

MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2024

Stage 4 VISUAL ARTS – J Galloway

Task Number: 2

Notification Date: Term 3, Week 4 - 16/08/24

Weight: 30%

Due Date: Term 3, Week 6 - Friday 30/08/24

by 3:20pm to Mr Galloway



Perspective Drawing - Landscape

OUTCOMES ASSESSED

- 4.2 explores the function of and relationships between the artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view

TASK DESCRIPTION

Part 1: ART MAKING

/20marks

Weight /20%

For this task you are going to complete and submit a one-point perspective drawing in your art journal.

Part 2: ARTIST STUDY (HISTORICAL/CRITICAL)

/20 marks

Weight /10%

You will also complete a study of an artist and 'turn in' on Google Classroom.

TASK INSTRUCTIONS

**All tasks have been handed out in class during this unit.*

**All tasks are also available as digital copies on Google Classroom.*

*Google Class Code: *7-8VA1 = mraotqb *7-8VA2 = etb75ij *7-8VA3 = qnv5anl*

**Extra hard copies of all tasks are also available from the Stage 4VA tray in the art room.*

Part 1: ART MAKING One-Point Perspective Drawing

- The work will represent a perspective drawing using techniques explored in class.
- It can be an interior (inside) or exterior (outside) scene.
- You will submit your artwork in your journal – Full A4 page with border.
- Drawing may be in graphite (back and white) or colour.

Part 2: ARTIST STUDY (HISTORICAL/CRITICAL) Written Response-Study of Artist

- In our study of Perspective Drawing, you have explored the artworks of Leonardo Da Vinci and M.C. Escher, two artists renowned for their mastery of perspective drawing.
- You will submit an artist study as a written research response on one of the artists using the printed worksheets provided (also available on Google Classroom).
- The Artist Study task will be printed and glued in to your art journal for marking.

Teacher's signature: _____

Mr J Galloway

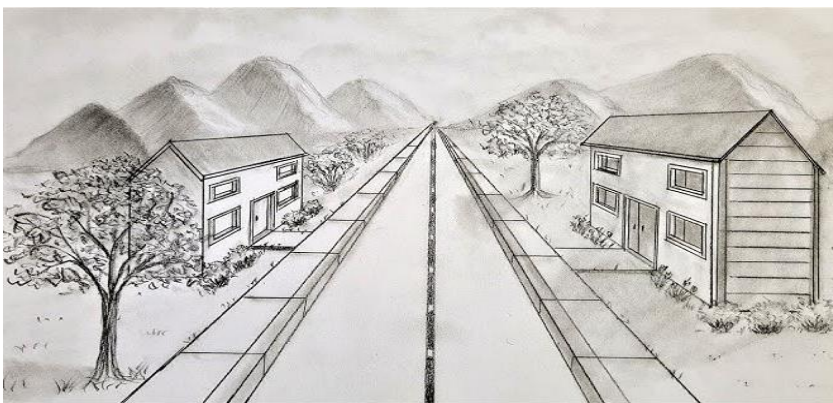
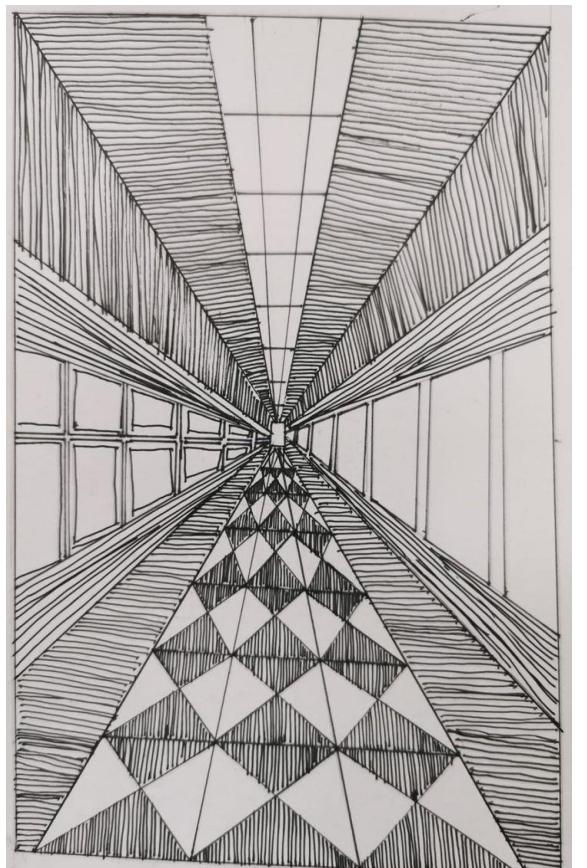
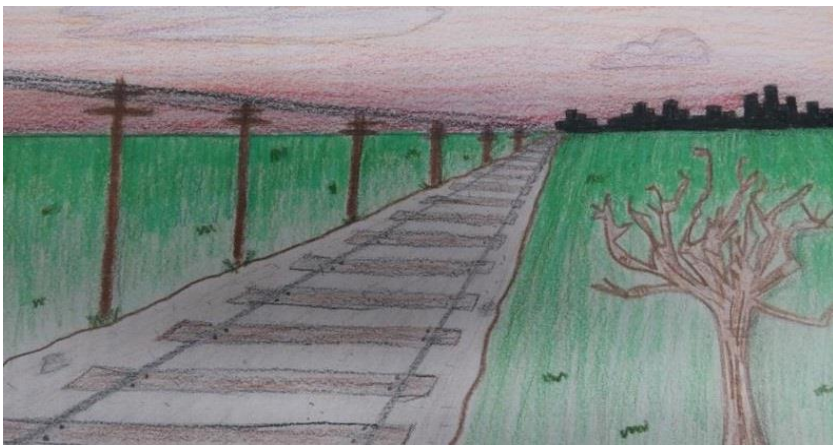
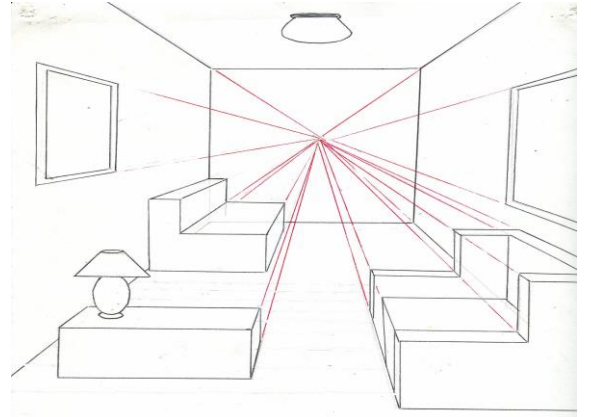
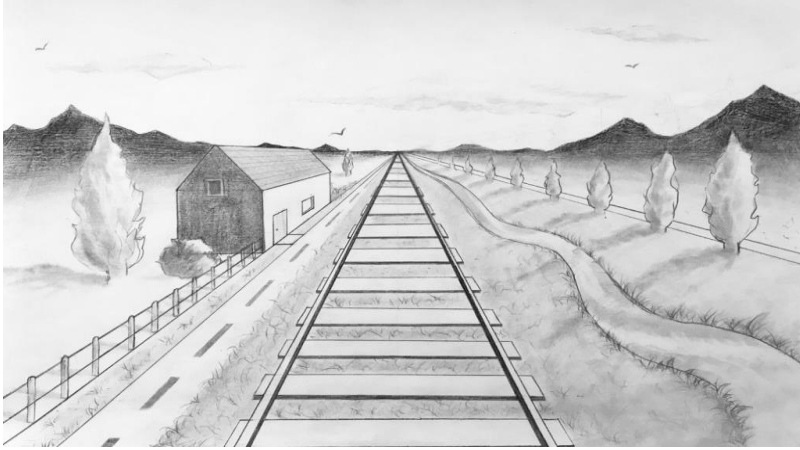
Head Teacher's signature: _____

Miss A Nott

Deputy Principal's signature: _____

Mrs R Ferguson

Assessment Task 2 Part 1 Drawing (Making
Weight /20% MARKS /20



**Assessment Task 2 Part 2 Artist Study (Historical/Critical):
Weight /10% MARKS /20**

You will complete individual research on **one** of the two following artists.

Artist Study 1: Leonardo Da Vinci **OR** **Artist Study 2: M.C. Escher**

- You will do this by completing an 'Artist Study' worksheet handed out in class (and available on your Google Classroom).
- When completed 'turn in' on Google Classroom then print and glue your work into your art journal.

Due as Part 2 of Assessment Task 2

ARTIST STUDY 1

Leonardo Da Vinci

Mark /20 = /10%

Drawer/Painter/Sculptor/Architect/

Mathematician/Botanist/Scientist/Inventor



Self Portrait of Leonardo Da Vinci Da Vinci



Mona Lisa,1503-1506, 77 cm x 53 cm
Location: Louvre Museum (since 1797)

INTRODUCTION

Leonardo di ser Piero da Vinci, known as Leonardo da Vinci, was an Italian polymath of the Renaissance, whose areas of interest included invention, drawing, painting, sculpture, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, paleontology, and cartography.

Some useful Links:

<https://www.britannica.com/biography/Leonardo-da-Vinci>

<https://www.leonardodavinci.net/>

<https://www.biography.com/artist/leonardo-da-vinci>

ARTIST STUDY 1

Leonardo Da Vinci

continued

Who /1

Name of Artist

When /1

Any specific dates (years) the artist worked or lived?

Where /2

Where did the artist work & live?

What /4

What is the artist known for doing? What type of art did they make? What forms (eg painting, drawing, printmaking or sculpture) did the artist work in?

Why /4

Why did the artist do what they did?

What has the artist or anybody said about what they did? Also **add some quotes too ;)**

Three artworks by the Artist /6

Include: Picture of Artwork + Title of Artworks + Dates made

3x (Image + Title + Date = 2)

So make sure you include the title of the work (what it is called) and when it was made (date).

Bibliography /2

This is a list of the websites you used. Copy and paste the URL's here.

Eg <https://www.penguin.com.au/authors/sally-morgan>

OR ARTIST STUDY 2

M.C. Escher

Mark /20 = /10%

Graphic Artist



Waterfall

Artist: M.C. Escher Year 1961 Type Lithograph

INTRODUCTION

Maurits Cornelis Escher was a Dutch graphic artist who made mathematically inspired woodcuts, lithographs, and mezzotints. Despite wide popular interest, Escher was for most of his life neglected in the art world, even in his native Netherlands. He was 70 before a retrospective exhibition was held.

NB: A mezzotint (meaning 'half-tone') is a print made using a copper plate which has been worked over ('grounded') using a semi-circular fine-toothed tool (called a 'rocker') so that the entire surface is roughened. In this state, when inked the plate will print solid black.

Useful Links:

<https://mcescher.com/>

https://en.wikipedia.org/wiki/M._C._Escher

<https://www.nga.gov/features/slideshows/mc-escher-life-and-work.html>

ARTIST STUDY 2

M.C. Escher continued

Who /1

Name of Artist

When /1

Any specific dates (years) the artist worked or lived?

Where /2

Where did the artist work & live?

What /4

What is the artist known for doing? What type of art did they make? What forms (eg painting, drawing, printmaking or sculpture) did the artist work in?

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MANILLA CENTRAL SCHOOL – MARKING GUIDELINES & FEEDBACK

Stage 4 VA J Galloway **Student:** _____

Task Number: 2 **Task Weight: 30%**



MARKING CRITERIA & FEEDBACK

Part A: Making Task - One-Point Perspective Drawing (20%) Criteria for assessment and marking/rubric: Outcomes 4.2, 4.3, 4.4		Marks %
Advanced	<ul style="list-style-type: none"> ● Use of Perspective: The horizon line is perfectly placed, and all objects are accurately directed towards the vanishing point. Parallel and horizontal lines are flawless and all repetitive receding objects are scaled accurately. This demonstrates a deep understanding of perspective. ● Overall Composition: Excellent use of the drawing area, with a well-organised composition that highlights strong focal points and accents. The drawing is perfectly balanced, with every aspect thoughtfully included. ● Added Details & Shading: Fine, meticulous details enhance the uniqueness of the drawing. You have maximised the potential of the drawing with well-considered details and shading that is accurate and effectively responds to the light source. ● Neatness/Completion: The work is exceptionally neat, clean and complete. The effort and time invested are evident, reflecting a high standard of quality and precision. 	18-20
Highly Proficient	<ul style="list-style-type: none"> ● Use of Perspective: The horizon line is correctly drawn and objects align neatly with the vanishing point. Most parallel and horizontal lines are accurate and receding objects are scaled correctly. ● Overall Composition: Very good use of the drawing area with well-organised composition. Strong focal points and accents are evident, and the drawing is balanced with minimal missing aspects. ● Added Details & Shading: Effective details and shading enhance the drawing. Details contribute to the drawing's uniqueness and shading is generally accurate with respect to the light source. ● Neatness/Completion: The work is neat and complete, showing a solid attempt to ensure quality and finish. The effort put into the work is clear and contributes to its overall effectiveness. 	13-17
Proficient	<ul style="list-style-type: none"> ● Use of Perspective: The horizon line is present and most objects align with the vanishing point. Parallel and horizontal lines are mostly correct and repetitive receding objects are generally scaled accurately. ● Overall Composition: Good use of the drawing area with a clear organisation of elements. There are strong focal points, but some areas could develop balance and/or detail. ● Added Details & Shading: Some details and shading are present and contribute to the drawing. The details are somewhat effective and shading is mostly correct though some areas could be further developed. ● Neatness/Completion: The work is generally neat and complete, with some areas showing clear effort. The quality reflects a good attempt, with minor aspects that could be refined. 	9-12
Developing	<ul style="list-style-type: none"> ● Use of Perspective: The horizon line is present, but it could be placed better. Some objects line up with the vanishing point, but some lines aren't quite straight. The size of things that get smaller in the distance might need adjusting. Practising how to scale objects that get smaller in the distance can help make the perspective even stronger. ● Overall Composition: The drawing space is used, and with some improvements in organisation and focal points, it can look even better. Balancing the drawing and adding any missing parts will help create a more complete and polished composition. ● Added Details & Shading: There are some details and shading in the drawing, which is a great start. Adding more details and refining the shading to better match the light source will add depth and make the drawing more engaging. ● Neatness/Completion: The drawing is somewhat neat, but some parts look rushed or unfinished. Keep working on making it cleaner and more polished. To improve, take a bit more time to refine the work and ensure each part is finished thoroughly. 	1-8
	<ul style="list-style-type: none"> ● Non-attempt 	0

Part B: Written Research Task – Artist Study (10%)		Marks %
Criteria for assessment and marking/rubric: Outcomes 4.7, 4.8, 4.9		
<ul style="list-style-type: none"> The research task demonstrates an in-depth understanding of the critical and historical interpretations of Leonardo Da Vinci or M.C. Escher. The student reflects deeply and communicates effectively, providing a comprehensive analysis of the artist's work and significance. The research is thorough, well-organised, and shows a sophisticated grasp of the artist's impact on art history and cultural context. 	9-10	
<ul style="list-style-type: none"> The research task is well-developed, showing a clear understanding of the critical and historical interpretations of Leonardo Da Vinci or M.C. Escher. The student effectively reflects on and communicates key aspects of the artist's work, providing insightful analysis and context. There is a good balance of information, and the significance of the artist's contributions is well-articulated. 	7-8	
<ul style="list-style-type: none"> The research task demonstrates a reasonable understanding of the critical and historical interpretations of Leonardo Da Vinci or M.C. Escher. The student reflects on key aspects of the artist's work and provides some context. However, the analysis could be more thorough and cohesive, with a greater emphasis on the artist's significance and contributions. 	5-6	
<ul style="list-style-type: none"> The research task shows some effort to reflect and communicate about the critical and historical interpretations of Leonardo Da Vinci or M.C. Escher. However, the analysis is basic and lacks depth. The information is somewhat disjointed, and there is limited insight into the artist's impact and context. 	3-4	
<ul style="list-style-type: none"> The research task lacks depth and clarity. There is minimal reflection and communication about critical and historical interpretations of Leonardo Da Vinci or M.C. Escher. The information presented is superficial and lacks substantial analysis or understanding of the artist's work and significance. 	1-2	
<ul style="list-style-type: none"> Non-attempt 	0	
Task Mark:		
Additional Feedback:		
Teacher's signature: _____		