

Internal Assessment Resource

Art History Level 1

This resource supports assessment against Achievement Standard 91020 version 3

Standard title: Explain why selected objects may be considered as art

**Credits:** 4

Resource title: Debating the question

**Resource reference:** Art History 1.6A

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| This resource:   * Clarifies the requirements of the standard * Supports good 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 | December 2014  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-12-2014-91020-01-4344 |
| 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. |

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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 the achievement standard. 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 activity requires students to create an A3 journal presentation in which they annotate two objects to explain why, or why not, the selected objects may be considered as art. Students then write a 400-500 word explanation summarising their findings.

Teacher note: Journal pages and written explanation may be changed for chart presentation, PowerPoint presentation or other presentation modes such as recording or oral presentation as required.

Prior to beginning this assessment task students should be given the opportunity to develop an understanding of the historical framework of the question “What is Art?” and an understanding of the conventions used to categorise art such as Fine Art, High Art, Low Art, Craft, Design, Kitsch, Outsider Art, Street Art, Commercial Art. It may be helpful to participate in a class or group debate about why, or why not, objects may be considered as art. The opportunity to debate with peers provides direct engagement in the reasoned thinking required for this standard.

Leading on from the class discussion and debate students develop questions or criteria that will inform their individual explanations of why, or why not, objects may be considered as art. These questions could be provided by the teacher if necessary.

Conditions

Students will complete this assessment activity in groups and individually over a three week period of in- and out-of-class time.

Resource Requirements

# You will need to provide access to locations and resources where students can view and select objects, for example: Books, Internet, Museums, Art Galleries, Churches, Whare Whakairo, Local Environment.

**Books**

Barrett, Terry, *Why is that Art?* Oxford University Press; 2nd edition, 2011

Additional information

This task can be adapted to suit specific or particular contexts, and genres where students focus on explaining particular kinds of objects in relation to why they may be considered as art. Some suggestions are:

Māori, Pasifika or other cultural objects, e.g. tapa cloth, kete, tiki, heru

Craft objects, e.g. handmade quilt, wearable art

Design objects, e.g. Bauhaus chair, posters, jewellery

Street art, e.g. graffiti, street performance, flash mobs

Outsider art, e.g. folk art, naive art, self-taught artists

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
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| Explain why selected objects may be considered as art. | Explain, with clear reasons, why selected objects may be considered as art. | Explain, with convincing reasons, why selected objects may be considered as art. |

Student instructions

Introduction

This assessment activity requires you to explain why, or why not, two selected objects may be considered as art.

You will be assessed on the clarity and persuasiveness of the reasons you use to explain why, or why not, selected objects may be considered as art.

This activity will take place over a three week period, using both in- and out-of-class time.

Task

Select two objects that you will investigate in order to explain why, or why not, each object may be considered as art. Create an A3 journal presentation annotating the two objects.

Find evidence from the objects that supports reasons for why, or why not, each object may be considered as art.

Evidence you could consider in your analysis:

* the appearance of the object
* the function of the object
* the materials and methods used to make the object
* the reasons why the object was made
* where the object is used, seen and/or exhibited
* the value or significance that people or society have given the object

In your annotations explain how each piece of evidence shows why, or why not, the object may be considered as art. Use your own words and reasons to explain each piece of evidence.

**Summary:**

Write a 400-500 word explanation using convincing, persuasive reasons to explain why each object may or may not be considered as art. Use evidence from your selected objects and your annotations to support your reasons.

Assessment schedule: Art History 91020 - Debating the question

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student selects two objects and explains, giving reasons, why or why not each object may be considered as art based on evidence from the objects.  E.g. Fountain, 1917, Marcel Duchamp.  *Why is it art?*  *Duchamp’s Fountain could be considered an art work because he has signed it and this shows that he owns the idea for the art work. Signing an art work gives the idea that the artist wants it to be seen as an art object.*  *The fact that Duchamp exhibited it in an art gallery means that he meant it to be seen as an art object, even though it is just a urinal which was made in a factory.*  *The examples above are indicative samples only.* | The student selects two objects and explains, with clear, well-articulated reasons, why or why not the objects may be considered as art based on evidence from the objects.  E.g. Fountain, 1917, Marcel Duchamp.  *Why is it art?*  *Duchamp has signed Fountain with a painted obviously hand done signature. By signing what is actually a urinal Marcel Duchamp makes a statement that this object should be considered as art. An artist’s signature says that the art object is original. Originality is considered important in the art world because it is seen as more creative than something which is mass produced.*  *But this urinal is actually a ready-made mass produced, utilitarian object so Duchamp is manipulating our perceptions about art. He is challenging viewers to think about ‘What is Art?’*  *The examples above are indicative samples only.* | The student selects two objects and explains, with convincing, persuasive reasons, why or why not the objects may be considered as art based on evidence from the objects.  E.g. Fountain, 1917, Marcel Duchamp.  *Why is it art?*  *In the art world a hand written signature conveys the idea that an original, authentic object has been created by the artist and is therefore special and important. That it is different from something which is mass produced in a factory by a nameless person. In fact, this urinal actually is a ready-made, factory produced object so Duchamp deliberately plays with the accepted ways of making art by signing something which would never have been considered to be art otherwise. He does this in order to raise the question, What is Art? The signature is also the pseudonym, R. Mutt, which questions originality further as R. Mutt does not even exist.*  *There are many things about this work that do not fit in with being an art object. Which is what the Society of Independent Artists also thought when the piece was first submitted by R. Mutt to their open exhibition. However, I think this object makes us realise that ideas and the place an art work is exhibited in can make something an art object as much as the media and techniques used.*  *The examples above are indicative samples only.* |

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