

## Stage 5 Visual Arts – J Galloway

Task Number: 3

Notification Date: 12/09/2024

Weight: 40%

Due Date: Thursday 26/09/2024, Week 10

By 3:20pm to Mr Galloway



# Box Me In

### OUTCOMES ASSESSED

#### Art Making

- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

#### Critical Historical

- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

### TASK DESCRIPTION

The purpose of this task is for students to create a “personal” box. By using images, words and symbols, this box tells other people something about how the student sees themselves. Students will examine artworks by other artists who have used boxes to help create their means of expressing themselves in a visual manner.

At conclusion, students produce 1 mixed media art-work in the format of a 6-sided cube (box) that expresses their self-identity. Students will also answer questions with relevance to their study of the Frames in art. This assessment will be of students work in progress.

Teacher’s signature: \_\_\_\_\_

Mr J Galloway

Head Teacher’s signature: \_\_\_\_\_

Miss A Nott

Deputy Principal’s signature: \_\_\_\_\_

Mrs R Ferguson

## 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: tuahxnh***

*\*Extra hard copies of all tasks are also available from the 9-10VA tray in art room.*

For Part A of the task you are going to submit 3 fully resolved art works presented as designs in the process of creating your 15cm x 15cm x 15cm 'Box Me In' cube.

For Part B your Art Journal should show completion of the following 'writing about art' questions from tasks 1, 2 and 4 from the 'Box Me In' booklet.

Your art-making designs and written responses will be based on the information you have gathered within the unit as you worked through the 'Box Me In' booklet in class.

*Remember to use a different technique for each side.*

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## Part A Art Making Mark /60 Weight: 20%

**All making tasks in this part of the task are from the 'Box Me In' booklet used in class.**

This part of the task will include the following sides of the cube:

### 1] Symbolic

Displaying an artwork within the square made up of:

- ❖ A drawing/painting of animal which you think expresses something about you and in colours which express your personality.
- ❖ A border of your own "hieroglyphics" or simple symbols which express your interests.



### 2] My Fears and Phobias

Displaying an artwork within the square made up of:

- ❖ sketches based on your fears and phobias.
- ❖ It will use the techniques of shading, crosshatching - which you feel best create the feeling of fear.



### 3] In Text

Displaying an artwork within the square made up of:

- ❖ words and/or numbers which relate to you.
- ❖ Use the techniques which were most successful in your experiments.



## **Part B Critical/Historical Studies Mark /60 Weight: 20%**

**All questions in this part of the task are from the 'Box Me In' booklet used in class.**

Your Art Journal should show completion of the following '**writing about art**' questions from tasks 1, 2 and 4 from the 'Box Me In' booklet:

**Each question is worth 5 marks.**

### **1] Symbolic Me** (from Booklet Task 1) /20 marks

1. List at least 6 animals and what they could symbolise e.g. lion – courage
2. List 2 animals which you feel capture aspects of your personality and explain why.
3. List colours which you feel could express your personality – explain

### **2] My Fears and Phobias** (from Booklet Task 2) /20 marks

Answer the following questions on The Scream

#### **Subjective frame**

- 1) What is your personal reaction to the work? Do you like or dislike it? Why?
- 2) List three words to describe the emotions expressed in the work.
- 3) How has Munch expressed these emotions in his work?

#### **Structural frame**

- 4) How does the position of the screaming figure add to the emotional impact of the work?
- 5) Describe the way Munch has applied the paint in order for it to appear more emotional.

### **3] In Text** (from Booklet Task 4) /20 marks

1. Discuss how well the words, and the way they have been arranged, describe aspects of your personality and/or life.
2. Discuss how you used the text. Was it to creating a pattern? Did you use letters because of their shape? Do the words themselves have significance?
3. How do the colours you have chosen relate to the words and/or message hidden in your work?

**Assessment Feedback Part A: Mark /20%**

Criteria	18-20	14-17	10-13	5-9	1-4	0
<b>1. Symbolic Me (Animal &amp; Border)</b>	Artwork beautifully represents an animal with strong attention to detail and colours that vividly reflect personality. The border of hieroglyphics/symbols is highly creative and effectively communicates personal interests	A solid representation of an animal with appropriate colours reflecting aspects of personality. The hieroglyphics/symbols in the border are relevant and show clear personal meaning, though could be further developed.	A clear attempt is made to represent an animal, with some expressive use of colour. The hieroglyphics/symbols in the border are present but may need more refinement to clearly reflect personal interests.	A promising start with an animal and hieroglyphics/symbols in the border that suggest an understanding of the task. Further attention to detail and personal meaning in the symbols would improve the artwork.	Beginning steps taken toward the task. The animal and hieroglyphics/symbols show potential but lack a clear connection to personal identity or require more effort to develop.	Not Attempted
<b>2. My Fears and Phobias (Sketches &amp; Shading)</b>	The artwork compellingly captures fears and phobias using a variety of techniques such as shading and crosshatching, creating a vivid atmosphere of fear. Techniques are expertly applied to enhance the theme.	A good effort in representing fears or phobias through shading and crosshatching. The techniques support the theme well, though there is room for deeper exploration of fear through more detailed application.	Artwork thoughtfully explores fears or phobias, with some effective shading and crosshatching. The feeling of fear is conveyed, but more detail and focus on technique would strengthen the overall impact.	A promising exploration of fears or phobias with basic shading and crosshatching. The techniques chosen show potential but need further development to communicate fear more effectively.	Early efforts have been made to explore fears or phobias, but shading and crosshatching are minimal or absent. More detailed exploration of technique will help elevate the representation of fear.	
<b>3. In Text (Words/Numbers)</b>	The artwork creatively integrates words and numbers that are highly personal, using techniques from experimentation with a strong sense of individuality.	Personal words and numbers are successfully incorporated, with thoughtful use of techniques. Some further exploration could enhance the individuality and expression in the piece.	A meaningful selection of words and numbers is included, with some techniques showing an attempt at personal expression. However, more refinement and stronger connections to the student's identity are needed.	A positive start in using words and numbers that relate to the student, but more thought is needed to connect the techniques more directly with personal identity and the task objectives.	Initial ideas for using words and numbers are evident, but the connection to personal identity is unclear, and techniques are minimal or absent. More focus is needed to develop the work further.	
<b>TOTAL</b>	<b>/60</b>	<b>/20%</b>				

**Assessment Feedback Part B: Mark /20%**

Criteria	18-20	14-17	10-13	5-9	1-4	0
<b>1. Symbolic Me</b>	Demonstrates a deep understanding of symbolism, with excellent choices that reflect personality and a strong use of colour.	Clear connections between animals, symbols, and colours that effectively reflect personality.	Good effort in linking symbols and colours to personality, with potential for further expansion of ideas.	Shows a good start with symbolism, with room for clarification and development of ideas.	Displays potential, with further development needed to strengthen symbolism and connections.	Not attempted
<b>2. My Fears and Phobias</b>	Responses to The Scream reflect an impressive understanding of emotion and technique, with strong analysis throughout.	Captures the emotions in The Scream effectively, with thoughtful analysis of techniques.	Solid progress in identifying emotions and techniques in The Scream, with room for further insight.	Demonstrates a good understanding of The Scream, with potential to enhance analysis through additional detail.	Potential to explore emotions and techniques in more depth.	
<b>3. In Text</b>	Creative use of text and colours reflects personality well, with thoughtful and insightful connections.	Clear expression of personality through text and colours, with some strong creative choices.	Good use of text and colours, with room to expand on creative ideas to further strengthen the work.	A good effort, with potential to further develop ideas about the relationship between text and colours.	Displays potential, with more exploration of text and colours needed to enhance creativity.	
<b>TOTAL</b>	<b>/60</b>	<b>/20%</b>				

<b>Task Mark:</b>	<b>Task Rank:</b>	<b>Accumulative Rank:</b>

Additional Feedback:

Teacher's signature: \_\_\_\_\_