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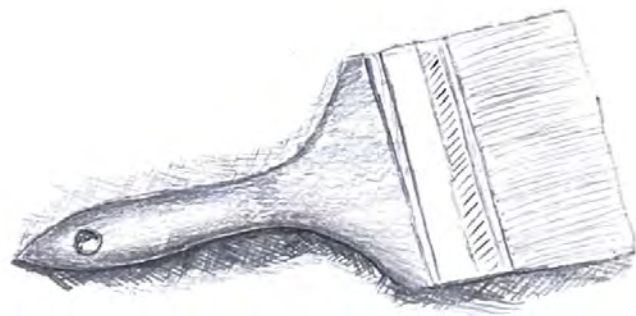
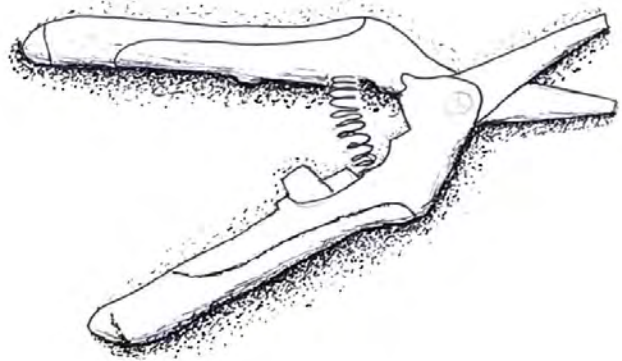
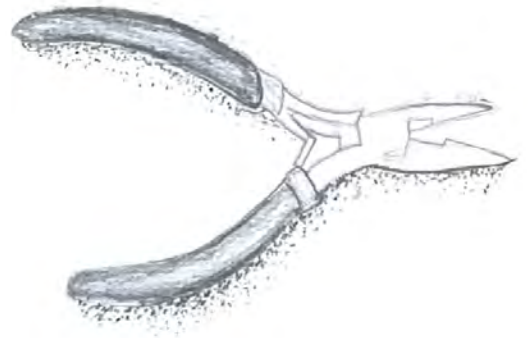
## Level 1 Visual Arts RAS 2023

**91914 Explore Visual Arts processes and conventions to inform own art making**

# EXEMPLAR

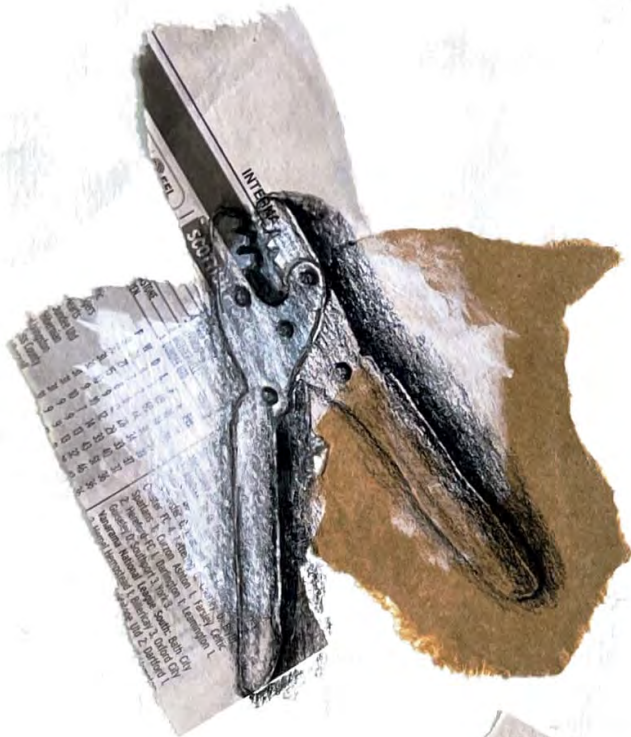
Low Merit

TOTAL **M**





- Jim Dine Tools  
using drop shadow  
and Mixed media





Tahei kura: Matoara  
Red is often uttered

in te reo Maori  
to acknowledge  
a leader,  
the manukura,  
the mana  
mataara.



Tahei kowhai: Nga kete Matauranga  
Yellow refers to  
the three baskets of  
knowledge that Tane

toiled and obtained  
so that mankind would  
acquire the skills to  
advance their  
wellbeing



Tahei kakariki  
Manatu  
green relates specifically  
to kawakawa. This  
versatile plant has  
many uses including  
medical purposes to  
a symbol of  
remembrance.



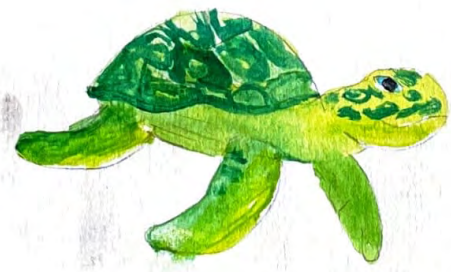
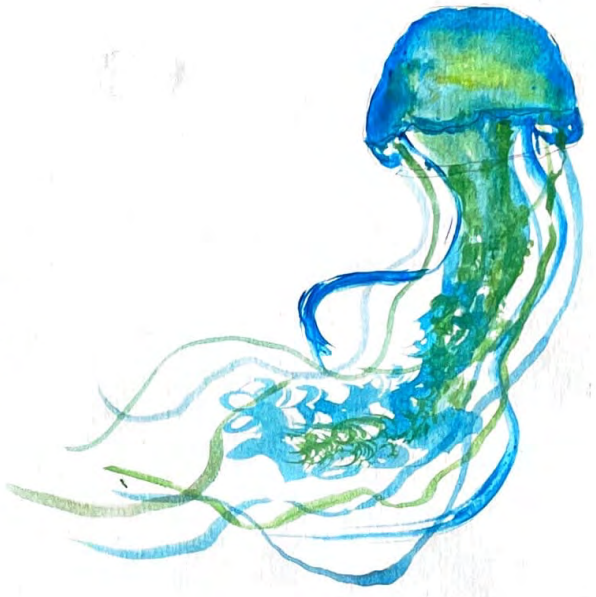
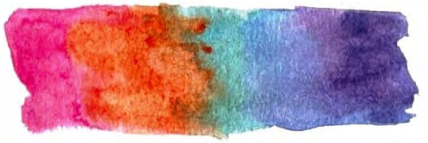
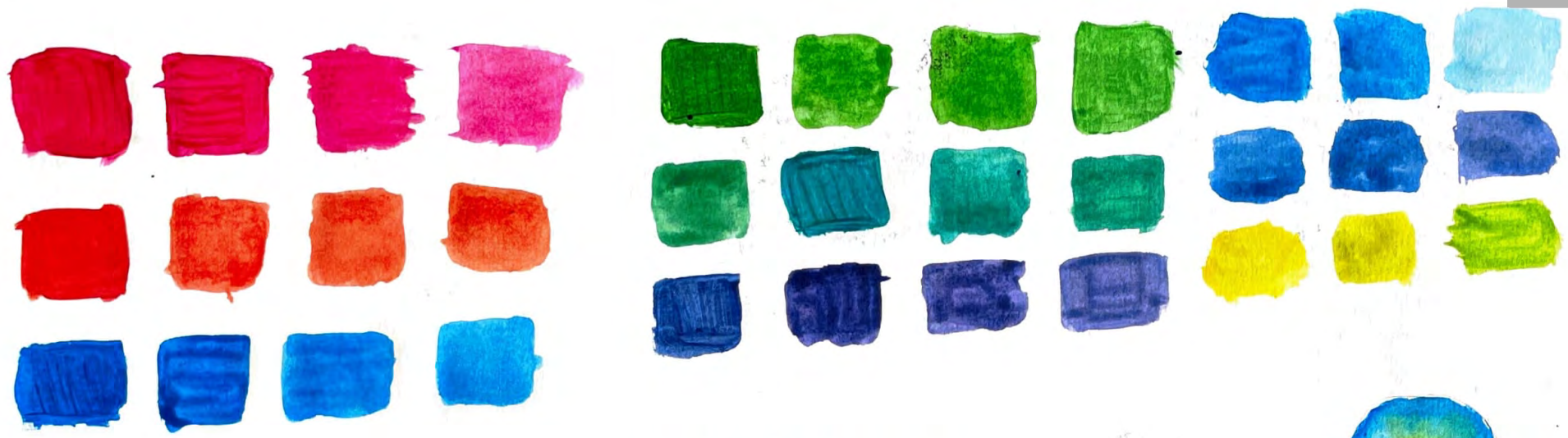
Tahei kahurangi: Tawhirimatea  
Blue specifically relates  
to Tawhirimatea who  
was the only sibling  
to oppose the  
separation of  
his parents



Tahei Ma: Te Ao Marama  
white refers to  
the light that  
shone through  
during the  
separation  
of Rangi and  
Papatuanuku,  
aka Te Ao  
Marama.

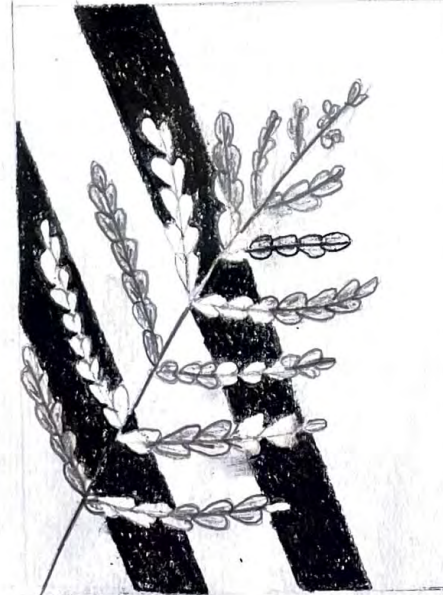
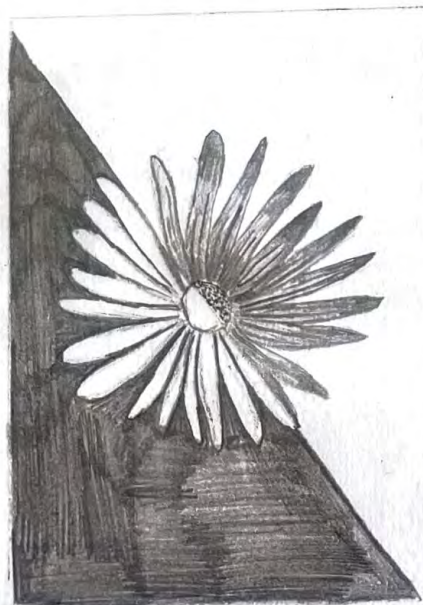






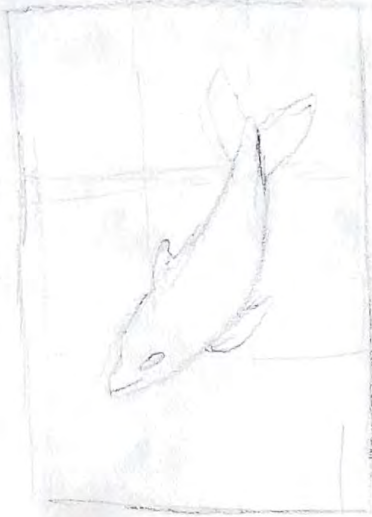


- Positive and Negative drawings.





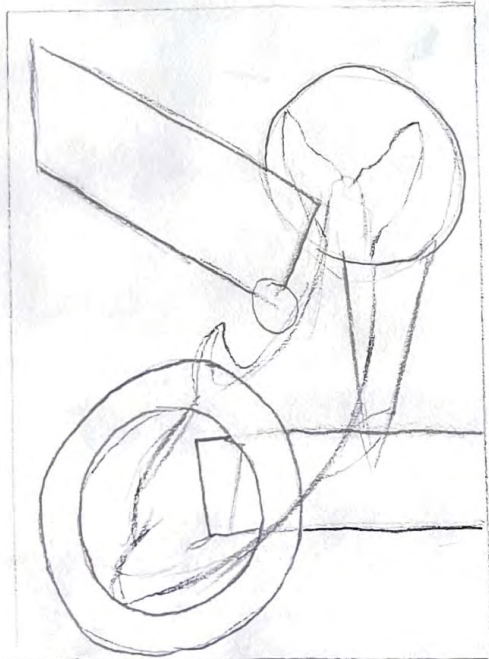
# Dry Media



- Dolphin
- wave patterns
- black brown paper
- news paper
- white, black, brown pencils



Design thinking

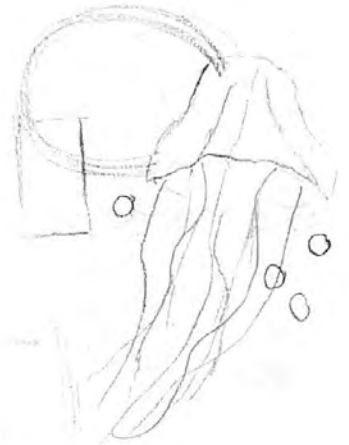
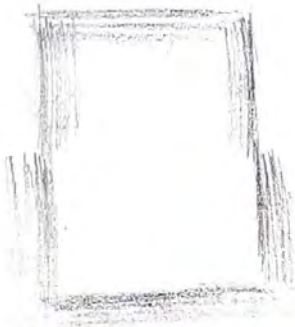


Rendering



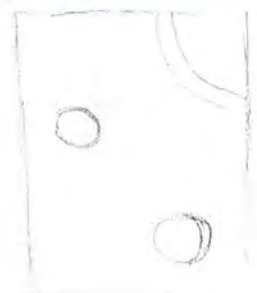


# Art 2



Design Process

- Jelly fish more in depth.
- Bubbles



- adding coral, seaweed and rocks





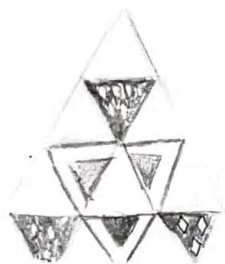
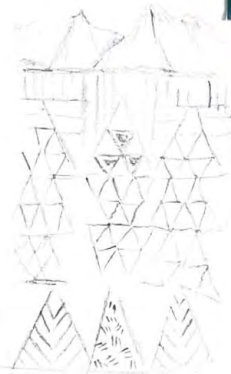
# Sofia Minson - Exploring art connections



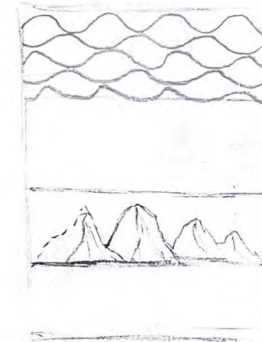
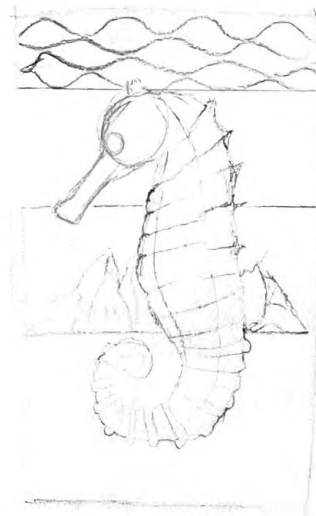
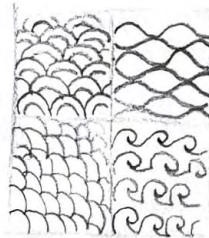
Design and testing  
Process



- Birds, Mountains / Patterns
- Color complementry
- kowaiwai / Maori style
- cool color pallet / tones
- pops of color.

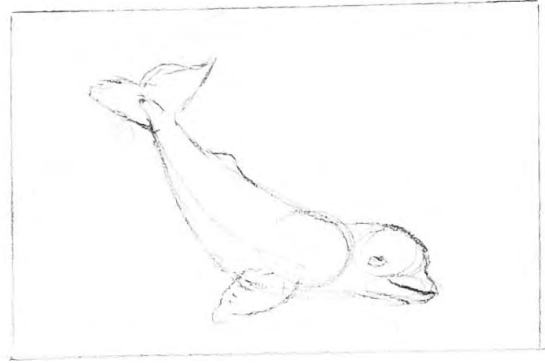


Patterns





# Jason Hicks



Just keep

swimming

Just keep  
Swimming

- wildlife
- Mountains
- Black, white, red
- drip effect

201



Positive and negative  
space



drips



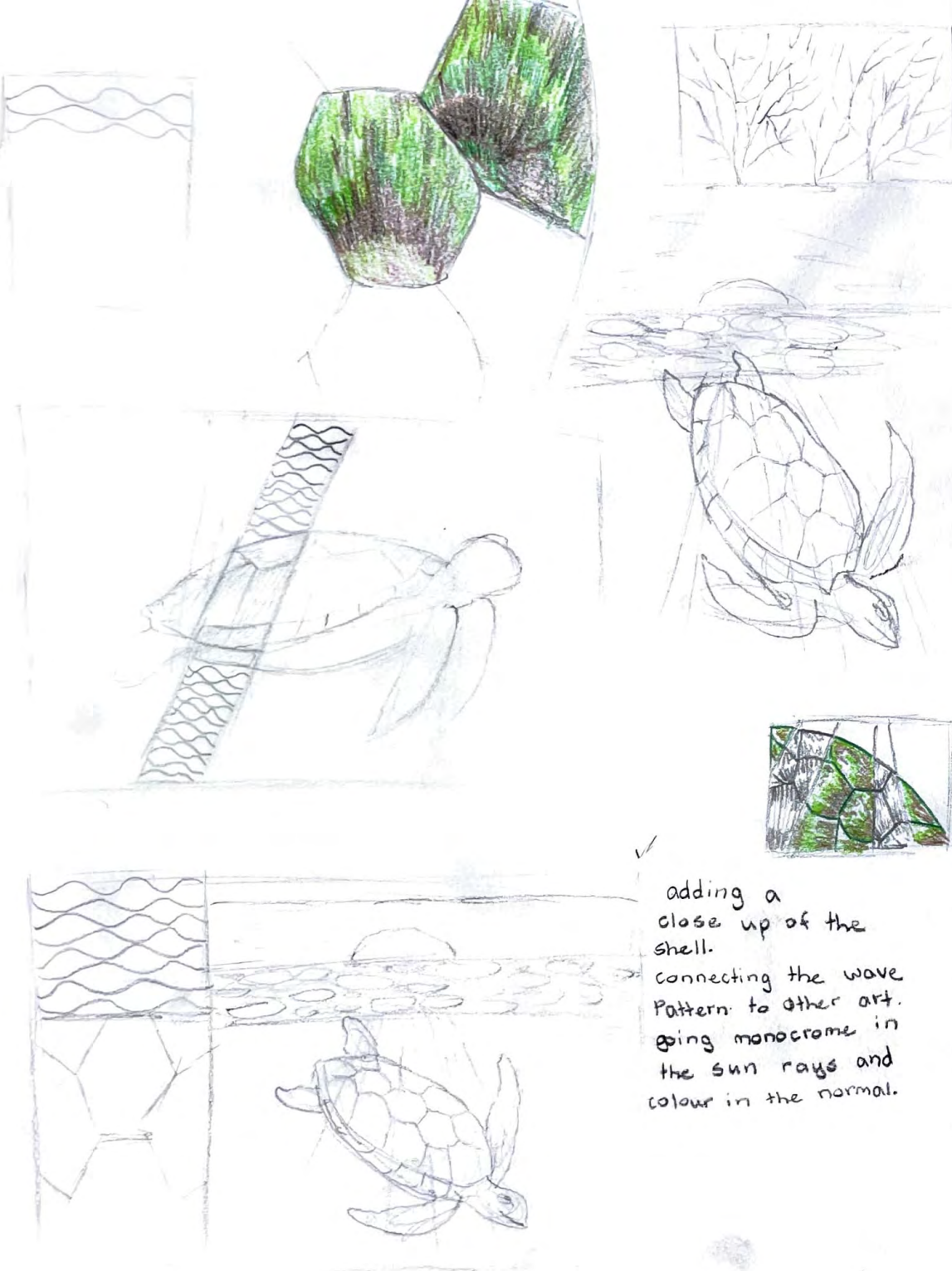
Design  
Process



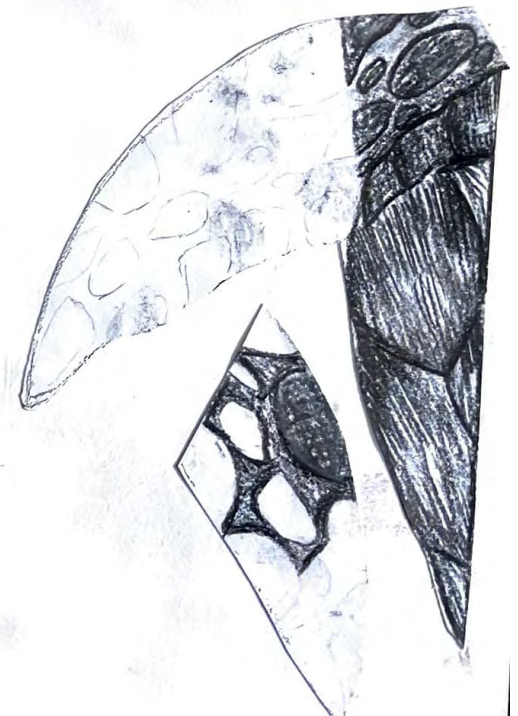
- iceberg meaning want on the surface compared to underneath
- Just keep swimming for not giving up.



# 5<sup>th</sup> Art Piece



✓  
adding a  
close up of the  
shell.  
connecting the wave  
Pattern to other art.  
going monochrome in  
the sun rays and  
colour in the normal.





## Merit

**Subject:** Visual Arts RAS

**Standard:** 91914

### Marker commentary

For Merit, candidates need to apply Visual Arts processes and conventions to inform their own art-making. This involves developing a range of processes, materials, and techniques to produce options for advancement, and making connections between experimental works to inform an art-making intention.

This submission has been verified and placed at the lower end of the Merit grade range for Level 6 of the New Zealand Curriculum, fulfilling the criteria for Merit by:

- developing the use of positive and negative space in experimentation, and applying this knowledge in compositional planning sketches
- making connections between each sequence of the investigation through the use of geometric forms
- exploring each compositional idea with a range of processes including small sketches and relevant media studies
- developing ideas through small exploratory works, without the need for explanatory annotation.

The visual recording processes at the beginning of the submission (pages 1–3) show experimentation in a range of media, but do not aid development of the candidate's art-making intention. Limited evidence of development in the candidate's use of these processes and media are evident in later works.

To be placed securely within the Merit grade range, the candidate needs to present more varied exploration of composition in arranging subject matter. For example, placement of the Jellyfish (page 7), could be considered in more innovative ways.

Additionally, the candidate could present more densely populated pages by completing further small colour study paintings, handled in a similar fashion to the Jellyfish, to sit more comfortably in the Merit range.



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## Level 1 Visual Arts RAS 2023

**91914 Explore Visual Arts processes and conventions to inform own art making**

# EXEMPLAR

High Merit

TOTAL **M**



Kahu Studies  
in Pencil, Ink  
and Paint







• The Artist uses alot of black in his drawings

• The Artist

• The Artist makes the peice look really depressing / unhappy



dark

They look like they suffered alot.

expressions

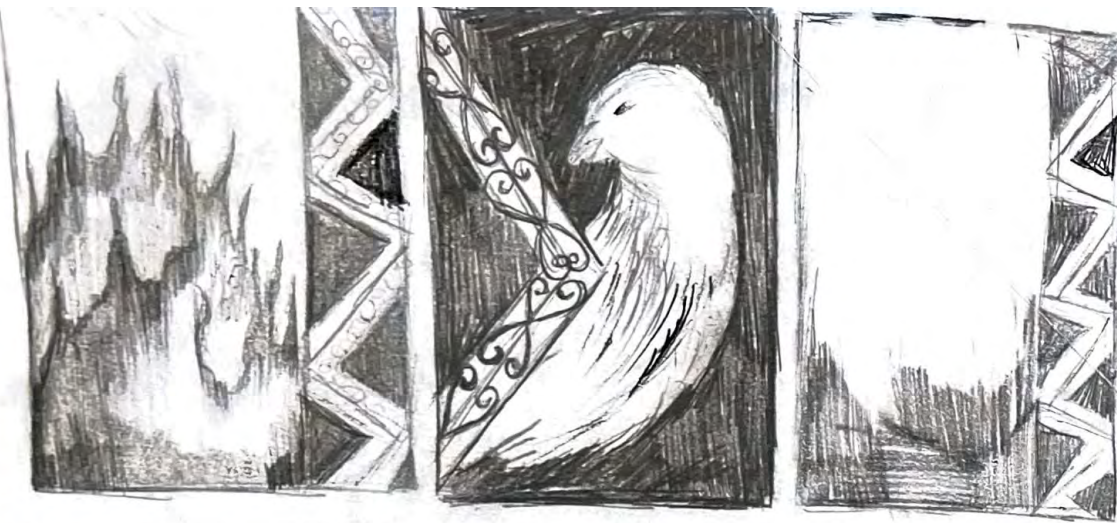
some pattern

looks like she's stopping him from going to war as something



HELLO KITTY





I made my drawings  
dark since thats  
what the artist modes  
shows.

Jamaal  
Barber



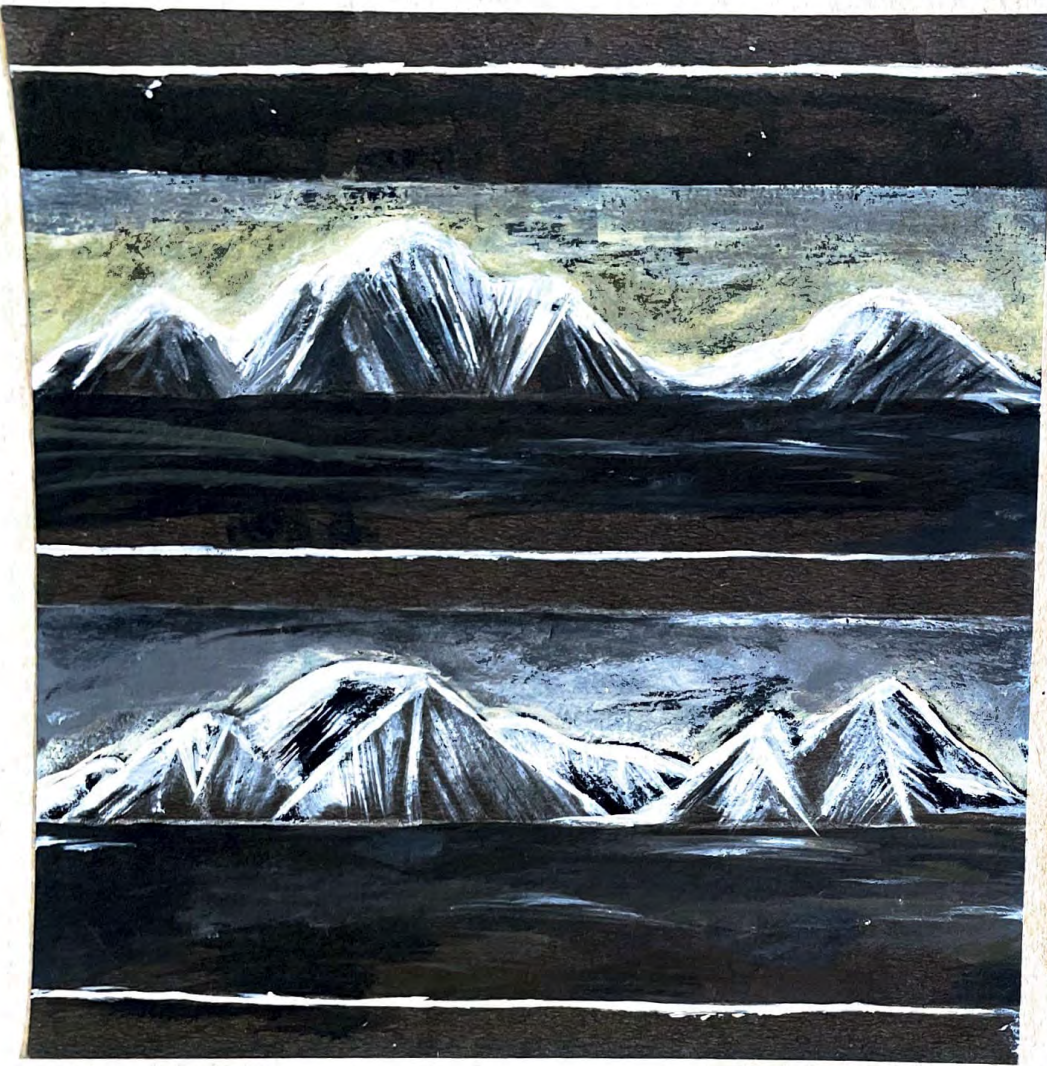


Developing  
Printmaking  
Ideas



fires  
Finger nails  
Bird  
Mahukoi





## Artist Study for Landscape Painting

As a base, I painted a black background and drew a composition with a white pencil. I put hills, shadows, and highlights into the design with paint. I added lines and recreated some of the tones in Jasen's backdrop with white and yellow paint

The bubble looks more bubbly and better when it's fully painted white rather than ones that aren't.



face proportions



Artist model Darcy Nicholas



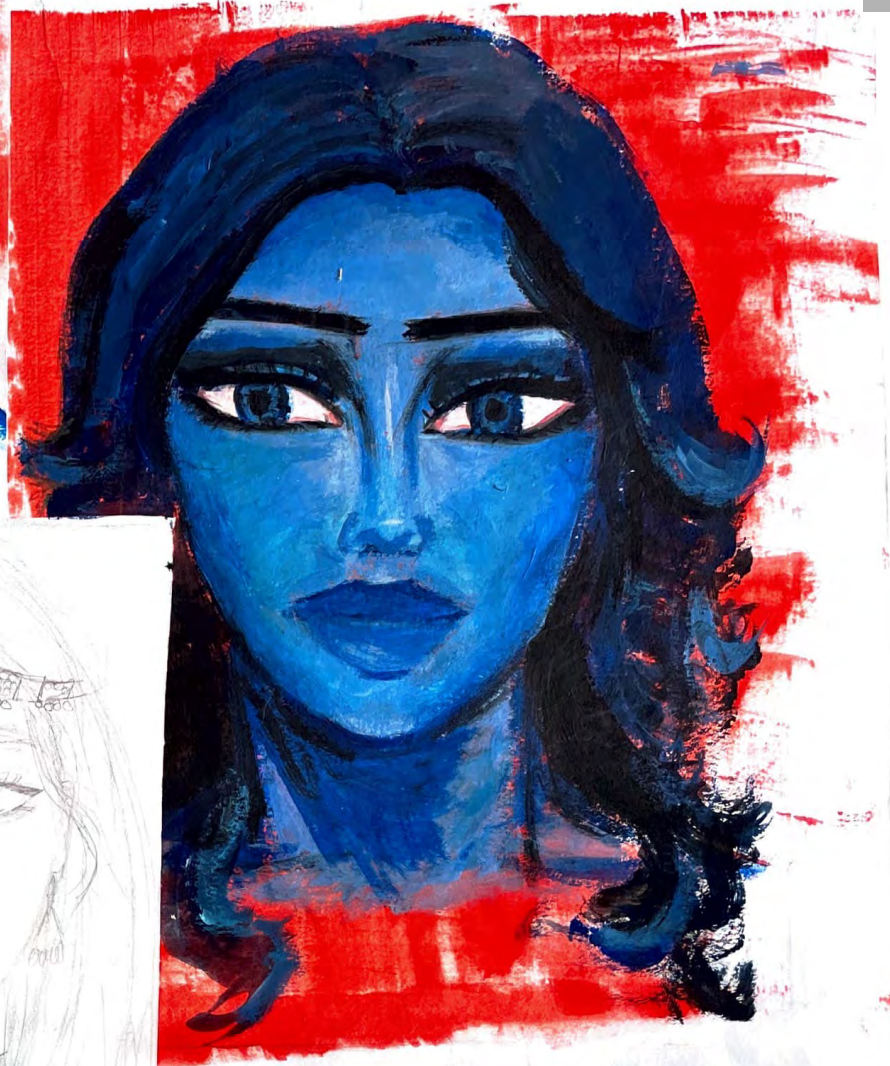
Portraits  
I learnt basic facial anatomy and features of face so I can achieve a realistic portrait

I made the eyes bigger to give a very feminine look



Learning to paint portraits

I learnt how to paint portraits using monochromatic colours.

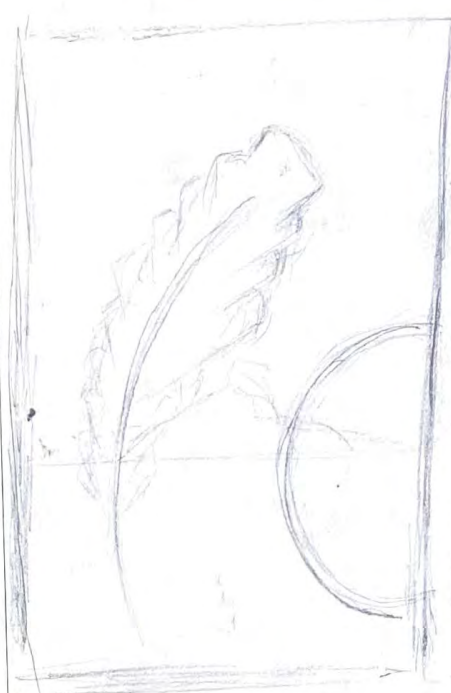


I used dry brush technique I learnt how to contour and highlight the face. Using Darcy Nicholas a New Zealand artist I sketched female portraits and practiced painting a portrait.





# Compositions



• Blending colours

• Dry brushing

• Lateral light  
(light coming from the side)

- drawing

I used ochre colour as the base with different shades of green to create definition and a 3D effect. By using the Dry Brushing technique I managed to achieve a patchy grass look. I used contrasting lighting to bring more texture. I liked how the light colour and dark colour gave the painting more life.





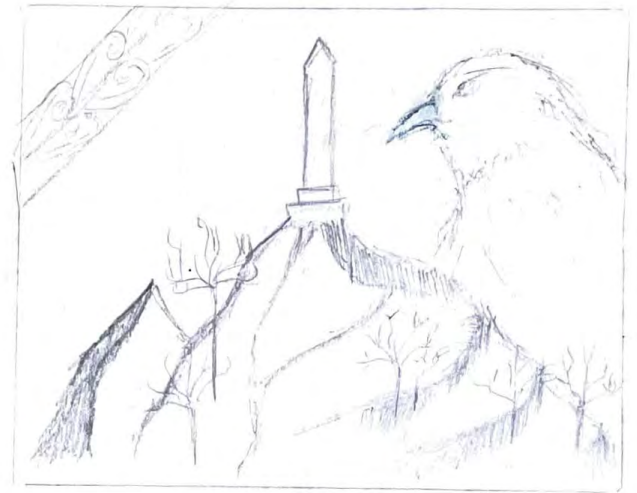
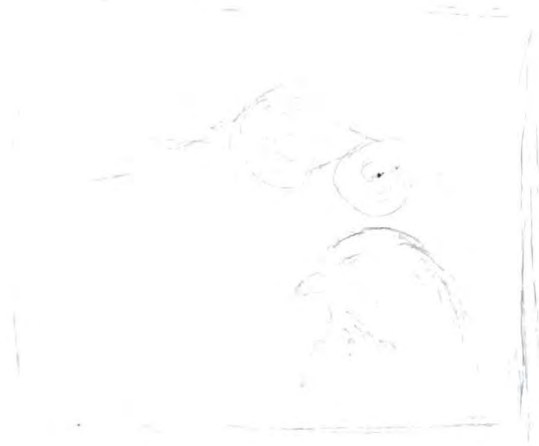
I decided  
to paint  
my back ground  
in different  
shades of red  
and pink to  
give it a fiery  
look

I painted  
the tree  
all black  
so it looks  
like its burnt

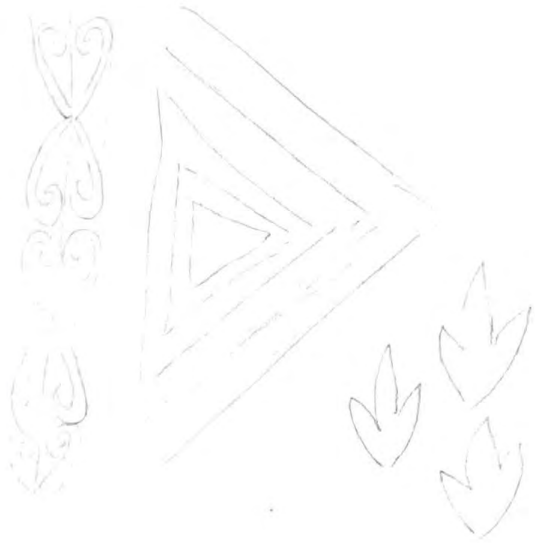




5 Practice Working from Folk Art



## Compositions



I drew  
a female  
portrait  
of my culture  
since Percy Nicholas's  
Paintings are about  
his culture.



7



### Things I have changed:

I changed the the maori patterns to henna designs to add in my culture and not make it have more life.

Instead of ~~the~~ ~~off~~ only a half of the girl I decided to put her whole face but paint half her face a different colour and the other half a different colour using inspiration from Pansy Nichola's painting.





## Merit

**Subject:** Visual Arts RAS

**Standard:** 91914

### Marker commentary

This submission has been verified at the higher end of the Merit grade range, fulfilling the criteria by:

- comprehensively developing media usage during the initial recording process (page 1), and exploring various media and mark-making techniques while documenting subject matter
- providing established practice context for the development of their art-making intention, which informs media exploration of mark-making in pencil (page 2), without laborious written analysis
- confidently handling painting explorations, and providing a range of options that could be further developed and refined
- beginning to refine their compositional ideas, in particular with small painted studies.

For Excellence, the candidate would need to extend the use of small painted studies to refine their art-making intention, or revisit the successful expressionist mark-making, from earlier in the submission, in new compositions to hone their skills.