



MOUNT ANNAN HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

FACULTY	CAPA	COURSE	Visual Design	YEAR	12
TASK NUMBER	3	TASK NAME	Research Project		
TASK WEIGHT	30%	MARKS AWARDED	/30		
DATE OF NOTIFICATION	3 rd May 2024				
DUE DATE	Term 2 2024 Week 7 Friday				

TASK DESCRIPTION / INSTRUCTIONS

Task Description

Students will use the frames, investigating a brand/ concept using the critical and historical study of design.

The frames in Visual Design cover four areas. **Structural, Subjective, Cultural and Postmodern.** The frames can be described as follows:

- **structural** elements and conventions used in the layout of graphic material, the role of typography, the transformation of words and images into symbols, and the use of colour to convey particular feelings, associations, and ideas
- **subjective** approaches conveying particular ideas, moods or feelings suggested by image, story and text
- **cultural** traditions in publication, design and production, eg William Morris and the Arts and Crafts movement; the impact of significant design movements, eg Bauhaus, Constructivism and De Stijl; April Greiman and her use of computers in publication design; comic book design, eg the work of Neville Brody
- **postmodern** approaches which challenge traditional typographical conventions, and the use of electronic technologies to generate, appropriate and transform images and text, e.g. Grunge typefaces.

Students need to carefully consider the frames and in consultation with the classroom teacher discuss the research topic chosen.

Answer the following questions.

1. The artist's history
2. Their ideas and concepts (written information)
3. Links to interesting sites and videos
4. Students must include a range of images with a comment about each one, what is the shape based on? What makes it interesting? What is the style? How is it communicating to the audience?
5. Relate the artists images to these elements and principles:
For example: Emphasis, Rhythm/Pattern, Unity/Harmony.
6. They must also include technical information about the designer's process.
7. **How does this artist link to the frame?**



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OUTCOMES

CH1 generates in their critical and historical practice ways to interpret and explain design
CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

SUPPORT MATERIAL

<https://mapandfire.com/branding-strategies/>

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

If you do not attend school on the Due Date of an Assessment Task to submit or complete the task in person you will be given a zero mark unless you comply with the following Assessment Guidelines:

- For Assessment Task completed at home – you must submit the assessment task before school on the next day you attend.
- For Assessment Tasks completed at school – you must report to the relevant Head Teacher before school the next day you attend and discuss when you will complete task missed or a substitute task.
- Complete a 'Misadventure Form' and provide relevant information and evidence to appeal the **zero mark** awarded. Other circumstances are outlined in the MAHS Assessment Booklet for the particular year. Evidence may include an in person medical certificate for illness or a letter outlining extenuating circumstances or other deemed reasonable reasons. An outcome of your 'Misadventure Form' will be provided by the Deputy Principal.

Students found guilty of **malpractice** which includes plagiarism will be awarded a **zero mark**. If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

As per our school Assessment Procedures outlined in the MAHS Assessment Booklet for the particular year, you must see your teacher and Head Teacher on the **first day you return** back to school. Please access our school website to access our assessment procedures for each year group and a 'misadventure form' - <https://mountannan-h.schools.nsw.gov.au/community/assessment-scedules.html>



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MARKING CRITERIA	
Performance Descriptors	Marks/Grade
<ul style="list-style-type: none"> • A sophisticated consideration regarding the choice to artist/designer. • Thoroughly answered and researched all questions. • Thoroughly understanding of the artist connection to the frames. 	A (Extensive) 25-30
<ul style="list-style-type: none"> • A well-considered choice of artist/designer. • Well answered and researched all questions. • A deep understanding of the artist connection to the frames. 	B (High) 19-24
<ul style="list-style-type: none"> • A sound choice of artist/designer. • Answered and researched all questions briefly. • A sound understanding of the artist connection to the frames. 	C (Sound) 13-18
<ul style="list-style-type: none"> • A poorly considered choice of artist/designer. • Answered and researched all questions briefly. • A basic understanding of the artist connection to the frames. 	D (Basic) 7-12
<ul style="list-style-type: none"> • Artist/designer has not been considered. • All questions have not been answered. • No understanding of the artist connection to the frames. 	E (Elementary) 1-6
Non Attempt – Non Submission – Non Serious Attempt	0



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STUDENT REFLECTION

I FEEL MY STRENGTHS WITHIN THIS TASK WERE

I FEEL MY WEAKNESSES WITHIN THIS TASK WERE

FROM THE MARKING CRITERIA I WOULD MOST LIKE FEEDBACK ON

TEACHER FEEDBACK