BOB HAWKE COLLEGE

College Based Selective Visual Art Program

INFORMATION BOOKLET

BOB HAWKE COLLEGE

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Year 7 Selective Visual Art Program Overview

SELECTIVE VISUAL ART PROGRAM

Students are provided with an enriched Visual Art course, covering both two and three dimensional mediums incorporating a range of traditional and contemporary creative design process. The Selective Visual Art Program encompasses students who undertake the selection process, demonstrating an interest and talent within the Visual Arts. Students experience a dedicated curriculum throughout Year 7-10 and additional extra-curricular opportunities, while learning to extend their drawing, painting, printmaking and sculpture skills through experimentation and examination of artist influences. During the program, students develop creative independence and are encouraged to explore their creativity, documenting the process through digital portfolios and exhibiting their work to the public. This program provides a Year 11 and 12 pathway for students looking to pursue the Arts as an area of further study beyond their education at the College.

APPLICATION PROCCESS:

Students who encompass a talent and interest within the Visual Arts may apply to complete the selection process to engage in the Selective Art Program. Students undertake a practical and written assessment and are asked to supply supporting evidence in their application.

Practical Assessment 60%
Written Assessment 15%
Additional Evidence 25%

PRACTICAL ASSESSMENT:

Task Description: Students will observe and complete a tonal drawing of a still life set up.
Time allocated: 60 minutes
Criteria assessed:

- Create a drawing which shows form or 3D qualities
- Demonstrate tonal variation using 2B/4B pencils on A3 cartridge paper
- Use tonal techniques e.g. hatching, cross-hatching, blending
- Show awareness of the proportions and shapes of the objects
- Demonstrate an awareness of composition

WRITTEN ASSESSMENT:

Task Description: Students will complete an art analysis.
Time allocated: 30 minutes
Criteria assessed:

- Describe what is seen in the artwork, using art language.
- Analyse the use of Elements and Principles of Art
- Interpret what the artist is trying to communicate
- Imagine a story of ‘what happens next’ using links from the artwork

ADDITIONAL EVIDENCE:

Task Description
On the day of testing, students will provide one artwork created externally of the school setting, demonstrating their own personal style and creativity. The task is designed for students to showcase who they are as artists, outside of test conditions and task restrictions. Artworks may be 2D or 3D and will need to be created by the student only, with no additional assistance.

Criteria assessed:

- Use of media
- Creative elements and style
- Overall composition

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Practical Assessment Sample: 60%

TASK DESCRIPTION
Students will have 60 minutes to observe and complete a tonal drawing of a still life set up.

OBJECTIVES
- To make a drawing which shows form or 3D qualities
- To demonstrate tonal variation using 2B/4B pencils on cartridge paper
- To use tonal techniques e.g. hatching/cross-hatching, blending
- To show awareness of the proportions and shapes of objects
- To demonstrate an awareness of composition

MATERIALS
- Still life display
- 2B/4B pencils
- Erasers and sharpeners
- A3/A4 cartridge paper
- View finder

STUDENT INSTRUCTIONS
- Write your full name on the bottom right hand corner of your page.
- You can choose to have your paper landscape or portrait orientation.
- You will draw the still life in front of you.
- You can use your viewfinder to select a section of the still life.
- Draw as large as you can to use the whole page.
- Draw using shading techniques (hatching/cross hatching, blending) to show shadows and light and dark areas giving a 3D effect.
- Consider the size of objects in relation to each other.

CRITERIA ASSESSED

Each criteria will be given a score out of 10;

- Form/3D qualities
- Tonal Variation
- Tonal Technique
- Proportion/Shape
- Composition

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Written Assessment Sample: 15%

JEFFREYSMART
The Traveller 1973

Synthetic polymer paint and oil
on canvas
100.5 x 116cm

RESPONDING TASK: Look closely at the artwork, 'The Traveller' by Jeffrey Smart and answer the questions below, using full sentences/paragraphs. Examine the Marking Key on the back page to help you target your responses.

Describe: *In detail, describe what you can see in the artwork.*

Analysis: *Has the artist created any of the following (line, shape, texture, colour, space, tone, contrast, pattern, balance, repetition, rhythm, etc)? Describe where you see them and how they have been used.*

Interpretation: *Can you see a story/narrative in this artwork? What do you think the artist is trying to say?*

Respond: *Use your imagination to invent a story about what happens next…*

Responding: Marking Key	
	Marks
Describe: In detail, *describe what you can see in the artwork.*	
Describes accurately, and in detail the artwork, using descriptive art language.	*3*
Describes the artwork clearly, using some art language.	*2*
Describes obvious aspects of the artwork, using minimal or incorrect art language.	*1*
Little to no evidence	*0*
Analysis: *Has the artist created any of the following (line, shape, texture, colour, space, tone, contrast, pattern, balance, repetition, rhythm, etc)? Describe where you see them and how they have been used*	
In detail, clearly identifies and accurately explains how the artist has created any of the following *(line, shape, texture, colour, space, tone, contrast, pattern, balance, repetition, rhythm, etc)* Visual art language.	*3*
Identifies and describes some visual art language.	*2*
Identifies and describes the use of visual art language, imprecisely and infrequently.	*1*
Little to no evidence	*0*
Interpretation*: Can you see a story/narrative in this artwork? What do you think the artist is trying to say?*	
Makes detailed comments about the meaning and purpose of the artwork, with supporting evidence.	*3*
Makes simple comments about the meaning and purpose of the artwork with some evidence to support ideas.	*2*
Makes unrelated or incomplete comments about the meaning and purpose of the artwork, with little evidence to support ideas.	*1*
Little to no evidence	*0*
Respond: *Use your imagination to invent a story about what happens next…*	
Story is highly creative, with obvious links to the artwork.	*3*
Story is creative, with some ideas that link to the artwork.	*2*
Creates a story, but ideas don't appear to or have little links to the artwork.	*1*
Little to no evidence	*0*
TOTAL	

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Additional Evidence: 25%

TASK DESCRIPTION

On the day of testing, students will provide one artwork created externally of the school setting, demonstrating their own personal style and creativity. The task is designed for students to showcase who they are as artists, outside of test conditions and task restrictions. Artworks may be 2D or 3D and will need to be created by the student only, with no additional assistance.

Artworks be photographed on the day for the purpose of the assessment process. Students may take home their artworks at the end of the audition.

OBJECTIVES

- Create one 2D or 3D artwork
- Select own choice of media
- Demonstrate own style/creativity outside of test conditions and task restrictions

STUDENT INSTRUCTIONS

On the day of assessment, bring along your artwork, following the instructions below;

- The artwork needs to be your own work.
- There is no time limit allocated.
- You can choose your own medium, but will have a size limit of A3
- Attach a short reflection, using the template and prompts below
- Use this as a chance to show off your skills and creativity
- Most importantly, have fun creating!

REFLECTION PROMPTS

- What have you created?
- What media/ materials did you use?
- Name 2 positives about your artwork
- Consider one thing to improve

CRITERIA ASSESSED

Each criteria will be given a score out of 10;

- Use of media
- Creative elements and style
- Overall composition
- Reflection