visuals of their works.

A close evaluation of the individual work(s) of each artist requires you to describe:

* the ideas each artist is conveying, and may include references to the social, political, geographical, and/or historical contexts the artist is working within
* the methods (processes, techniques, and media) and ideas each artist typically employs or investigates in their work
* the ways in which the work(s) you have chosen for each artist are typical or atypical of their works as a whole.

Compare your selected artists. Identify, examine, and explain the different ways they respond to subject matter. How and why do they differ from each other?

Make your slide show

Make your 15-20 image slide show. Include images from your chosen artists. Make your slide presentation approximately five minutes long.

Structure your slide show into three sections.

* introduce your artists
* describe their methods and ideas by referencing key information and works
* compare your artists to explain the context in which they work and how that context supports and influences the ideas of your artists.

Conclude your research. This may be a global statement that identifies and explains how the artists reflect or respond to particular technical, social, or political influences.

Teacher note: Students may require more information on how to make a slide show, including ways of combining visuals with text. Typically this means short key statements on the slides themselves accompanied by a separate complete transcript of the accompanying commentary.

Teacher note: Either complete transcripts or audio/video recordings of students’ presentations (with student commentary soundtracks) are required for archival and moderation purposes.

Resource A

Albrecht Durer: <http://www.albrecht-durer.org/>

Jim Dine: <http://www.artcyclopedia.com/artists/dine_jim.html>

Andy Warhol: <http://www.warhol.org/>

Nicola Lopez: <http://nicolalopez.com/>

Norman Ackroyd: <http://www.normanackroyd.com/>

Swoon, Dietch Projects: <http://www.youtube.com/watch?v=h9rTmTFMYH0>

Alicia Candiani: <http://www.aliciacandiani.com.ar/>

John Hitchcock: <http://website.education.wisc.edu/jhitchcock/>

Scott Betz: <http://www.youtube.com/watch?v=j9PvqwQD99Q> and <http://www.jema.us/pages/betz_pages/betz_state.html>

Aine Scannell: <http://ainescannell.com>

Rebecca Beardmore: <http://www.artereal.com.au/home/rebecca-beardmore>

Laura Berman: <http://laurabermanprojects.com/lablog/>

Faisal Abdu’Allah: <http://faisalabduallah.com/>

Marilene Oliver: <http://www.marileneoliver.com/>

Cecilia Mandrile: <http://www.ceciliamandrile.com/>

Binh Danh: <http://www.binhdanh.com/>

Assessment schedule: Visual Arts 91443 Printmaking – Printed surface in space

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates analysis of methods and ideas from established printmaking practice.  The student presents a slide show and journal that demonstrate an informed analysis of the artists’ methods and ideas.  The student locates some appropriate sources of information to support a discussion of the methods employed in particular printmaking contexts (*for example, object based, installation, performance, or digital contexts*) and how these methods influence the production of meaning.  The student discusses in their slide show similarities and differences between particular approaches of the artists (*for example,* *one of the slides consists of a Rebecca Beardmore image, with surrounding material about ideas on perception through the relationships between the artist, the work, its meaning, and the viewer, to explain information about the meaning and viewing of the art work*).  *The examples above relate to only part of what is required, and are just indicative.* | The student demonstrates in-depth analysis of methods and ideas from established printmaking practice.  The student presents a slide show and journal that demonstrate an in-depth analysis of the artists’ methods and ideas. The student makes purposeful decisions about how a range of prints in different contexts influences meaning.  The student gathers information from a range of appropriate sources in order to support an in-depth discussion of the methods employed in particular printmaking contexts of 2D and/or 3D installation and how these methods influence the production of meaning.  The student provides in their slide show a sustained discussion of the similarities and differences between the particular approaches of the artists. Reference may be made to how art works are viewed and valued (*for example,* *one of the slides consists of a Rebecca Beardmore image, with surrounding material about ideas on perception and sense of partial absence through the relationships between the artist, the work, its meaning, and the viewer. Key information about the interplay of image, text, and material surface is identified*).  *The examples above relate to only part of what is required, and are just indicative.* | The student demonstrates critical analysis of methods and ideas from established printmaking practice.  The student presents a slide show and journal that critically analyse the artists’ methods and ideas. They make insightful comments about a range of printed surfaces from various contexts and explain the significance of the works. They also make insightful and complex links between the artists and their wider social, political, geographical, or historical contexts.  The student purposefully gathers information from a wide range of appropriate sources to support an insightful discussion of the methods employed in particular printmaking contexts of 2D and/or 3D installation and how these methods influence the production of meaning in light of social, political, geographical, or historical contexts.  The student critically evaluates in their slide show the similarities and differences between the particular approaches of the artists (*for example,* *several of the slides consist of Rebecca Beardmore images with surrounding material critically analysing the fragile and complex relationship between seeing, perception, and understanding. Shadowy images, partial reflections, fragile and fugitive layers of image, text, and reflective surfaces are explained*).  *The examples above relate to only part of what is required, and are just indicative.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.