

## **EXPLORING CONCEPT ART D 10/30**

The student has demonstrated each specific feature to a **D** level of the performance standards

*“Concept art and various styles”*

### **Practical Application**

**PA1 Conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.**

Student has made attempts to develop ideas in response to a remake of one designer’s digital landscape concept and a basic attempt to render a photo of a car more realistic, both using basic Photoshop applications. Very tenuous attempt to experiment or apply design process.

**PA3 Documentation of creative visual thinking and/or problem-solving processes.**

Steps in problem solving process in response to practical applications are partially documented with limited explanations given to aesthetic evidence.

### **Analysis and Synthesis**

**AS1 Critical analysis and interpretation of works of art or design from different contexts.**

There is evidence of some basic consideration of three digital artists work with superficial references to visual evidence restricted to basic acknowledgement of spatial and lighting effects. No attempt at critical analysis.

**AS2 Use of visual arts language to interpret, respond to, and synthesis thoughts on visual arts, including issues and/or questions.**

There is a restricted use of visual arts language in response to limited artworks referenced. Responses to style and visual effects are descriptive across the study which tends to be a superficial survey of the various forms of concept art ranging from stylized concept art, digital painting to illustrative photorealism.

**AS4 Evaluation of, and conclusions about, visual arts learning.**

There is some elementary commentary referencing learning that has occurred with some attempted evaluative statements in response to processes and skill development often disjointed and superficial.

## Inquiry and Exploration


**IE1 Use of research skills and understanding of inquiry methods to locate and acknowledge sources, explore, experiment, and develop insights into aspects of the visual arts.**

Some basic research skills used to locate information on a variety of concept artists and evidence of their work with little evidence of any insights into their differing techniques and styles used. Very basic art concepts able to be identified from limited sources.

Some attempted listing of websites accessed.

**IE2 Exploration and self-analysis in development of personal aesthetic through visual arts.**

There is superficial recognition of the role of visual arts in helping to develop personal ideas in response to study intent. Minimal attempt at self-directed experimentation in developing ideas in response to artist's work.

	Practical Application	Analysis and Synthesis	Inquiry and Exploration
<b>C</b>	<p>Considered conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</p> <p>Organised documentation of creative visual thinking and/or problem-solving processes.</p>	<p>Informed and considered critical analysis and interpretation of two or more works of art or design from different contexts.</p> <p>Competent use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and questions.</p> <p>Competent and appropriate evaluation of, and conclusions about, visual arts learning.</p>	<p>Competent use of research skills and considered understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop some insights into different aspects of the visual arts.</p> <p>Some considered exploration and self-analysis in development of a personal aesthetic through the visual arts.</p>
<b>D</b>	<p>Elements of conceptualisation and some development and resolution of visual ideas.</p> <p>Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.</p> 	<p>Some basic consideration and interpretation of at least one work of art or design with superficial reference to the context.</p> <p>Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions.</p> <p>Some basic summary and description of visual arts learning, with elements of evaluation.</p>	<p>Some use of basic research skills and awareness of inquiry methods to locate one or more sources (with attempted acknowledgment), explore, and experiment.</p> <p>Superficial recognition of the role of visual arts in personal development.</p>
<b>E</b>	<p>Emerging skills in the conceptualisation, development, and resolution of visual ideas.</p> <p>Limited documentation of creative visual thinking or problem-solving processes.</p>	<p>Emerging awareness of connections between at least one work of art or design and the context.</p> <p>Limited use of visual arts language for interpretation or response in the visual arts.</p> <p>Attempted description of aspects of visual arts learning.</p>	<p>Attempted engagement in a directed research process.</p> <p>Emerging awareness of the role of visual arts in personal development.</p>