Exemplar for Internal Achievement Standard

Visual Arts Level 3

This exemplar supports assessment against:

Achievement Standard 91449

Use drawing to demonstrate understanding of conventions appropriate to sculpture

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

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Grade Boundary: Low Excellence

1. For Excellence, the student needs to use drawing to demonstrate in-depth understanding of specific conventions appropriate to sculpture.

This involves critically selecting and fluently applying art making processes, procedures, materials, techniques and conventions, with consideration of their particular characteristics, to achieve a particular outcome.

This student has established a clear architectural object based proposition and investigated a range of appropriate twentieth century and contemporary approaches to this practice. The annotations of appropriate established practice (2) help to ensure the practical investigation is based on appropriate and specific sculptural conventions.

The student explores planar (3), mass (4) and colour (5) conventions using materials appropriate to purpose for each new work. The evaluations of the each project have been used to deepen their understanding of the identified sculptural conventions. This is evident in the more sophisticated nature of the final outcomes (6).

The conceptual scope of the investigation is relatively narrow. This allows the student to show in-depth understanding through critical selection and the fluent application of particular conceptual and technical conventions.

For a more secure Excellence, the student could explore other issues applicable to the identified proposition. For example, conventions of site specificity and scale could be considered through the virtual placement of the outcomes in selected sites using digital montage techniques.

Digital site imagining could be aligned with the student’s initial aims of ‘how creativity can colour and shape the cities we live in today’ (1). This could lead to a deeper understanding of the urban environment proposition.
Our society is filled with distractions. Most human behavior is based on the assumption that we cannot afford to be. Our attention is divided and shared across the various channels we use to communicate. We are constantly bombarded by information from different sources, which makes it difficult to focus on any single task. This constant flow of information can be overwhelming and distracting, leading to a decrease in productivity and an increase in stress levels. It is important to be able to prioritize and manage our attention effectively in order to achieve our goals and maintain a healthy work-life balance.
Grade Boundary: High Merit

2. For Merit, the student needs to use drawing to demonstrate understanding of specific conventions appropriate to sculpture.

This involves purposefully selecting and using art making processes, procedures, materials, techniques and conventions, with consideration of their particular characteristics, to achieve a particular outcome.

This student has explored a range of different sculptural conventions with each process responding appropriately to a different conceptual proposition. The conventions include developing a proposition (1), making research notes (2), concept drawing (3) and maquette making (4) (6). The initial animated apple and egg outcomes (4) demonstrate understanding of the specific conventions of object-based sculpture, fabrication materials, and narrative sequencing.

In the second series (6) the student explores a more conceptual approach and selects materials and techniques more suited to the new context. This selection of particular processes and techniques to suit a particular outcome shows understanding of how specific sculptural conventions can be used.

The extensive annotations clearly indicate that both the content and materials of each outcome have been purposefully selected (5). The evaluative nature of these comments (7) shows consideration of how the particular techniques have achieved an intended outcome.

To reach Excellence, the student could more fluently apply processes and procedures. For example, the student identifies that the cracking issues in the cup sculpture (7) distract from the conceptual intention.

A more sustained refinement of either the first (4) or second (6) conceptual approach may have enabled the student to show the in-depth understanding required for Excellence.
Proposal

My work is about giving an inanimate object life by giving it a head. A face
represents organs and bones.

This is the basic idea: have it move
the way an animal moves. The idea is
that I will show the evolution of an inanimate object over time. I
will show how the face has grown through time.

The current project is to make the mark of a building and then start to
create a building out of clay. I am really interested in the sense of
building, not just the idea of building as you see in a city. I am going
to open up a building and show you what
really is inside it.

Shape: The sense of my sculpture
is going to be an animal. We are going
to be using small objects and making
models out of wood and then making the
area around and getting bigger.

In the sculpture, I will make my idea of
how this animal looks and how it looks
at the beginning.

The sculpture is going to be made of
wood and then made with clay and
then made with clay and then made
with clay.

Sculpture

- The face of the sculpture
- The body of the sculpture
- The legs of the sculpture
- The arms of the sculpture

The sculpture will have a head.

On the head.

- The nose
- The mouth
- The eyes

On the body.

- The torso
- The arms
- The legs

On the legs.

- The knees
- The feet

On the body.

- The spine
- The rib cage

On the head.

- The hair
- The hair

On the body.

- The skin
- The skin

On the face.

- The eyes
- The eyes

On the arms.

- The hands
- The hands

On the legs.

- The feet
- The feet

On the body.

- The bones
- The bones

On the face.

- The nose
- The nose
I connected my sculpture to the earth. The reaction to my sculpture was created by using fruit and giving it human characteristics. The idea of using fruit as a human or animal was a bit of an experiment for me. In the process of creating my sculpture, I came to a unique design because I tried to use the form and the color of the fruit. The texture of the clay was very important to me because it was much smoother and would be one of the main aspects of this sculpture. I left some of the apple parts on my sculpture.

The problem I faced with this sculpture was how to make it look realistic. I used real fruit and placed it on the sculpture, but it was not realistic enough. The fruit was juicy, but it was not realistic enough. I tried to make it look as realistic as possible.

The sculpture was successful in that I wanted to bring the human characteristics, and I tried to do so in a way that the sculpture was not realistic enough. It was not realistic enough, but I tried to make it look realistic.

Once I decided on the final form, I worked on the details and tried to make it look as realistic as possible.

This sculpture was not successful because it did not completely portray the initial idea. I tried to make it look realistic.

The problem I faced was using clay and trying to keep a consistent form with my work. I solved this problem by using a vacuum to suction and keep the clay.

The theme of my artwork is to create a surreal part of life where one sees the world in a different way.
3. For Merit, the student needs to use drawing to demonstrate understanding of specific conventions appropriate to sculpture. This involves purposefully selecting and using art making processes, procedures, materials, techniques and conventions, with consideration of their particular characteristics, to achieve a particular outcome.

This student has begun with a clearly identified thematic proposition: ‘The perception of beauty’ (1). They then identify sculptural conventions (3) that may be adapted to achieve this thematic intention.

The student demonstrates understanding of specific conventions in the use of readymade strategies to subvert existing notions of beauty and value. The Barbie (5) as a trophy bride is an appropriate response, acknowledging that humour is a key element in Dada and Pop approaches. The compact work (7) also cleverly undermines the established assumptions in the use of foundation (normally used to improve complexion) to create the opposite effect (Frankenstein like appearance).

The student uses the convention of modified images and notes to generate concept ideas (2) and visual maquettes (6).

The extensive annotations show that particular conventions have been used to produce an intended outcome (4). These notes show the student’s understanding of the specific conventions being used.

For a more secure Merit, the student could more fully resolve one of the particular concepts before moving onto the next, often very different, technical approach. For example, the part trophy/part Barbie outcome (5) could have an added dimension by creating a domestic context or adding Ken to infer a narrative aspect.
Proposal

The theme for my sculptures is the Perception of Beauty.

In today's society, everyone is judge by their appearance. In the past, people had certain standards of beauty that they felt were acceptable. However, in today's society, the perception of beauty has changed. People now want to look different and unique. This change in perception of beauty is not just limited to women, but men as well. They want to be accepted for who they are and not just their looks. This is why I believe my sculptures will make a difference. They will make people think differently about beauty and its perception. I want to show that beauty is not just about having the perfect face or body. It's about being comfortable in your own skin and accepting yourself for who you are.

Architecture

Michael Bollert

Furniture

Ivan Carparo

Biomorphic

Richard Benson

Clothing

Yoko Shingawara

Cultural Diversity

Kara Walker

Illustrate Ideas - How will this be depicted?

I will be using various techniques to depict the perception of beauty. I plan to use traditional sculpting techniques, such as carving and casting, as well as modern techniques, such as 3D printing and CNC machining. I will also use materials that are often associated with beauty, such as gold and silver, to create a sense of luxury and elegance.

Negative/Positive

The sculpture will depict the negative and positive aspects of beauty. The negative aspect will be depicted through the use of dark and gloomy colors, while the positive aspect will be shown through the use of bright and vibrant colors. This will create a contrast between the two and highlight the different perceptions of beauty.

Technique/Details

I will be using a variety of techniques to create the sculpture. I will be using hand-carving and casting to create the main body of the sculpture. I will also be using 3D printing to create smaller details, such as the faces and hair. I will be using gold and silver to add a touch of luxury to the sculpture.

Further Development

I plan to create a series of sculptures that will depict different perceptions of beauty. Each sculpture will focus on a different aspect of beauty, such as age, race, and size. This will allow me to explore the different perceptions of beauty and how they affect people's lives.

Possible Sculptures for the Next Standard

- A mask, designed to show how the face changes over time
- A sculpture of a woman, showing the effects of aging
- A sculpture of a man, showing the effects of aging
- A sculpture of a child, showing the effects of aging
- A sculpture of a person with different skin tones
- A sculpture of a person with different body types
- A sculpture of a person with different clothing styles
- A sculpture of a person with different facial expressions
- A sculpture of a person with different hair styles
- A sculpture of a person with different body shapes

Future Developments

I plan to create a series of sculptures that will depict different perceptions of beauty. Each sculpture will focus on a different aspect of beauty, such as age, race, and size. This will allow me to explore the different perceptions of beauty and how they affect people's lives.
**Drawing 1**

- Make a trophy wife
- Draw a trophy and barbie doll
- Add arms and legs to the trophy, so the trophy becomes much more difficult to interpret. The trophy becomes more complex.

**Drawing 2**

- From this...
- To this.

**Drawing 3**

- Foundation centered to face, with a necklace under it.
- Drawing out the face of the trophy doll and make it become more complicated.

**Drawing 4**

- Foundation centered in the face.
- Make a necklace under it.
- Make the face of the trophy doll become more complicated.

**Drawing 5**

- Barbie doll in a trophy gown.
- Barbie doll with a necklace under it.

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This sculpture is obvious in what I want to portray a 'trophy wife'.

I was not a difficult sculpture to make, and I had no technical issues. It represents the idea of a man marrying a perfect looking woman to show off and what is more perfect than a barbie doll? It expresses and represents the idea of a materialistic world with a 'trophy wife' typically marrying a man with a lot of money who will give in to their every need.

They, in reality, will never be short of cash. To improve their image, I could give them a family of perfect sons and daughters with an old man to be the husband who is only interested in showing his wife off his arm.

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**Sculpture**

I tried this sculpture on the artist.

- I tried it on a man.
- I tried it on a woman.

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**Possible Sculptures**

- Artist model - Vanesa Mapes
- Do a series of the same technique with pictures of both male and female.
- Using old clear makeup packages so you can see the image inside through the plastic.
Grade Boundary: High Achieved

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<tr>
<th>4.</th>
<th>For Achieved, the student needs to use drawing to demonstrate understanding of conventions appropriate to sculpture.</th>
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This involves selecting and using art making processes, procedures, materials, techniques, and conventions with knowledge of their particular characteristics to achieve a particular outcome.

This student has identified four different sculptural approaches to the thematic proposition of ‘racial hierarchy of our community’ (1). Each idea is fabricated (2) (4) (5) (6) as a maquette and then evaluated in terms of its strengths and weaknesses (3) (7).

The student demonstrates an understanding of the specific conventions associated with time based art in the egg sculpture (6) and skin work (5).

The egg sculpture is the most successful in terms of selecting materials and techniques to communicate a particular idea. The progression of multi-coloured eggs into (almost) all white eggs indicates a sense of homogeneity or ethnic cleansing. The other works lend themselves to multiple interpretations.

To reach Merit, the student could consider integrating the strongest aspects of each work to make outcomes that clearly achieve the stated political intention. For example, the clear whitening symbolism of the egg work (6) could be applied to the human subject (5) to make a more direct link to human society.

For Merit, the student needs to successfully manage specific techniques to communicate particular ideas. The hand sculpture (4) could be viewed as a celebration of diversity rather than comment about racism. This symbolic ambiguity, as well as the technical issues of the mask work (3), needs to be resolved.
THUMB-NAIL DRAWING

1. Dissecting the different.
2. Observing.
3. Tangling (physically).

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Face Paint:

- As with face painting, hands also simonize face. Using colors to create hand-shaped sculpture and曼 to color, imagine a "musical colony." Then using the hand (approximately 8-8). To illustrate that when discrimination happens on its own.

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As mentioned before, it is part of human nature to possess the tendency to judge others based on their physical features. The face has most of the key features that people commonly comments on - eyes, nose, mouth, in colour, there are some of many body features that we generally comment on. My initial aim was to illustrate how physical features are self-congruent with self-image. Because when we are looking at our reflection or when we are looking at ourselves, we are looking at our image, the same way we were looking at others. We are looking at what we see. But when we are looking at ourselves, we are looking at our own image.
It is our natural instinct to judge others based on certain physical features. Racism is when you recognise the difference in races, commonly through the colours of the skin, and targets those who you believe are more inferior to yourself. Eyes, nose, height, skin colours are the common features that people judge others based on. In order to depict the main idea of racism, the central theme of my folio, I decided to paint my hands and gesture the word “colour.” I chose to paint my own hands with different colours, including the 4 colours that we stereotype to illustrate the 4 major races around the world. (e.g. yellow to represent typical Asian skin colour). Colouring my own hands demonstrates my personal disapproval of racism with sharp defined hand gestures and appropriate choice of colours, this work follows some of the works of David Altmejd and Marek Quinn. Both Altmejd and Quinn produce sharp gestural works that clearly express certain emotions. Thus, I followed these artists to create an obvious feeling of hate towards racism in my work. I think this is a positive sculpture work as it depicts the theme of racism, following some of the key elements of my artist models.

I personally think eggs symbolise life. I developed the idea of racism and decided to prove our tendency to recognise difference in race by judging on the colour of the skin. I chose the eggs to signify ourselves and the cage, our society. The cage also helps keeping the shape of eggs, so that the viewers can clearly see that these are eggs. Firstly, I painted the eggs with different colours so they are all coloured differently. Then gradually, the eggs are painted with the same colour except one. The pictures of closed cage illustrate the motion of repetition of opening the cage and recognizing the different colours of the eggs. Through this, the viewers will find out how they recognize the difference of each eggs based on the colours they are painted with. Thus proving themselves of their subconscious instinct to judge people based on their colour of the skin. I think this sculptural work is positive as it clearly depicts my central theme of racism. Maybe I can take this idea further and create a sculptural work that will illustrate a miserable life of victim of racism and their destruction of life.
<table>
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<tr>
<th>Grade Boundary: Low Achieved</th>
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<tr>
<td>5.  For Achieved, the student needs to use drawing to demonstrate understanding of conventions appropriate to sculpture.</td>
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<tr>
<td>This involves selecting and using art making processes, procedures, materials, techniques and conventions, with knowledge of their particular characteristics, to achieve a particular outcome.</td>
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<td>This student has explored a variety of sculptural approaches and conventions related to the idea of ‘nature fighting back against a dominating world’ (1). The student uses conventions of concept drawing (2) and maquette making (4) (5) (6) to generate sculptural outcomes.</td>
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<td>The outcomes select and use appropriate materials and techniques within object based (4) (5) and installation approaches (6). The use of found materials adheres to established practice. The organic characteristic of the hot glue (5) (6) is entirely suited to the ‘plant growth’ intention of the work.</td>
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<td>For a more secure Achieved, the student could ensure that the use of sculptural materials and techniques are consistently aligned with the Level 3 expectations of the standard. Particularly in the first maquette (4) where the painting of the plant forms could show more care. Secure Achieved submissions move beyond these initial outcomes to show wider, deeper and/or more sustained application of sculptural conventions.</td>
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<td>The more complex and sophisticated ideas presented in the concept drawings (2) could also be used to generate outcomes that show greater knowledge of sculptural conventions. For example, the suitcase idea (3) provides opportunity for the student to show knowledge of different technical processes, larger scale, and more complex symbolism.</td>
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Nurture fighting back against the dominating world

My book is about the idea of nurture fighting back against the dominating world. The story is set in the near future, where nature has reclaimed the land and the buildings. It starts with a timeline created with small figures being overgrown and the old city being overrun with plants. (Note: Since the text is not fully visible, the full context may require more information or clarification.)

Diagram:
- Vines made on the house.
- Old china teacup.
- Russian fabrika.
- Big tree.
- Houses and roads are overgrown.
- Perfect form.
- Inhabited.
- Destroyed.
- Destroyed cityscape.
- Abandoned cityscape.
The materials I used were a tea cup, hot glue, paper and paint. They add meaning to the work because the materials are all man-made and my theme is to do with nature fighting back against man-made objects and the human world, so the ideas conflict.

For this sculpture I started with a plain white teacup and I made the hot glue look like algae was crawling up and around the tea cup. Then I painted it green and made some leaves out of paper, placed them and stuck them onto the cup.

The initial drawing I made did not have the leaves on it, I decided to add them because the sculpture looked a bit boring without them.

Another theme could be environmental issues that the world has

The materials I used in this sculpture were a cup, a plate, hot glue and paint. They add meaning to the work because the materials are all man-made and my theme is nature taking over or fighting back against the human world, the ideas conflict with each other.

I started with a plate and a cup, covered them with hot glue completely and painted it green.

The initial idea was completely different, I was going to do a cup with a beanstalk growing out of it.

But I thought it would look unfinished.

Another theme could be total overgrowth of the whole world.

The materials I used in this sculpture were not glue, paint but wine.

> links to a work by Yukata Same

> links to a work by Yukata Same

=> links to an artwork by Natalie Jeremijenko
<table>
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<th>Grade Boundary: High Not Achieved</th>
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| 6. For Achieved, the student needs to use drawing to demonstrate understanding of conventions appropriate to sculpture.  
This involves selecting and using art making processes, procedures, materials, techniques, and conventions with knowledge of their particular characteristics to achieve a particular outcome.  
This student has generated sculptural outcomes that relate to the idea of man being connected with nature (1). The common strategy has been to combine a human feature (hand or foot) with an organic substance (wood or earth) (3) (4) (7).  
The maquettes (3) (4) (7) closely adhere to the ideas generated in the concept drawings (2). The accompanying annotations identify the communicative intention (5) and make appropriate evaluative comments (6).  
To reach Achieved, the student could use the evaluative comments (6) to improve the sculptural outcomes. This might enable the student to show appropriate management of sculptural processes, procedures, materials and techniques. The use of these conventions needs to more consistently align with the Level 3 expectations of the standard.  
For Achieved, the student also needs to use sculptural materials to successfully achieve a particular conceptual outcome. For example, in the final work (7), the student could include additional images of the hand and soil, with the grass growing taller each time. This would show the use of time based and sequential documentation conventions. It would also clearly communicate the idea of human nurture of the environment. |
My sculpture piece is going to represent the connection of life by showing that animals, human (living things) and the environment in nature are connecting with each other by the meaning that they relate to each other in life.

To make "connection of life" also means as the nature creates us, human and animals, and we create the nature.

I want my sculptures to have a message at each stage, sometimes directly and sometimes with abstraction. So people will see my work and can think what messages I wanted them to feel through the work and also be inspired by what I am trying to represent.

More Ideas:

- Sonya Love
  
  This artist has made a face with branches which are made with paper. I think she wants to represent that nature and recycling are part of people. (or by showing that the face looks like it was naturally made by nature.)

- Juice cream
  
  Juice cream
  
  Put some green on the hand and palm (around the "trunk")
Positive aspects

- The roots are placed spreadly and some of them have got soil on, so it looks realistic.
- The roots are touching the ground and it helps to show that the roots and human are "connecting".

Negative aspects

- The celotape is quite visible and it could be put more behind.
- I should have put more hairy roots and some soil near the toe.
- It would be interesting if I used the bottom of a foot and put some soil and lots of roots growing from the soil.

Some roots are connecting the ground and the foot and it shows that nature is a source of energy for human. Human gets energy from nature through the roots.

So this sculpture relates to the theme of "connection of life".

I thought it wasn't very successful as I couldn't find suitable hairy roots for the foot and especially near the toe, it looks a bit empty. However, I have got some good roots on the middle.

Comparing the sculpture and sculpture drawing, they look similar but less hairy roots in the actual sculpture.

On the hand, grass started growing and it shows that human creates nature.

I think this sculpture was successful because the contrast of the colours of the hand and soil helps to get focused on the soil.

Positive aspects

- The grass looks quite natural in the soil.
- The area with the soil isn't really clearly shaped so it looks natural.

Negative aspects

- I should have had more smaller textured soil, so it would look more natural.
- The grass could be more visible.