

Art Appreciation

Course Code: ARA315111

The major paper is the culmination of all that is learnt in Art Appreciation. To complete it students have engaged with art ideas, artists, artworks and art history both intellectually and experientially. They will have availed themselves of artworks, galleries, books, magazines, journals, websites, documentaries and videos. Writing, analysis and research skills developed in minor papers during the course of the year come to bear. 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 assessment criteria for the major paper. Examiners used the 'markers guide' appendix to the Major Paper Guidelines 2015 to assess the major papers.

The papers that resonated with examiners were indicative of a passionate engagement with the subject, incisive topic choice, rigorous research and a commitment to clarity and fluency in writing. Unfortunately many students whose papers reflected these qualities did not achieved the best possible awards on criteria 1 and 3 because of the brevity of their artwork analysis. Thorough analysis of actual artworks is central to appreciating art and must be done before critiquing it. As artwork analysis will continue to be represented in *Art Theory and Criticism* in its criteria (1, 3 and to some degree 4) it is vital that students give it suitable attention in the major paper. While the number of art works discussed is dictated by the focus of the major paper, students would be wise to consider including detailed analysis (around 500 words per artwork) of at least 3 artworks pertinent to their thesis. Learning to be able to analyse art works in depth is the core aim of Unit 1 of *Art Theory and Criticism* and applying this skill will be necessary in many of the assignments for the subsequent units and should be considered a vital component of the major paper for Unit 6. Thorough artwork analysis of an appropriate number of artworks in the major paper will enable students to achieve the appropriate awards from external markers.

Overall referencing was consistent, well organised and followed appropriate conventions. Sources of information selected were of a high standard and salient to their topics. As stipulated in the major paper guidelines nearly all students included both a bibliography and a reference list. Any research on your topic, no matter how early, and, if it in forms your major paper progress, may be included within your final bibliography. Many bibliographies indicated that students had been wide ranging yet discerning in their search for information and critical in their selection of reference material. Unfortunately a few went no further than Wikipedia. It should be noted that Wikipedia pages do not have verified authors and are not subject to academic rigours and as such are not considered appropriate for academic purposes. The majority of papers sang with the student's own personal voice and sources of information and the ideas of others were accurately referenced however a few disappointed. Using the structure and premise of a sole source of information like a book or a website for the basis of a paper is not acceptable and raises issues of authenticity and academic integrity. Most students understand the term 'the words must be your own' they also need to understand that the ideas underpinning their paper need to be their own. TASC's requirements regarding authenticity and academic integrity can be viewed here: [Authenticity and Academic Integrity Guide.pdf](#).

While criteria 5 was dedicated to referencing for *Art Appreciation* it is thoroughly addressed as elements of criteria 1, 2 and 5 for *Art, Theory and Criticism*. It should be noted that best practice in regards to referencing for *Art Appreciation* also applies to *Art, Theory and Criticism*. Students and teachers of *Art, Theory and Criticism* should consider using a plagiarism detector as mentioned on pages 15 and 16 of the TASC authenticity and academic integrity guide.

For 2015 all students included appropriate images however very few correctly titled them. For an academic subject that is a pathway to tertiary education it is important that teachers instruct students to title images according to academic conventions and that students investigate these conventions. Images should at least include - Figure or illustration number, title of artwork in image (in italics), artist, media of artwork, dimensions, where the artwork is on display. Crediting the person who took the actual image and where the image came from is also something to consider. An example follows:



Figure 1: *Astro Star*, Gilbert and George, mixed media, 2013, 254 x 453 cm, on display at Mona, courtesy White Cube.

This year a broad range of topics were selected by candidates for their research. Some of the major paper titles are listed below.

- Art Therapy and the Functions of Art
- 227 Years - Changes in Indigenous Art Post-Colonisation
- Lost or Redeemed - Landscape Painting
- Sculptures in the Sky: Architecture Meets Sculpture
- The Female Nude in Photography
- Public Art Installations
- How Can Art Be used to tell Stories?
- Heart and Mind of Darkness (in my) Trio of Artworks
- What is the Pint of Photorealist Art?
- The Little Things
- Heroes of their World
- Uses and Meanings of Colour
- A Belief in Art - Religious Art
- Reflection, Vanity, Duress an Exploration of the Self Portrait
- Art for Ritual Art for Worship
- Why is Monumental Sculpture so Significant? Is Bigger Better?
- The only Certainty in Life is Change
- Clandestine Connotations
- The Potential of Art to Affect Social Change
- Is it Appropriate to Appropriate?
- The Art of Humanity and the Humanity of Art
- The Evolution of Light in Art
- The Development of the Depiction of Hell in Art
- Anthropomorphism In Contemporary Sculpture
- The Fine Line Between Art And Pornography-
- The depiction of sex and the body through art
- Art's Anatomy
- The projections of the human body in contemporary art and its use as a vestige for the human condition
- Reimagining Spectacle in the Culture of Excess: The Baroque as an Adjective - Baroque Trends in Contemporary Art and Design
- Is art practice cathartic or driven by madness?
- The Art of Decay - An Exploration of Ephemeral Art