

Art - Appreciation

Course Code: ARA315111

2014 Assessment Report



This course continues to provide candidates with a challenge, and for some, its greatest difficulty. For others, this is its greatest reward. Success in this subject relies on a candidate's thorough and year - long research in response to a candidate negotiated and individual field of inquiry, seen through a visual art lens and specific focus.

The consequential year of investigation establishes a set of skills, which are invaluable for a candidate hoping to study at tertiary level in any academic field.

Candidates need to engage with art ideas, artists, art - work and art history in an intellectual way, a subjective but informed and also concrete way.

Visits with galleries and art works, in real life, are essential.

The major difference within this course, compared to many other pretertiary courses, within the realm of research and the practice of writing, is that a candidate will expand their ability to deal with individual ideas, developing a clear rationale for their opinions through the language of aesthetics and abstract concepts in an ultimately subjective and informed way.

These are the key and defining characteristics that are unique to the course

The investigation, understanding and communication of abstract art ideas and the justification of opinions, expressed in a candidate's own voice is sought for within the standards of assessment.

When sharing experiences, be they related to image deconstruction, gallery visits or artist interviews etc, the use of first person is acceptable. Be alert though, because certainty in the sharing of an experience rather than an opinion will assist in defining the suitability of its use.

Have an idea, have an area of visual art enquiry, embrace it, love it, research it, SHARE it and your enjoyment of it.

Do not present a history report. History may be included, but why? Explain how and why it is relevant to your chosen topic. What was going on in politics, in society, in an economy, in relationships, in cultural influences during the period of time surrounding your topic? What did you learn? What did you find? What did you see?

Research your topic far and wide. Take some initiative and get out of the classroom to investigate. Do not use just the Internet. Avail yourself of books, magazines, newspapers, real art, real critics, gallery directors, curators and real artists.

Look into art images and look in detail.

Make it valuable enough to you that you wish to share it with others.

Candidates will find in the course and major paper guidelines (<http://www.tqa.tas.gov.au/1987>) extremely helpful.

Candidates must follow the major paper guidelines, which stipulate clearly the expectations for presentation of a topic.

Candidates are urged to work with their teacher on the following matters:

- Sentence and paragraph composition
- Paper composition
- Description, Analysis, Interpretation and Evaluation
- Expression of opinion, your curiosity, your discoveries, your experiences
- How to talk to a group about art, artists and art ideas
- How to format and present a paper
- How to develop an idea
- How to develop a research plan
- How to reference correctly
- How to form a Reference list
- How to form a Bibliography

The minor papers should be written as early as possible so that the above list of material can be acquired. Candidates should also begin their major research work early. Much is learned in the work entailed in writing such a paper.

All of the above will assist the clarification and progress of your major research paper. Any research on your topic, no matter how early, and, if it informs your major paper progress, may then be included within your final bibliography.

If candidates follow these basic suggestions, completing a paper that is at least 5 000 words, will in fact, while daunting at first, become difficult to restrain oneself within.

A range of this year's topics are listed below.

- Frida Kahlo, A Tragic Resurrection
- Expression, a manifestation
- Lover or Misogynist, Picasso the God of Art
- The artist as a tormented genius
- English Pictorial Photography
- A study of the nude, from pagan perfection to righteous restriction
- Animals in art: Is it ethical for artists to use animals, either dead or alive, in their work for the sake of art?
- Light as art
- How is consumerism portrayed through art?
- The Feminist Crusade, Four Alternative Feminist Art Forms
- Medieval Representations of the Christian heaven and Hell
- Memento Mori, an exploration of death in art
- The Depiction of the Temptation of St Anthony in Art

- Can we see Picasso's Lovers in his art?
- Freedom of Expression in art
- Lucien Freud, painting with women
- An exploration of reason and madness in art
- Can Ugly Art Still be beautiful?
- The Continuing relevance and importance of Australian Aboriginal art
- Indigenous art today
- How were the artists of the golden age of illustration influenced by traditional Japanese art?

TASMANIAN QUALIFICATIONS AUTHORITY

ARA315111 Art Appreciation

ASSESSMENT PANEL REPORT

Award Distribution

	EA	HA	CA	SA	Total
This year	14% (6)	19% (8)	38% (16)	29% (12)	42
Last year	13% (5)	25% (10)	33% (13)	30% (12)	40
Last year (all examined subjects)	10 %	19 %	39 %	32 %	
Previous 5 years	14 %	20 %	37 %	29 %	
Previous 5 years (all examined subjects)	11 %	19 %	39 %	30 %	

Student Distribution (SA or better)

	Male	Female	Year 11	Year 12
This year	2% (1)	98% (41)	0% (0)	100% (42)
Last year	23% (9)	78% (31)	5% (2)	95% (38)
Previous 5 years	20%	80%	12%	88%