### Workshop 1: Transforming Tasks: *before*

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<th>Visual Arts SACE Stage 1 Assessment Design Criteria</th>
<th>Stage 1 SACE</th>
<th>Visual Arts example</th>
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<td><strong>KU2</strong> Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts</td>
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<td></td>
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<tr>
<td><strong>AR1</strong> Analysis and interpretation of works of art or design from different contexts</td>
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#### Before transformation: Sample Stage 1 Visual Arts task

1. Analyse *The Scream* by Edvard Munch using the four-stage plan below.
2. Use this information to write a response to the artwork that helps to locate its importance in the Modernist tradition.

**Description**
- What can you see?
- What else can you see?
- How has the artwork been made?
- What materials and techniques have been used in its production?

**Analysis**
- What compositional aspects can you comment on?
- How has the artwork been planned and designed?

**Interpretation**
- What do you think the artwork means?
- What messages do you think the artist is trying to convey?

**Judgement**
- Do you think the artwork is successful?
- Do you like the work?

This activity and four-stage plan for analysis is from the textbook *Art Connections* by Jenny Aland and Max Darby. The four-stage plan was originally developed by Edmund Feldman.

**What’s possible?**

Edvard Munch, *The Scream* 1893, oil, tempera, and pastel on cardboard, 91 cm × 73.5 cm

Workshop 1: Transforming Tasks: before and after

Visual Arts SACE Stage 1 Assessment Design Criteria

KU2  Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts
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What do you think the artwork means? What messages do you think the artist is trying to convey?

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Do you think the artwork is successful? Do you like the work?

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Transformed task: Getting the students doing the thinking

*“Nature is not only all that is visible to the eye… it also includes the inner pictures of the soul.”*  
— Edvard Munch

You are an art historian, invited to contribute to a live TV discussion about the meaning and significance of *The Scream* by Edvard Munch.

**Before the TV discussion:**

1. Research the cultural, social and historical context and artistic significance of *The Scream*.
2. Analyse *The Scream* in relation to the artist’s quote above and how that fits with your research.

Participate in the TV discussion with other art historians and critics. The format follows a democratic discussion process, for example Community of Inquiry. Guidelines for this can be found at:

http://www.hent.org/world/rss/files/community_inquiry.htm

**After the TV discussion:**
Create a verbal report for another audience, to share your learning from your TV show experience about the significance of this artwork.

Edvard Munch, *The Scream* 1893, oil, tempera, and pastel on cardboard, 91 cm × 73.5 cm
### Visual Arts SACE Stage 1 Assessment Design Criteria

**KU2** Knowledge and understanding of visual arts in different cultural, social, and/or historical contexts

**AR1** Analysis and interpretation of works of art or design from different contexts

### Annotations: How has the task been changed?

<table>
<thead>
<tr>
<th>Why (intent)</th>
<th>What the teacher does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand Munch’s thinking as an artist in 1893 and why he created <em>The Scream</em></td>
<td>NOT focusing on describing what <em>The Scream</em> looks like. Munch’s quote provides students with an important clue for finding out WHY Munch created the artwork.</td>
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<tr>
<td>Analyse why <em>The Scream</em> is such an internationally significant artwork.</td>
<td>Asks students to BE art historians and undertake research that reveals the cultural, social and historical context in which the artwork was made.</td>
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<tr>
<td>Use dialogue to share their thinking and to co-construct deeper meaning about <em>The Scream</em>.</td>
<td>Ask students to engage in a democratic discussion process in the form of a filmed TV discussion. The filmed role-play encourages students to prepare well and project themselves into the role of the art historian.</td>
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<tr>
<td>Summarise the significance of <em>The Scream</em> to consolidate their learning.</td>
<td>Students create a verbal report for another audience after the TV show.</td>
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