**Grade 10 – MYP 5**

You have successfully completed at least 2 units that prepare you for the e-assessment unit. You all understand how to structure the evidence required, how to analyse art works, and how to show connections between your work and that of other artists.

The headings we are given may differ slightly from the criteria we are used to but what the ask for is essentially the same.

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| **Summative assessment tasks – E assessment unit 2017** |
| **Task 1 – Presentation**  An individual presentation, **using concepts and subject-specific terminology**, of:   * **Research into art that creates awareness, promotes change, asks questions and/or records the past or present, or predicts the future.** * The role of the selected art in its original context. * The critical analysis of one or two art works related to the research.   You will present your investigation as part of a ‘page’ of your website – it is important this time to comment on how the work you are analysing functioned/was experienced in its ***‘original context’***.  You have experience of analysing artworks and can use the same format to give your presentation structure.  NB: if you are actually submitting work for the e-assessment this year you will need to adhere to the following:  *Please note that links to websites or videos are not permitted. Students should submit screenshots, screencasts or video files*. There is a list of file types acceptable for submission at the end of this document. |
| **Task 2 – Proposal**  A selection of process journal extracts to show:   * The development of the student’s artistic intention. * Demonstration of a range and depth of creative-thinking behaviours.   **This is where your ‘journal’ or ‘on-going reflection’ is important. They want evidence or your thinking and how it changes as your understanding deepens. We can write statements about our intention and refine these as our project develops. We can show evidence of mind-mapping to show we are considering alternatives, we can be open to experiment and ensure we ask ourselves ‘what if?” on a regular basis. The key here is to show EVIDENCE.** |
| **Task 3 – Process and Product**  **Process:** A selection of process journal extracts to show:   * **A minimum of three examples of skills and techniques acquired and** developed to show the progression of work. * The exploration of artistic ideas.   This implies you will seek to use a range of media/techniques in your process – for example:   1. Observation drawing – using experimental approaches to drawing materials that somehow ‘fits’ the idea of your project. 2. Photography and manipulating these as part of your process 3. Print-making – either heading for this being a final product or as part of an experiment with some of the imagery you have gathered relating to your idea.   This doesn’t mean you are not free to go ‘deep’ into one medium – you could show the stages of your gaining mastery of oil paints for instance.  **Product:**   * The student’s artwork that creates awareness, promotes change, asks questions and/or records the past or present, or predicts the future.   Obviously we are aiming for something that actually ‘works on’ our audience – you could even find ways to ‘market research’ the effectiveness of your work. The product should be ambitious and impressive…… |
| **Task 4 – Commentary**  A commentary that includes:   * Evidence of the use of acquired knowledge to inform the development of the student’s artwork. * Evidence of the student’s ability to construct meaning and transfer learning into his or her artwork. * The artistic response and the way in which it reflects or impacts on the world. * A critique of the student’s own artwork including its ability to creates awareness, promotes change, asks questions and/or records the past or present, or predicts the future.   This summative reflection needs to address this list purposefully – you need to be able to say exactly how your investigation impacted your development of the artwork/project, note that TRANSFER is mentioned here!, you also need to evaluate the success of your work. When it asks for critique use some of the same structure you use for analysing the artwork of other artists, describe how you have used the elements and principles of art, which formal qualities you have employed, why?, how the work makes the viewer think what you want them to think…….. |

Submission of the ePortfolio

You are allowed to submit video and/or audio for the e-assessment. If you are not submitting you could still embed these sorts of files on your website if you choose.

For the ‘pages’ these can be screen shots, PPTs, word docs – you DO NOT have to do this if you are not submitting – the webpage is fine. For students who are submitting the file types and sizes are here below:-

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| **File type:** | **Maximum file size** |
| Text file (DOC, DOCX, PDF, RTF, TXT) | 50 Mb |
| Audio file (AAC, M4A, MP3) | 60 Mb |
| Video file (F4V, FLV, M4V, MOV, MP4) | 500 Mb |
| Image file (JPG, GIF) | 5 Mb |

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| **Submission maximum limits for an entire student sample** | | |
| **Audio/visual evidence** |  | **Text/image evidence** |
| 0 minutes |  | 30 A4 pages |
| 3 minutes | and | 24 A4 pages |
| 6 minutes | and | 18 A4 pages |
| 9 minutes | and | 12 A4 pages |
| 12 minutes | and | 6 A4 pages |
| 15 minutes |  | 0 pages |

**To get a 7 these descriptors must be true of the work you submit :-**

**The student:**

* **demonstrates excellent knowledge and understanding of the role of the art form in original and displaced contexts; develops insightful critiques of artwork; uses knowledge to purposefully and effectively inform artistic decisions**
* **consistently demonstrates a clear, imaginative and coherent artistic intention; demonstrates a range and depth of creative thinking behaviours and demonstrates a full and extensive practical exploration of ideas; acquires, develops and applies a range of skills and techniques effectively to create or present artworks**
* **constructs meaning with depth and insight, and effectively transfers learning to new settings; creates excellent artistic responses which purposefully intend to reflect or impact the world.**