STAGE 2 VISUAL ARTS
ART
ASSESSMENT TYPE 3: VISUAL STUDY
STUDENT RESPONSE

Note: Numerous hand-drawn reproductions have been removed due to copyright restrictions.
Practical Application

Initiation of complex or challenging and well-planned conceptualization and development of innovative, imaginative, or personally relevant visual ideas.

Insightful and thorough documentation of creative visual thinking and problem-solving processes.

Since childhood illustrations have brought life into cherished fairy tales, they have encapsulated my childhood with their beauty.

Through my visual study, I want to explore the changing ways illustrations have brought their stories to life over time. How influenced by media, illustrator & society & culture.

To aid understanding, various styles & concepts can be applied through my own art work. My focus is my own memories & cherished tales.

I will also explore how & what children identify with within illustrations. This would allow a successful reflection of these stories.

This page incorporates famous children's illustrations throughout time applied in my design.

To what extent does social environment impact upon children's illustrations?
Analysis and Synthesis
Extensive and sophisticated use of visual arts language to interpret, respond to, and synthesise thoughts on visual arts, including issues and/or questions.

Analysis and Synthesis
Highly perceptive critical analysis and interpretation of a variety of works of art or design from different contexts.
Student reproduction of The Little Mermaid removed due to copyright.

A linear drawing of the Little Mermaid. Reminisce of Fairytale & Pedersen's toonally capture Andersen's themes. Inspired by Disney, illustration.

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**Inquiry and Exploration**
Productive and thorough use of research skills and a clear understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop perceptive and clear insights into a range of aspects of the visual arts.
**Practical Application**

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Illustrator Studies

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Insightful and thorough documentation of creative visual thinking and problem-solving processes.
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Astute exploration and self-analysis in development of a personal aesthetic through the visual arts.
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Techniques
- Accumulated waiting, eyes & lobster are of increased design.
- Whale unnecessary to depict mermaids, yet reminiscent to Anderson's tale.
- Simultaneous contrast of red hood & lobster against the green tail plants.

Atmosphere
The cool, blue background of analogous colours dominates the scene. This is due to the ocean setting.

Concepts
- The prevalent use of red in the film.
- Scarlet represents Ariel's desire for the world above the water.
- Red is present in her hair, flower bed & lobster.

Analysis and Synthesis
Insightful evaluation of, and conclusions about, visual arts learning.

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Dr Seuss...
...frequently uses energized lines and color to create simple yet masterful pieces.

Little Cats B, C and A

Stages of my creation

My watercolor study is not as clearly defined as my pen & watercolor studies. Overall, improvement: proportion, technique.

Critical Analysis

Inspiration

Dr Seuss' rhymes inspire and provide hope, while his illustrations flavor his words. I myself appreciate his motivation to give life to the fullest with freedom & originality, while drawings of nonsense in Alice in Wonderland.

(Circa 2000)

These excerpts motivate, empower & inspire audiences through both text & image, positively contributing to the learning of society. (Ritow, P 2009)
Student reproduction of Dr Seuss character removed due to copyright.
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Personal original illustrations of my childhood.
Tan inspired.

“The babysitter”
Pencil on paper
My brother as a baby, cared for by a Tan’s The Arrival inspired creature (Shaun Tan, The Arrival)

Planning
Practical Application
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Inquiry and Exploration
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Original illustrations
Tenniel inspired

As I create scenes from my own childhood in the style of various illustrators, I appreciate the skills I develop within my own style as a result.
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Additional Comments
This folio is illustrative of an A+ grade.

Practical Application
- The student has presented a very personal and complex exploration of concepts and styles of Children's Illustrations that demonstrates interpretation of the illustrators world.
- Initiated their own concepts as well as exploring other illustrators.
- The documentation is insightful in term of visual recording as well as written detailing a very creative approach.

Analysis and Synthesis
- Extensive and highly perceptive critical analysis is evident throughout this study as the student explores an extensive range of different contexts both contemporary and traditional.
- Visual Arts language is sophisticated and well used for the interpretation of works of illustrators. Issues and questions are explored continually through a synthesis of thoughts.
- Insightful evaluations and conclusions are evident and continually demonstrated in a clear and logical manner that contributes to their connection to the audience and social context. Very powerful conclusions demonstrated in a clear and logical manner.

Inquiry and Exploration
- An extensive range of Illustrations are explored from a range of periods in order to validate the findings. Demonstrates a productive use of research skills and the bibliography demonstrates a wide range. The student's explorations, experiments have helped to ensure that clear insights into illustration are evident throughout. The interview reinforces the students perceptions and clear insights into illustration.
- An astute personal aesthetic is evident throughout and related to other illustrators work as well as the students own visual experiments.
### Performance Standards for Stage 2 Visual Arts

<table>
<thead>
<tr>
<th>Practical Application</th>
<th>Knowledge and Understanding</th>
<th>Analysis and Synthesis</th>
<th>Inquiry and Exploration</th>
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<td><strong>A</strong> Initiation of complex or challenging and well-planned conceptualisation, development, and resolution of innovative, imaginative, or personally relevant visual ideas.</td>
<td>In-depth knowledge of selected visual arts concepts, forms, styles, and conventions, and a clear understanding of their practical application.</td>
<td>Highly perceptive critical analysis and interpretation of a variety of works of art or design from different contexts.</td>
<td>Productive and thorough use of research skills and a clear understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop perceptive and clear insights into a range of aspects of the visual arts.</td>
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<td>- Comprehensive exploration to refine technical skills and use different media, materials, and technologies.</td>
<td>- Insightful and thorough documentation of creative visual thinking and problem-solving processes.</td>
<td>- Highly effective application of refined technical skills and sensitive use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</td>
<td>- Astute exploration and self-analysis in development of a personal aesthetic through the visual arts.</td>
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<td>- Thoughtful and well-planned conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</td>
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<td>- Systematic use of research skills and a sound understanding of inquiry methods to locate and appropriately acknowledge sources, explore, experiment, and develop mostly clear insights into different aspects of the visual arts.</td>
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<td>- Thorough exploration to refine technical skills and use media, materials, and technologies.</td>
<td>- Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.</td>
<td>- Effective application of some refined technical skills and some sensitive use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</td>
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<td>- Thoughtful and organised documentation of creative visual thinking and/or problem-solving processes.</td>
<td>- Considered conceptualisation, development, and resolution of imaginative or personally relevant visual ideas.</td>
<td>- Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</td>
<td>- Considered evaluation of own work and connections or comparisons with other practitioners’ work.</td>
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<td>- Effective application of some refined technical skills and some sensitive use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</td>
<td>- Competent application of technical skills and awareness of inquiry in the use of media, materials, technologies, and processes to communicate visual ideas in a work or works of art or design.</td>
<td>- Considered exploration and self-analysis in development of a personal aesthetic through the visual arts.</td>
<td>- Considered critical evaluation and conclusions about, visual arts learning.</td>
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<td>- Considered knowledge and understanding of visual arts in different cultural, social, and/or historical contexts.</td>
<td>- 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.</td>
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<td>- Competent exploration to refine technical skills and use media, materials, and technologies.</td>
<td>- Appropriate knowledge of selected visual arts concepts, forms, styles, and conventions, and some understanding of their practical application.</td>
<td>- Clear understanding of aesthetic and/or functional qualities in different works of art or design.</td>
<td>- Some considered exploration and self-analysis in development of a personal aesthetic through the visual arts.</td>
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<td>- Competent and appropriate evaluation of, and conclusions about, visual arts learning.</td>
<td>- 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.</td>
<td>- Some use of basic research skills and awareness of inquiry methods to locate one or more sources (with attempted acknowledgment), explore, and experiment.</td>
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<td><strong>D</strong> Elements of conceptualisation and some development and resolution of visual ideas.</td>
<td>- Some basic knowledge of selected visual arts concepts, forms, conventions, and styles, and an emerging understanding of their practical application.</td>
<td>- Some basic consideration and interpretation of at least one work of art or design with superficial reference to the context.</td>
<td>- Superficial recognition of the role of visual arts in personal development.</td>
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<td>- Some exploration of technical skills, using media, materials, and technologies.</td>
<td>- Some reference to knowledge or understanding of visual arts in a cultural, social, or historical context.</td>
<td>- Restricted use of visual arts language to interpret, respond to, and describe thoughts on visual arts, including issues or questions.</td>
<td>- Superficial recognition of the role of visual arts in personal development.</td>
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<td>- Disjointed or partial documentation of creative visual thinking and/or problem-solving processes.</td>
<td>- A superficial understanding of aesthetic or functional qualities in works of art or design.</td>
<td>- Some description of own and others’ works, with some tenuous connections or comparisons.</td>
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<td>- Partial application of technical skills and some use of media, materials, technologies, or processes in developing a work of art or design.</td>
<td>- Some basic knowledge of selected visual arts concepts, forms, conventions, and styles, and an emerging understanding of their practical application.</td>
<td>- Some basic summary and description of visual arts learning, with elements of evaluation.</td>
<td>- Some use of basic research skills and awareness of inquiry methods to locate one or more sources (with attempted acknowledgment), explore, and experiment.</td>
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<td>Attempted engagement in a directed research process.</td>
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