**Westlake Girls Visual Art Department 2024**

| ***Level 3 Art History Course Outline*** |
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**Course Description**

Students will develop the ability to analyse and interpret art works and relate their making to historical, social and cultural contexts, creating a deeper understanding of the artists’ intention and meanings.

Art History students learn critical writing skills such as the PEDAL paragraph structure to organise research evidence and demonstrate understanding.

The two areas of study for this course are Modernism to Post-Modernism, covering a range of key art movements such as Social Realism, Abstract Expressionism, Neo-Dada, Pop Art, Feminism and Contemporary Diversity after 2000, covering European, Asian, NZ and Pasifika Artists working today.

**Throughout This Course, Students Will:**

* Analyse various art-making methods and materials in relation to the intentions of the artist
* Consider aspects of the context in which artworks were created and how this reveals meanings.
* Utilise the PEDAL paragraph structure to effectively communicate interpretations of artworks.

**Students Are Responsible For:**

* Participating in class discussions
* Taking notes from discussion and researching further details for understanding
* Meeting all checkpoints for assessments for feedback
* Attendance during any in-class assessment process.

**Assessment Standards**

| **Level 3 External Achievement Standard 3.2 / 91483** | | | **4 credits** |
| --- | --- | --- | --- |
| Examine how meanings are communicated through art works. | | | |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | |
| Examine how meanings are communicated through art works | Examine, in-depth, how meanings are communicated through art works | Examine, perceptively, how meanings are communicated through art works | |

| **Level 3 External Achievement Standard 3.3 / 91484** | | | **4 credits** |
| --- | --- | --- | --- |
| Examine the relationship(s) between art and context. | | | |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | |
| Examine the relationship(s) between art and context, | Examine, in-depth, the relationship(s) between art and context. | Examine, perceptively, the relationship(s) between art and context. | |

| **Level 3 Internal Achievement Standard 3.4 / 91485** | | | **4 credits** |
| --- | --- | --- | --- |
| Examine the impact of media and processes on art works. | | | |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | |
| Examine the impact of media and processes on art works. | Examine, in-depth, the impact of media and processes on art works | Examine, perceptively, the impact of media and processes on art works | |

| **Level 3 Internal Achievement Standard 3.5 / 91486** | | | **4 credits** |
| --- | --- | --- | --- |
| Construct an argument based on interpretation of research in art history. | | | |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | |
| Construct an argument based on interpretation of research in art history. | Construct a reasoned argument based on interpretation of research in art history. | Construct a perceptive argument based on interpretation of research in art history. | |

| **Level 3 Internal Achievement Standard 3.6 / 91487** | | | **4 credits** |
| --- | --- | --- | --- |
| Examine the different values placed on art works. | | | |
| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** | |
| Examine the different values placed on art works. | Examine, in-depth, the different values placed on art works. | Examine, perceptively, the different values placed on art works. | |

**Information for Art History Students**

**Course costs**

Please ensure that the Art History course curriculum fee of $15 is paid through the WGHS website online payments or the payments office.

**Assessment procedures**

All Internal and External assessments will be handwritten over a number of in-class sessions to ensure authenticity.

Drafts will be collected by the teacher each session. Students will be able to bring pre-approved notes each session, but all essay paragraphs will be written in class.

Any students with SAC requirements will be reminded to follow the Learning Enhancement booking process to ensure they are accommodated as needed.

**Meeting Deadlines**

Attendance, active participation and organisation will be key this year.

Feedback on written work is essential for improved understanding of assessment related research. This requires students to submit written drafts for checkpoints as required.

Attending all in-class internal assessment writing sessions will also be vital to improving and completing submissions.

**Course Structure**

| Term 1, week: | Content | Assessment (dates are subject to change) |
| --- | --- | --- |
| 1-3 | Course Outline, Introduction & Essential Art History Skills |  |
| 4 | Context activities USA and NZ 1930s-1980s |  |
| 5 | Realism, Hopper | Introduction to Internal 3.4 |
| 6 | Abstract Expressionism, Pollock |  |
| 7-8 | Rothko |  |
| 9-10 | NZ Abstract Expressionism, Hotere, McCahon |  |
| 11 | **In -class only writing sessions for 3.4 internal assessment** | **3.4 / AS 91485**  **Due end of class Friday,**  **12th of April 2024** |

| Term 2, week: | Content | Assessment |
| --- | --- | --- |
| 1-2 | Introduction to Post-Modernism  NeoDada: Rauschenberg, Johns |  |
| 3-5 | Pop Art USA:  Warhol, Lichtenstein, Rosequist, Oldenburg | Introduction to Internal 3.5 |
| 6 | Pop Art NZ: Frizzell |  |
| 7-8 | Introduction to Feminism USA:  Chicago, Kruger |  |
| 9 | Feminism NZ: Fahey |  |
| 10 | **In-class only writing sessions for 3.5 internal assessment** | **3.5 / AS 91486**  **Due end of class Friday,**  **5th of July 2024** |

| Term 3, week: | Content | Assessment |
| --- | --- | --- |
| 1-2 | Introduction to Contemporary Diversity:  European Artists: Boltanski, Gursky, Hirst | Introduction to Internal 3.6 |
| 3 | Asian Artists: Ai Wei Wei, Kusama |  |
| 4-5 | NZ and Pasifika Artists: Parekowhai, Reihana, Kihara |  |
| 6 | **In-class only writing sessions for 3.6 internal assessment** | **3.6 / AS 91487**  **Due end of class Friday,**  **30th of August 2024** |
| 7 | WGHS Practice exam revision activities |  |
| 8 |  | **WGHS Practice Exams** |
| 9 |  | **WGHS Practice Exams** |
| 10 | Feedback and External exam revision |  |

| Term 4, week: | Content | Assessment |
| --- | --- | --- |
| 1 | External exam revision and practice activities |  |
| 2 | External exam revision and practice activities |  |
| 3 | External exam revision and practice activities |  |
| 4 | External exam revision and practice activities |  |
| **NCEA EXAMS BEGIN 5th November** | | |

**WGHS Visual Arts Department Internal Assessment Policies are aligned with NCEA Assessment Policies:**

***1.Attendance Requirements***

Students are required to attend **all** classes and participate fully in the learning program for Visual Arts courses.

**An 80% course attendance rate is required to verify the authenticity of your work**.

Students, Parent/Caregivers and Deans will be notified if attendance is causing concern and preventing you from achieving the required standard or work.

***2. Conditions of Assessment***

The conditions of each assessment task will be clearly stated in the task sheet instructions.

This will cover expectations of appropriate behaviour including ethical image sourcing. Students must acknowledge all resources used, eg: bibliography, copy original documents, source websites, etc.

For research tasks and long projects, regular progress checkpoints will be set by the teacher and are expected to be met.

Failure to comply with these conditions will be deemed to be misconduct.

***3. Authenticity***

**Attendance is a requirement for authenticating student work.**

For long individual assessments such as research assignments etc, students will be asked to sign a declaration stating that all submitted material is their own. Where assessment is not fully completed under teacher supervision, oral questions or other appropriate checks may be used by to confirm student understanding or the source or authenticity of information and/or imagery. This would occur in a one-on-one situation.

***4. Misconduct***

Submitting material that is copied or plagiarised will be treated as misconduct for that assessment. If misconduct is suspected the initial investigation will be undertaken by the Classroom Teacher in consultation with the Teacher in Charge and HOD of Visual Arts. This may be followed up with a further investigation by a member of the Senior Leadership Team. If misconduct is found to have occurred, then the student will be awarded “Not Achieved” for that Achievement Standard.

**The use of Artificial Intelligence to assist with producing student assessment material constitutes misconduct** under the Westlake Girls High School and NCEA policy. This would result in consequences that would be communicated once the investigation into the incident had been completed.

***5. Extensions***

**Assessments handed in late will not be accepted unless an extension has been granted.**

Extensions may be granted only on compassionate grounds with documentation eg medical certificate attached to request, or when the student is representing the school in an official capacity and the classroom teacher is notified in writing when the extension request is made.

**Extensions must be requested by written application on the appropriate form to the HOD, Mrs Heslop, at least 48 hours before the due date** of the assessment. Extensions are unlikely to be granted where significant time has been given for completion of the assessment.

***6. Requests for Re-consideration of a Grade***

When marked work is returned, students will sign the assessment cover sheet to indicate acceptance of the grade.

If students wish to request re-consideration of a grade, they must submit the reconsideration form to their classroom within 5 school days from the date of the work being returned. Any request for re-consideration will need to state specific grounds related to the assessment criteria that the student believes their submission meets to attain a higher grade.

Re-consideration decisions will be completed and the outcome communicated to the student within 10 school days of the written request being made.

***7. Resubmission Opportunities***

There are no resubmission opportunities offered for WGHS Visual Arts internal assessments. Students will be offered progress check-points and feedback opportunities before the submission deadline to ensure that they meet the requirements. However, resubmissions may be available for students who have minor errors to correct, that will take them from a Not Achieved to Achieved within a very strict time limit. This means the only grade students can gain from any resubmission is an Achieved.

***8. Missed assessments***

An assessment opportunity will be granted at another time to a student who has missed an assessment opportunity on compassionate grounds at a convenient time negotiated with the Teacher in Charge of the specific Visual Arts course or the HOD, Mrs Heslop. Compassionate grounds may include authenticated family bereavement, accident or illness with documentation.

Holidays taken during term time do not constitute grounds for compassionate consideration.

**There are no extensions or alternate assessment opportunities given for NCEA external assessments.**