

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

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?

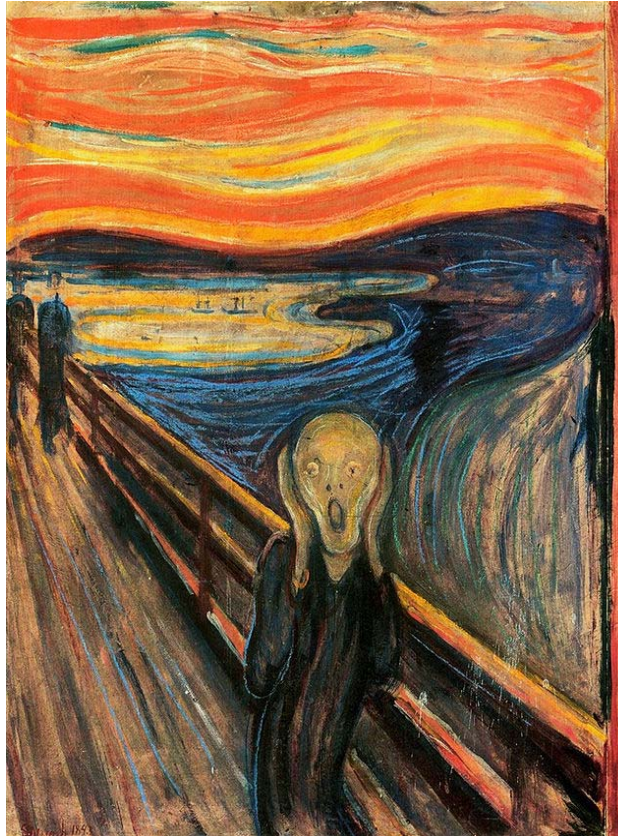
What messages do you think the artist is trying to convey?

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.



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

What's possible?

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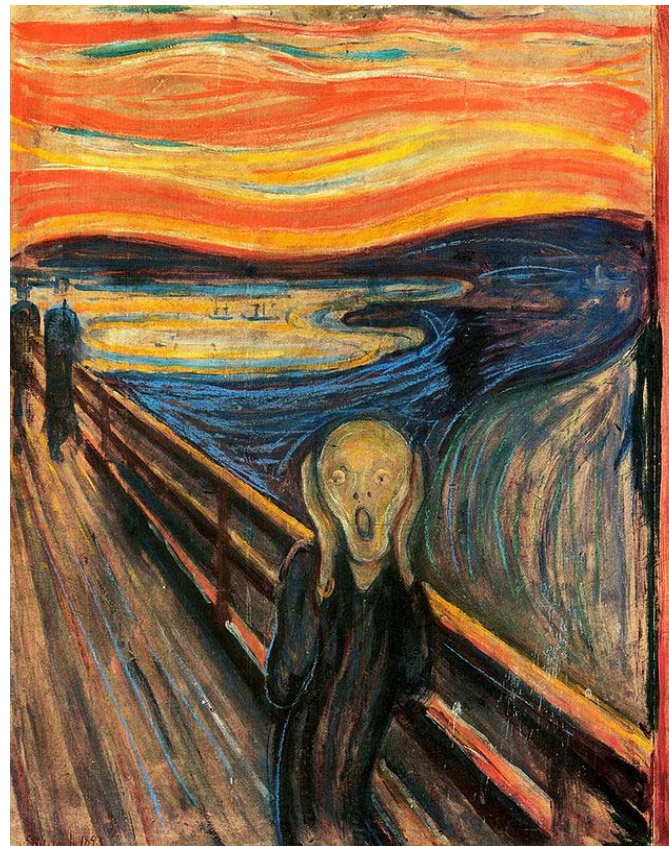
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Transformed task: Getting the students doing the thinking

"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://museumvictoria.com.au/education/community-of-inquiry/>

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.



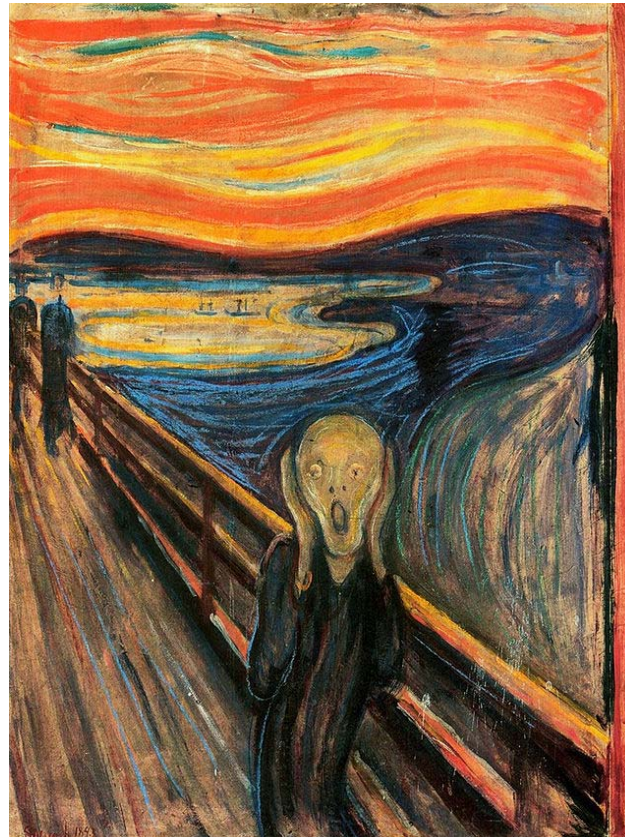
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Annotations: How has the task been changed?

Why (intent) So students can:	What the teacher does
Understand Munch's thinking as an artist in 1893 and why he created <i>The Scream</i> .	NOT focusing on describing what <i>The Scream</i> looks like. Munch's quote provides students with an important clue for finding out WHY Munch created the artwork.
Analyse why <i>The Scream</i> is such an internationally significant artwork.	Asks students to BE art historians and undertake research that reveals the cultural, social and historical context in which the artwork was made.
Use dialogue to share their thinking and to co-construct deeper meaning about <i>The Scream</i> .	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.
Summarise the significance of <i>The Scream</i> to consolidate their learning.	Students create a verbal report for another audience after the TV show.



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