

Internal Assessment Resource

Art History Level 1

EXPIRED

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: Graffiti – Art or Vandalism?

**Resource reference:** Art History 1.6B

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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-12-2014-91020-01-4345 |
| 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 research graffiti in their area and select two graffiti objects that may or may not be considered as art. Students will make annotations about the two objects to explain why, or why not, the selected graffiti objects may be considered as art. Students will then use these annotations to write a proposal to their local city council explaining reasons why or why not the selected graffiti objects may be considered as art works that should be retained or removed. This proposal should be between 400-500 words.

Teacher note: Annotations 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 the 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 will also be helpful to participate in a class or group debate about why or why not graffiti 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 their ideas into questions or criteria that will inform individual explanations of why, or why not, objects may be considered as art. These questions could be expanded 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

# Teachers will need to provide access to locations and resources where students can view and select objects. The following resources may help:

**Books**:

*Graffiti and Street Art* (Thames and Hudson, 2011)

*Banksy, You are an Acceptable Level of Threat* (Carpet Bombing Culture, 2012)

*Flip the Script* (Gingko Press, 2013)

**Film**:

*Exit through the Gift Shop* (2010)

*Style Wars* (1984)

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 their local environments and why they may be considered as art. Some suggestions are:

Objects in public spaces (e.g. Parekowhai’s *Cuisenaire Rods*, commemorative statues, waharoa)

Architecture (e.g. Heritage buildings, innovative architecture)

Art exhibition (e.g. Craft Art, Low Art, Kitsch)

Street art

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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 examine graffiti art in your neighbourhood. Your local city council has decided to clean up your neighbourhood and has taken an anti-vandalism approach to the graffiti around the area. You agree that some of the graffiti is vandalism and does not add beauty to the area, but you also feel that some of the graffiti may be considered art works that should be retained. You need to explain with convincing reasons why two different pieces of graffiti are, or are not, art works that should, or should not, be removed.

In a class or group discussion, debate particular graffiti objects and explain why, or why not, they may be considered as art. Then, as a class or in groups, make a list of questions to use when looking for evidence about why, or why not, the graffiti objects you have selected from your local area may be considered as art.

You will then create an annotated page for each object, noting reasons why each object may or may not be considered as art. These reasons will then be used in your final written proposal to your local city council, which will explain reasons why, or why not, the selected graffiti objects may be considered as art, and should be retained or removed.

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

**Selecting and annotating art objects**

Gather photographs of a variety of graffiti sites from your town, city, or neighbourhood and select two of the graffiti objects that seem *most* different.

Stick each of the two selected images on a separate A3 page.

For each image, make detailed notes of reasons why, or why not, these objects may be considered as art. Use arrows to link these reasons to evidence in the images of the graffiti objects.

**Notes:**

Questions that might help in the annotation of the graffiti objects you have selected:

* What does the graffiti look like?
* What is the function of the graffiti object?
* What sorts of materials and methods has the graffiti artist used?
* What do you think are the reasons why the graffiti artist made their work?
* Where is the graffiti object found?
* What are the ways that the graffiti object could be seen as important to the community?

**Written proposal:**

Write a convincing 400-500 word proposal to your local city council in which you explain, using persuasive reasons, why, or why not, the selected graffiti objects may, or may not, be considered as art and whether each graffiti object should stay or be removed. Use evidence from the graffiti objects to support your reasons.

**Assessment schedule: Art History 91020 Graffiti – Art or Vandalism?**

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| **Evidence/Judgements for Achievement** | **Evidence/Judgements for Achievement with Merit** | **Evidence/Judgements for Achievement with Excellence** |
| The student selects two local graffiti objects and, using evidence from the objects, explains the reasons why, or why not, the graffiti objects may be considered as art.  E.g. In graffiti piece one  *Why it is art:*  *The graffiti could be considered an art object because the artist has skilfully used art materials. The piece should stay because it is pretty and makes the local environment look more visually interesting and it expresses the identity of youth culture in our community.*  *Within the graffiti community you can see this work is considered as an art object because the object has not been vandalised by taggers or other graffiti artists even though it is so large and in an area where there is much graffiti. This means it is respected by the graffiti community.*  *The examples above are indicative samples only.* | The student selects two local graffiti objects and, using evidence from the objects, explains with clear reasons why, or why not, the graffiti may be considered as art.  E.g. In graffiti piece one  *Why it is art:*  *The graffiti could be considered an art object because the artist has skilfully used art materials. For example, colours and tonal modelling have been deliberately used to make the image stand out from the wall. The graffiti should stay because it is attractive with its bright colours and makes the local environment more attractive and visually interesting. It gives a unique function and significance to the environment. One of the functions of art is to be expressive. This work expresses the identity of youth culture in our community.*  *The examples above are indicative samples only.* | The student selects two local graffiti objects and, using evidence from the objects, explains with convincing reasons why, or why not, the graffiti may be considered as art.  E.g. In graffiti piece one  *Why it is art:*  *The graffiti artist is clearly skilled in their techniques. The highly stylised work uses art materials, such as spray paint and brushes, with control. Every line and colour has been done with purpose. This sort of practice is very common in art object making and shows that the artist is deliberately making choices based on their experience as a graffiti artist. Deliberate intention when making an art object is considered established practice by artists whose work is found in art galleries.*  *It improves the environment because of the strong colours and interesting subject of the graffiti. This is because it communicates the meaning relevant to its location and to the local youth community. The language and symbolism used within the graffiti object has a positive message that enriches and captures the spirit of the local community.*  *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.