Context

This module explores the concept of identity and belonging by using photographic images to document the local area, icons, events and/or community.

Assessment Components

Technique	Project		
Unit/Module	Unit 4: Module 7		
Duration	6 Weeks		
Mode	Project		
Length	Folio:	*8-10 A3 pages.*	
	Artwork:	*Y11: 6 A4 pages (or equivalent) max,*	
		Y12: 8 A4 pages (or equivalent) max.	
Individual/group	Individual		

Submission Details

Student Name   : _____

Teacher Name   : Mr Rampton

Student Email   : _____@goldcoastcc.qld.edu.au

Group Members
(If applicable)   : _____

Due Date   : _____/_____/_____   Date Submitted   : _____/_____/_____

Draft Submission ☐   Extension Authorised ☐

Final Submission ☐   Extension Form Attached ☐

Electronic Copy Submitted ☐   Extension Due Date   : _____/_____/_____

Student Declaration

I declare that:

- No part of this assignment has been copied from any other person's work, except where due acknowledgment is made in the text.
- No part of this assignment has been written for me by any other person except where such collaboration has been authorised by the teacher.
- The signature applied to this assignment cover sheet is my own.
- This assignment has not been submitted for any other subjects.
- I agree to abide by the College assessment policy.
- If any of the above statements are found to be false it will be regarded as misconduct under College rules and will be subject to disciplinary action as outlined under school policies.

Student Printed Name: _____

Student Signature: _____

Date: _____/_____/_____

Overview

Task

Component 1: Folio: Plan, create and evaluate a folio of photographs, accompanied by an artist statement, that communicates the concept of identity for the community exhibition entitled 'Belonging'.

Variable Conditions: In combined classes, Year 12 products must demonstrate an increase in complexity to fulfil syllabus requirements.

Component 2: Multimodal component : A digital catalogue with embedded media that includes an explanation, analysis and evaluation of the photographs and how they relate to the concept.

Variable Conditions: Y11: 6 A4 pages (or equivalent) max, Y12: 8 A4 pages (or equivalent) max.

Components

To complete this task:

Identify:
• A concept for a series of photos to represent the theme 'Belonging'.
• Research the chosen concept to then generate ideas how to showcase it through a photo series.
• Plan and make decisions about how to implement photographic practices.
• Organize, apply and implement arts literacies and arts processes to realise your artwork.
• Individually, write an artist statement explaining how you have applied arts principles, technologies, techniques and/or skills to promote the message that is the basis for your artwork

Information

Checkpoints

• **Submit Draft:** Friday, Week 1
  - Consult with teacher to discuss your concept and planning for the artwork.
  - Date: 19th July
• **Final Submission:** Friday, Week 3
  - Date: 2nd August

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.
• Discuss with your teacher or provide documentation of your progress. Your checkpoint requires you to present your concept, research and planning for the assemblage sculpture.
• Your teacher will observe you completing work in class.
• Take part in interviews or consultations with your teacher as you develop your response.
• Acknowledge all sources used.
• Submit the declaration of authenticity.
• Your results may be cross-marked by a teacher from another class.

Instrument-specific marking guide

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	The student work has the following characteristics: • comprehensive recollection of terminology and comprehensive explanation of art-making processes • perceptive interpretation of information about concepts and ideas for a purpose • proficient demonstration of art-making processes required for visual artworks.	The student work has the following characteristics: • thorough recollection of terminology and effective explanation of art-making processes • thoughtful interpretation of information about concepts and ideas for a purpose • effective demonstration of art-making processes required for visual artworks.	The student work has the following characteristics: • recollection of appropriate terminology and explanation of art-making processes • interpretation of information about concepts and ideas for a purpose • demonstration of art-making processes required for visual artworks.	The student work has the following characteristics: • variable recollection of terminology and variable explanation of art-making processes • partial interpretation of information about concepts and ideas for a purpose • partial demonstration of art-making processes required for visual artworks.	The student work has the following characteristics: • inconsistent recollection of terminology and inconsistent and superficial explanation of art-making processes • superficial interpretation of information • minimal demonstration of art-making processes.
Applying and analysing	The student work has the following characteristics: • purposeful and skilful application of art-making processes, concepts and ideas • discerning analysis of visual art-making processes for particular purposes • discerning use of language conventions and features to achieve particular purposes.	The student work has the following characteristics: • effective application of art-making processes, concepts and ideas • effective analysis of visual art-making processes for particular purposes • effective use of language conventions and features to achieve particular purposes.	The student work has the following characteristics: • application of art-making processes, concepts and ideas • analysis of visual art-making processes for particular purposes • use of language conventions and features to achieve particular purposes.	The student work has the following characteristics: • partial application of art making-processes, concepts and ideas • partial analysis of visual art-making processes for particular purposes • variable use of language conventions and features to achieve purposes.	The student work has the following characteristics: • inconsistent and minimal application of art-making processes • superficial analysis of visual art-making processes • inconsistent use of language conventions and features.
Creating and evaluating	The student work has the following characteristics: • discerning evaluation of art-making processes, concepts and ideas • generation of thoughtful plans and ideas with discerning decisions made • creation of thoughtful communications that proficiently convey meaning for particular purposes.	The student work has the following characteristics: • effective evaluation of art-making processes, concepts and ideas • generation of effective plans and ideas with decisions made • creation of effective communications that convey meaning for particular purposes.	The student work has the following characteristics: • evaluation of art-making processes, concepts and ideas • generation of plans and ideas with decisions made • creation of communications that convey meaning for particular purposes.	The student work has the following characteristics: • partial evaluation of art-making processes, concepts and ideas • generation of partial plans, simplistic ideas and decisions • creation of variable communications that convey meaning for purposes.	The student work has the following characteristics: • superficial evaluation of art-making processes • sporadic generation of superficial ideas • creation of superficial communications.