

Context

This module explores the world of art and business, using design processes to target specific audiences. Students will choose an existing or create a community festival, which they will design merchandise that can be sold online to promote the festival.

Assessment Components

Technique	Project
Unit/Module	Unit 3: Module 6
Duration	8 Weeks
Mode	Project
Length	Folio: 8 A3 pages max Artwork: Mock-up Product Spoken Presentation: Yr11 - 1.5-2.5min : Yr 12 - 2.5-3.5mins
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		<input type="checkbox"/>	Extension Authorised	
Final Submission		<input type="checkbox"/>	Extension Form Attached	
Electronic Copy Submitted		<input type="checkbox"/>	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: Produce a folio of 8 A3 pages (Maximum) that documents the artistic development process; highlighting the planning, creation and evaluation of a range of design products/ merchandise that market a community festival in an online platform.

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

Component 2: Product : A suite of design products that market the festival via an online platform e.g. logo, app, t-shirt, flyer, business card, other merchandise. Produce Mock-ups for your products.

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

Component 3: Spoken component : Presentation that explains, analyses and evaluates the design aspects, planning and creative processes involved in the production of a marketable artwork.

Variable Conditions: Year 11: 1.5-3.5 minutes and Year 12: 2.5-3.5 minutes

Components

To complete this task:

Identify:

- A theme to create a community event around.
- Research the chosen element to generate ideas how to showcase it through the two art-forms chosen, and plan the arts process you will implement to achieve this
- Make decisions about the message that will be the basis for your artwork
- 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 2
 - Consult with teacher to discuss your concept and planning for the artwork.
 - Date: 26th April
- **Final Submission:** Wednesday, Week 4
 - Date: 10th May

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.

Marking Guide

Instrument-specific marking guide

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> 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. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> superficial evaluation of art-making processes sporadic generation of superficial ideas creation of superficial communications.