

Review of Achievement Standards

Internal Assessment Activity 1.4b

Subject Visual Arts

Activity name Layered Landscape; combining text, image, and ideas with temporal concerns

Achievement Standard	1.4 Produce resolved artwork within an authentic context
Credits	5
Assessment Method	Internal – moving image outcome
Teaching and Learning time	9-10 weeks

Curriculum Key Concepts/Content

Strand connections:

- Understanding the contexts of place-based or site-specific artworks
- Interpreting meaning in artworks that relate to place/time
- Communicating own meaning in a significant artwork related to place
- Applying knowledge of moving image techniques and conventions
- Developing ideas to communicate a personal relationship with a specific site.

Significant Learning:

- Demonstrate an understanding of connections that can exist between people, places, and objects
- Engage in learning that connects to local and authentic contexts
- Demonstrate understanding of the role of art through research, authentic experience, and art making.

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Kupu Māori

Atua: ancestral god

Hā: breath

Kaitiakitanga: guardianship

Karakia: prayers or ritual prose, which are recited in most situations where kawa or tikanga are used

Mana motuhake: self-determination etc

Mauri: life force, vital essence, life principle

Tangata whenua

Taonga tuku iho: heirlooms or treasures derived from the ancestors (both tangible or intangible)

Wāhi tapu: sacred site

Wairua: spirit

Whakapapa: ancestry, genealogy

Whakataukī: Māori proverbs

Student Instructions

Student Activity

Students will produce a moving image outcome between 60 and 90 seconds long that expresses a connection to a site of personal significance.

- Investigate a site that is of personal significance through individual connection or importance within the local community
- Use digital and other moving image conventions to communicate personal ideas about place.

Assessment Timeline

- Parts 1 and 2: Researching Context and Established Practice – 2 weeks approx.
- Part 3: Moving Image Conventions – 2 weeks approx.
- Part 4: Storyboard or Slideshow – 1 weeks approx.
- Assessment Activity 5: Produce a Resolved Significant Artwork – 5 weeks approx.

What the student will need to think about before they begin this assessment

Before this Assessment Activity you will need to:

- choose a site in consultation with your teacher. (You should select a site that is easy for you to get to. This could be at school, near your home, or somewhere you can travel to regularly. The site could be urban such as in the city or village. Natural, such as one with bush, sea, or a farm. It could also be a historic site such as a Pā, cemetery, or town hall.)

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- investigate a range of visual and other information about your selected site.

You may need to re-visit the site in response to your art-making process.

What the student needs to do

Part 1: Investigating Context

Gather visual and other information about the selected site for discussion in class to help create a proposition for your significant artwork.

Examples of possible foundational concepts:

- Kaitiakitangi
- Boundary/Boundaries
- Tangatawhenua
- Whakapapa
- Mana motuhake
- Mauri
- Wahi tapu
- Haa (Boyd Webb)
- Wairua
- Atua
- Taonga tuku iho

Text elements can:

- include alphanumeric letters, symbols, characters, numbers.
- include found poetry, letters, articles, data or other sources.
- relate to the site or what the student would like to communicate about the site.
- include whakatauki, karakia, texts, documents, diagrams, data, etc.

Part 2: Investigating Established Practice

Examine examples of established practices that show how other works were created, in relation to specific sites/places and concepts to help students with their proposal, for instance:

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Examples of site specific/place-based work:

- Anne Noble 'Wanganui River' (wairua)
- Ralph Hotere and Bill Cullbert - 'Aramoana Pathway to the Sea' (kaitiakitanga)
- Lloyd Godman 'Last Rivers Song' (Clutha River conservation),
- Boyd Webb 'Wakatipu' (wahi tapu/Haa)
- Robyn Kahukiwa 'Ko Hikurangi Te Maunga Ko Waiapa Te Awa Ko Ngati Porou Te Iwi'

Examine examples of established practices that demonstrate relationship strategies between text and image.

Example artworks for layered text:

Typography: Colin McCahon 'Victory over Death', Natalie Robertson 'Te Kooti Road' -The prophets, Peter James Smith, 'Longitude'.

Make brief notes about two or three of the examples from established practice. Produce your art-making intention as a written brief, proposal or blog. It should outline:

- the ways you will link the site to the key personal or philosophical concepts that will form the foundation of your resolved artwork.
- how and why these concepts relate to the selected site.
- how and why your selected text elements relate to the selected site.

Part 3: Moving Image Conventions

Create a mind-map outlining:

- the relevant formal art conventions and digital techniques for your art-making intention.
- how these conventions and techniques might inform your own significant work.

Conceptual Conventions include:

- Message, intention, purpose (humour, drama, information)
- Identified audience
- Theme, symbols, motifs, metaphor
- Narrative progression – hook, build, finish (sting / call to action)
- Story boarding.

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Technical Conventions include:

- Process – video, claymation, stop motion, drawing animation, digital animation (2D/3D), rotoscoping
- Camera/visual conventions – focus, DoF, viewpoint, zoom, pan, close-up, green-screen
- Physical elements – actors (pose, gesture, expression, dialogue), costume, props, setting
- Lighting – ambient, studio, moving, multiple light sources, (mood/drama/tone)
- Post-production – digital effects, colour modification, text/soundtrack
- Editing conventions – cut, dissolve, montage, juxtaposition, rhythm, continuity
- Soundtrack – appropriated/own music, dialogue, sound effects
- Text – title/credits, typographic elements (insert, overlay).

Skills and techniques include:

1. file management
2. scanning flat / 3-D materials
3. basic stop-motion animation.

Part 4: Storyboard/Slideshow

- Select images generated from your work around your site that most effectively communicate your connection with the site
- Select from the text elements you gathered those that most effectively communicate your connection with the site
- Select techniques and conventions demonstrated in Tasks 2 and 3, to communicate your relationship with the site
- Produce a storyboard which can be a slideshow of at least 6 images, with or without transitions. It should indicate what your final work will be like.

Assessment Activity: Produce a Resolved Significant Artwork

Use the media and skills most applicable, relevant, or fitting to your art-making intention, with fluent control, to resolve a final work.

Select particular kinds of transitions, colours, effects, and sounds, all combined to create a final work originating from Task 4.

Your final work must:

- be between 60 and 90 seconds in length.
- show fluent use of moving image conventions.
- effectively communicate your relationship with the site.

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What evidence the student will provide

A moving image animation between 60 and 90 seconds long.

Supporting evidence includes:

- imagery and text elements relating to the site.
- notes on site-based precedents.
- art-making intention / proposal.
- mind-map of moving image conventions.
- storyboard / slideshow.

How student work will be assessed

At Achieved, students will investigate a site to produce resolved artwork utilising the relevant skills and established digital techniques to create a moving image within an authentic context.

At Merit, students will investigate a site to produce resolved artwork, utilising the relevant skills and established digital techniques, to create a moving image with control within an authentic context. Students will select the elements (for example: transition, colour, effect, sound) that suit their art making intention. They combine these elements showing control of the digital techniques, to create a moving image that conveys their desired concepts and ideas.

At Excellence, students will investigate a site to produce a proficiently resolved artwork, utilising the relevant skills and established digital techniques, to create a moving image with refined control within an authentic context.