

National Certificate of Educational Achievement

2011 Assessment Report

Visual Arts Level 1

**90916 Produce a body of work informed by established practice,
which develops ideas, using a range of media**

COMMENTARY

This report should be used in conjunction with the NZQA Visual Arts level 1 exemplars to clarify the submission requirements. They can be used by students as a focus for discussion and critique during the development of their portfolios.

School submissions were verified against AS 90916 for the first time in 2011. Candidates showed a good understanding of the requirements of the new external standard, and there appeared to be no significant problems with the change from Achievement Standard 90020. With the majority of school assessment practices being sound, fair, and reasonable, the verifiers were able to affirm a high proportion of the school assessor decisions.

It was evident that the “student voice” of candidates was strong in many submissions. Graffiti, street art, and pop cultural contexts continue to be a popular choice of theme for motivating and engaging many candidates. Imaginative approaches to ideas and techniques enabled individual candidates to achieve at Merit and Excellence.

Although the conventional still-life, portraiture, and landscape themes prevailed, these genres were often approached and interpreted through non-conventional means, which included installation and time-based art, a variety of popular digital, paint, print, design, and photography mediums and techniques; such as moving image, photograms, photocopy collage, PhotoShop, stenciling, and spray painting.

The use of the grid, in its many layered forms, continued to be a successful (although sometimes limiting) convention to use at level 1. The grid allowed for an effective integration of styles, subject matter, motifs etc.

This was the first year that candidates could submit their work in digital portfolio format. With a growing number of candidates showing interest and skill in the production of moving image, this is now an alternative to the traditional portfolio format. It is hoped that the number of moving image submissions steadily increases during the next few years.

A number of potentially strong submissions did not achieve as highly because of the apparent rushed and unresolved production on the second panel. Time management is crucial for achieving at a higher level.

STANDARD REPORTS

90916 Produce a body of work informed by established practice, which develops ideas, using a range of media

ACHIEVEMENT

Candidates who were awarded Achievement for this standard demonstrated the required skills and knowledge. They typically:

- produced a body of work appropriate to Level 6 of the New Zealand Curriculum
- demonstrated an appropriate use of a range (more than one) of media and techniques
- edited and ordered a series of works relating to a proposition (visual or conceptual) that was introduced early on the first panel
- showed an awareness and use of established practice in their own work
- showed sufficient quantity of individual works over two panels

- appropriate space left between works
- sustained a development of some ideas over two panels
- made appropriate decisions with a range of media and techniques in developing their own ideas.

NOT ACHIEVED

Candidates who were assessed as Not Achieved for this standard lacked some or all of the skills and knowledge required for the award of Achievement. They typically:

- did not demonstrate sufficient evidence of skills at curriculum Level 6
- did not produce sufficient evidence of work across two panels
- demonstrated inadequate handling of a range of media and techniques
- did not edit or order works to show understanding and development of established practice in their own work
- used only one medium or technique across the two panels
- presented a disparate body of works that did not develop ideas clearly, and were difficult to read as visually related images
- repeated the same composition or idea with no developmental progression
- produced only large A1 or A2 works that did not allow for a development of sufficient ideas.

ACHIEVEMENT WITH MERIT

In addition to the skills and knowledge required for the award of Achievement, candidates who were awarded Achievement with Merit typically:

- explored a range of ideas, making meaningful use of pictorial issues, media, and techniques
- used drawing as a thinking and working process towards the specific idea or technique they were working with
- showed clear evidence of understanding of appropriate established practice conventions, allowing for a purposeful building of ideas based on previous works
- showed a consistent level of control of a range of media and techniques across two panels
- made effective use of series and sequences of smaller works towards larger works
- made relevant and considered choices of size, scale, orientation, and placement of works
- showed a systematic approach from their original proposition through the ordering and editing of works, to demonstrate the development of their ideas.

ACHIEVEMENT WITH EXCELLENCE

In addition to the skills and knowledge required for the award of Achievement with Merit, candidates who were awarded Achievement with Excellence typically:

- demonstrated a purposeful and systematic approach that showed clear understanding and meaningful use of a wide variety of established practices
- used drawing as an in-depth thinking and working process towards the specific genre or technique they were working with
- showed consistent fluency in the use of a range of media and techniques, ideas, and art-making conventions

- demonstrated and maintained a high level of decision-making, both in the ideas presented in individual works and in the sequencing and ordering of work
- articulated their proposition clearly and provided multiple opportunities to build on previous works, to develop and extend clear relationships between ideas towards new works
- demonstrated that their ideas moved significantly from a strong early proposition to a clarification and integration of a depth of ideas in their own work
- showed independence of thought, using a depth and breadth of ideas
- made effective and successful use of series and sequences of small and large works when developing and clarifying ideas
- took risks to broaden their thinking and development ideas, particularly when further clarifying and integrating their ideas within the body of work
- made relevant and considered choices of size, scale, orientation, and placement of works
- managed the production of their work with a high level of critical faculty.

OTHER COMMENTS

Many submissions displayed images butted up against each other. This often makes the reading of individual works very difficult.

Photocopying and reducing of larger works often disadvantaged candidates when images were not labelled to inform size and/or media.

Where candidates presented only large-scale works on the portfolio (A3, A2, A1), this often reduced the opportunities for the candidate to show clear development and clarification of ideas.