Year 10 Visual Design

Assessment Task 1 2024

Advertising and Analysis Task

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| **TOPIC**: Advertising and Analysis Task | **MARKS:** /60 |
| **SUBMISSION REQUIREMENTS:** Submit advertisement, design folio and Analysis task via Canvas submission point. Term 2, Week 2, Friday 10th May 2024 | **WEIGHTING: N/A** |
| **OUTCOMES TO BE ASSESSED:**  **5.1** **Develops** autonomy in selecting and applying visual design conventions and procedures to make visual design artworks  **5.5 Makes** informed choices to develop and extend concepts and different meanings in their visual design artworks  **5.9 Uses** their understanding of the function and relationships between artist- artwork- world and audience in critical and historical interpretations of visual design artworks | |
| **DIRECTIONAL VERBS:**  **Develop:** grow or cause to grow and become more mature, advanced, or elaborate  **Make:** cause (something) to exist or come about; bring about  **Use:** to put something such as a tool or skill to a particular purpose | |
| **TASK DESCRIPTION:**  There are three parts to this assessment task. You are required to complete and submit all parts of this task:  **Part A - *Advertisement (20 Marks)***  Students will **develop** autonomy in selecting and applying visual design conventions and procedures by creating an advertisement for ONE of the products or services provided in class by their teacher. To do this, students will use research they have conducted on their chosen product or service including its features, target audience, and unique selling points to guide their design choices.  **Part B - *Design Folio (20 Marks)***  Students will produce and submit a Design Folio which documents the planning of their advertisement. The portfolio needs to contain a design brief that explains, in detail, what students will design, why they will design it and how they will design and produce it. The portfolio will demonstrate students’ ability to **make** informed choices and develop concepts and meaning.  **Part C – *Analysis Task (20 Marks)***  Students will study ‘controversial ads’ and use source material provided to respond to a series of short answer questions. Through the questions, students will be required to **use** their understanding of the function of and relationship between the agencies of the conceptual framework (artist-artwork-world-audience) to explain and interpret visual design works. Students will be provided with a scaffold and time in class to complete the task, however, they can also work on the task at home if they wish. | |
| **ASSESSMENT CRITERIA:**  **Part A - *Advertisement (20 Marks)***  Students will be assessed on how well they:   * **Develop** range and autonomy in selecting and applying appropriate visual design conventions and procedures (i.e. elements and principles of design/ timing/ text/ postproduction editing) to create and advertisement. * **Develop** a quality advertisement.   **Part B - *Design Folio (20 Marks)***  Students will be assessed on how well they:   * **Make** a design folio thatdocuments the planning of their advertisement. * **Make** informed choices to develop and extend concepts and different meanings to develop a successful advertisement.   **Part C – *Analysis Task (20 Marks)***  Students will be assessed on how well they:   * **Use** their understanding of the conceptual framework (artist-artwork-world-audience) to interpret visual design works. * **Use** critical and historical information about the artist-artwork-world-audience to develop informed and concise written responses. | |

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| **ASSESSMENT MARKING CRITERIA - Part A - Advertisement** | | |
| **5.1** Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks | **Mark** | **Grade** |
| Excellent **development** of range and autonomy in selecting and applying conventions and procedures to make design works is demonstrated by:   * Outstanding selection and application of various design conventions and procedures (i.e. elements and principles of design/ timing/ text/ postproduction editing) to create an advertisement that considers its features, target audience, and unique selling points. * Advertisement that is of a very high quality and is fully resolved. | 17 - 20 | A |
| Thorough **development** of range and autonomy in selecting and applying conventions and procedures to make design works is demonstrated by:   * A strong selection and application of a variety of design conventions and procedures to create an advertisement that considers its features, target audience, and unique selling points. * Advertisement that is of a high quality and is mostly resolved. | 13 - 16 | B |
| Sound **development** of range and autonomy in selecting and applying conventions and procedures to make design works is demonstrated by:   * The adequate selection and application of some appropriate visual design conventions and procedures to create an advertisement that considers its features, target audience, and unique selling points. * Advertisement that is of a good quality, some areas/features may be unresolved. | 9 - 12 | C |
| Basic **development** of range and autonomy in selecting and applying conventions and procedures to make design works is demonstrated by:   * An attempt to select or apply simple visual design conventions and procedures to create an advertisement. * Advertisement that is of a rudimentary quality, multiple areas/features may be largely unresolved. | 5 - 8 | D |
| Limited **development** of range and autonomy in selecting and applying conventions and procedures to make design works is demonstrated by:   * Limited or no attempt to select or apply any visual design conventions and procedures to create an advertisement. * Advertisement that is of a very basic quality and is predominantly unresolved. | 1-4 | E |

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| **ASSESSMENT MARKING CRITERIA - Part B - Design Folio** | | |
| **5.5** Makes informed choices to develop and extend concepts and different meanings in their visual design artworks | **Mark** | **Grade** |
| Excellent ability to **make** informed choices to develop and extend concepts and different meanings in their visual design artworks is demonstrated by:   * Sophisticated design folio that extensively documents the planning and development of an advertisement. * The outstanding utilisation of appropriate research to produce an advertisement that considers the chosen product or services features, target audience, and unique selling points to guide their design choices. | 17 - 20 | A |
| Thorough ability to **make** informed choices to develop and extend concepts and different meanings in their visual design artworks is demonstrated by:   * Advanced design folio that thoroughly documents the planning and development of an advertisement. * The strong utilisation of appropriate research to produce an advertisement that considers the chosen product or services features, target audience, and unique selling points to guide their design choices. | 13 - 16 | B |
| Sound ability to **make** informed choices to develop and extend concepts and different meanings in their visual design artworks is demonstrated by:   * Adequate design folio that documents the planning and development of an advertisement. * The satisfactory utilisation of appropriate research to produce an advertisement that considers the chosen product or services features, target audience, and unique selling points to guide their design choices. | 9 - 12 | C |
| Basic ability to **make** informed choices to develop and extend concepts and different meanings in their visual design artworks is demonstrated by:   * An attempt to create a design folio that documents some planning and development of an advertisement. * An attempt to utilise basic research to produce an advertisement that considers the chosen product or services features, target audience, and unique selling points to guide their design choices. | 5 - 8 | D |
| Limited ability to **make** informed choices to develop and extend concepts and different meanings in their visual design artworks is demonstrated by:   * Limited or no attempt to create a design folio that documents the planning and development of an advertisement. * Limited or no attempt to utilise any research to produce an advertisement. | 1-4 | E |

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| **ASSESSMENT MARKING CRITERIA - Part C - Analysis Task Per Question** | | |
| **5.9 Uses** their understanding of the function and relationships between artist- artwork- world and audience in critical and historical interpretations of visual design artworks | **Mark** | **Grade** |
| Excellent understanding and **use** of the function of and relationships between the artist–artwork–world–audience to construct critical and historical interpretations is demonstrated by:   * A highly detailed and concise response that extensively answers the question, uses all source material in a sophisticated way and suitably references the advertisement to support ideas. | 5 | A |
| Thorough understanding and **use** of the function of and relationships between the artist–artwork–world–audience to construct critical and historical interpretations is demonstrated by:   * A detailed and clear response that appropriately answers the question, uses most source material in a thorough way and references the advertisement to support ideas. | 4 | B |
| Sound understanding and **use** of the function of and relationships between the artist–artwork–world–audience to construct critical and historical interpretations is demonstrated by:   * An adequate response that answers the question, uses source material in some way and may reference the work. | 3 | C |
| Basic understanding and **use** of the function of and relationships between the artist–artwork–world–audience to construct critical and historical interpretations is demonstrated by:   * An attempt to respond to the question, answer may be vague or inaccurate and does not use source material or reference the work. | 2 | D |
| Limited understanding and **use** of the function of and relationships between the artist–artwork–world–audience to construct critical and historical interpretations is demonstrated by:   * Limited attempt to respond to the question, answer is inaccurate and does not relate in any way to the question. | 1 | E |