



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TĀEA

Exemplar for Internal Achievement Standard Visual Arts Level 2

This exemplar supports assessment against:

Achievement Standard 91325

Produce a resolved work that demonstrates control of skills appropriate to cultural conventions

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to produce a resolved work that demonstrates facility with skills appropriate to cultural conventions.</p> <p>This involves the easy and ready control with which skills are applied, appropriate to an identified cultural convention.</p> <p>The student has produced a thematically consistent necklace, ring and bracelet combination that employs a variety of processes and recycled materials. The research and planning pages (1) reveal that the student has evolved the conceptual ideas and resolved technical issues throughout the development process.</p> <p>The design outcomes change depending on the specific context. For example, the density of the ring (2) reflects the robust requirements of this item. Meanwhile, the less critical constraints of the necklace allow for a more delicate solution (5). The cohesive nature of the outcomes as a group reflects the easy and ready control of each fabrication procedure.</p> <p>For a more secure Excellence, the student could further refine the functionality of the bangle (3) and armband (4). Both of these items appear to have the potential to restrict movement and impede everyday activities.</p> <p>The student could also reconsider the solidity of the bat element (4) to align it more stylistically with the linear airy quality of the other pieces.</p>

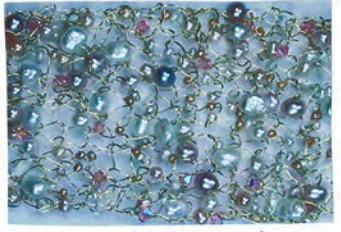
- Restricting wire - made from wire - will be to second bracelet.



- Idea of dream catcher like jewellery - wire - beads.

IDEAS FROM THE INTERNET....

- Bonding hanging theory of multi-colored beads.



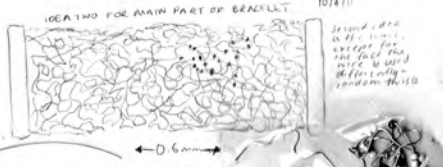
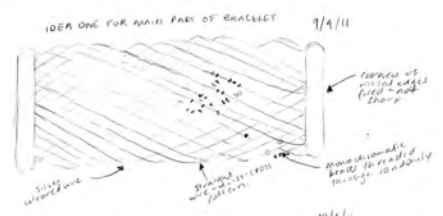
- Feathering idea - hanging hole of feathers into wire.



- Derived idea of knitting wire from this photograph.



- Combination of leather, beads & wire - quite clear, instead a different to conventional jewellery.



First attempt with 0.6mm wire - impossible to knit & manipulating into random pattern did not form solid form (as shown here)



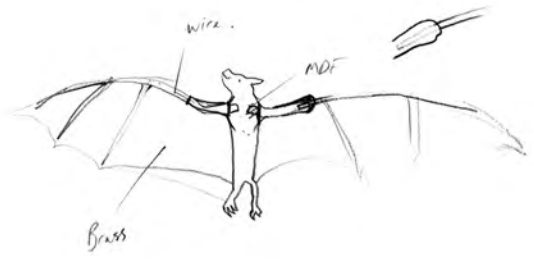
Bought 0.2mm wire for more flexible able to be knitted with four different mono-chromatic beads.

Started knitting 0.2mm wire with 3.25mm bamboo knitting needles - became practice - not enough fringe in hand - some a disparity of bead threading. Started again.

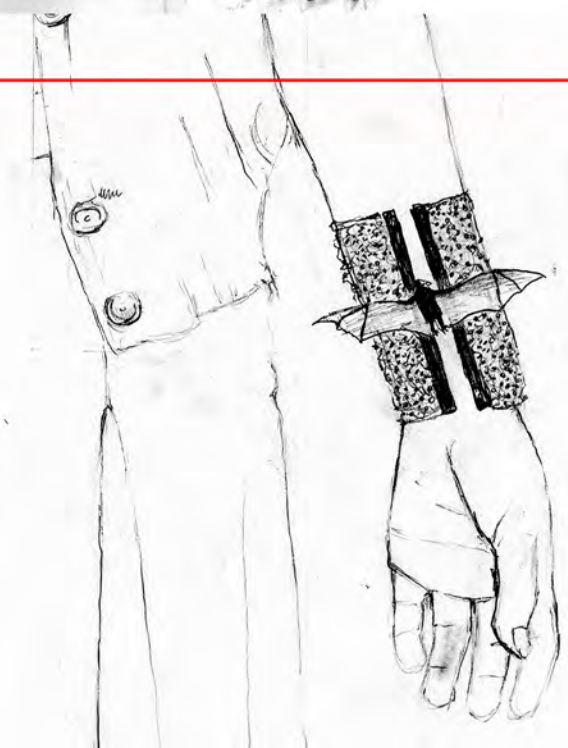
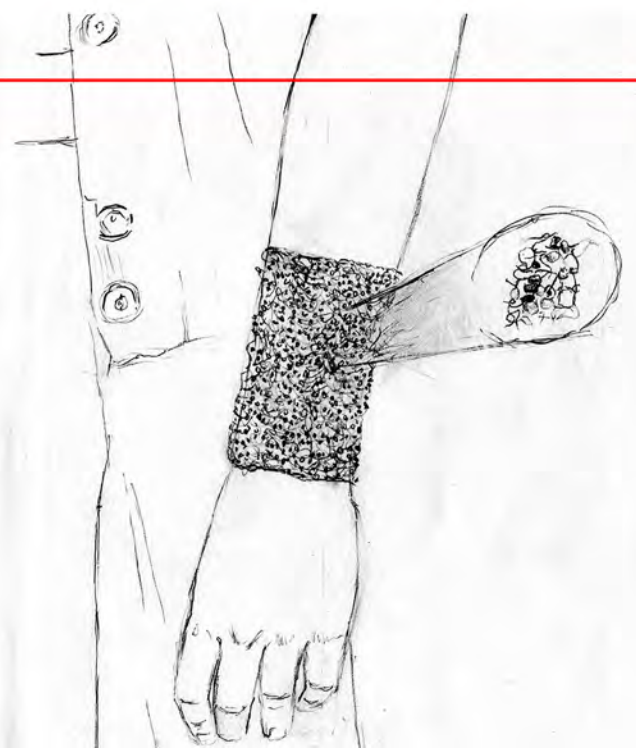
First attempt at knitting bracelet.

Bracelet

16/4/11
 started final version of band - knitting with 0.2mm wire & 2 types of different beads of beads for more variety - beads threaded differently as well.



1



Second Bracelet On Body



LEFT HAND SIDE VIEW OF RING

2



FRONT ON VIEW OF CLASP BRACELET

3



RIGHT HAND SIDE VIEW OF CLASP BRACELET + HANGING READS



DETAILING OF RING - CLOSE UP VIEW OF VARIOUS PARTS OF KNITTED WIRE



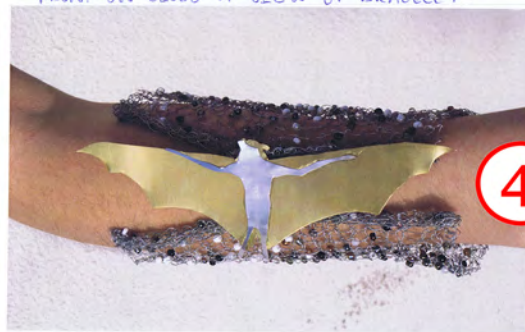
SIDE VIEW OF CLASP BRACELET

Full Body View

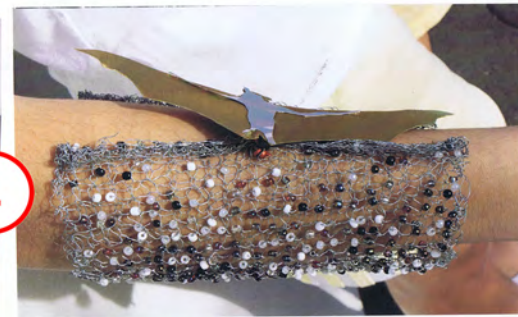


FRONT ON SHOWING ALL FOUR PIECES OF JEWELLERY

FRONT ON CLOSE UP VIEW OF BRACELET



4



RIGHT SIDE VIEW OF BRACELET



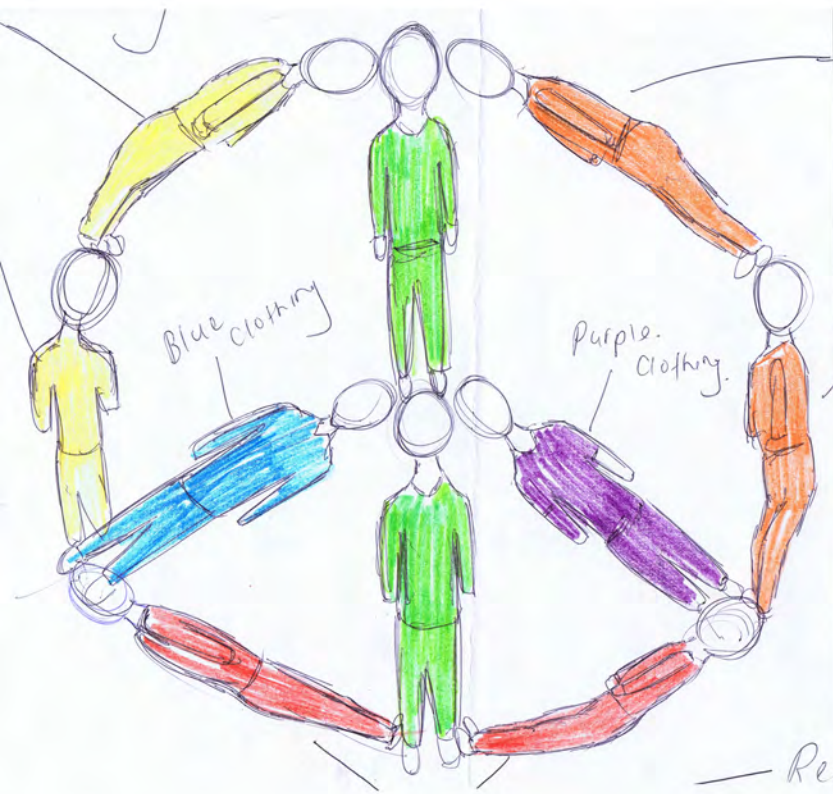
LEFT HAND SIDE VIEW OF NECKLACE

5

BIRD'S EYE VIEW OF NECKLACE



	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to produce a resolved work that demonstrates sustained control of skills appropriate to cultural conventions.</p> <p>This involves the consistent management of processes, procedures, materials and techniques appropriate to an identified cultural convention.</p> <p>The student has conceived a series of related pendants that required successful management of a series of production stages to realise the outcomes. These include planning (1), organising a multi-person photo shoot (2), digital manipulation of the component images (3), and then casting the images in resin (4). The scope of conception and success of the outcomes shows sustained control of a range of skills.</p> <p>The relationship between the photographic elements, transparent body, and matched plaited cord is intelligently resolved. The matched colours show deliberate intent and purposeful production at each stage of the process.</p> <p>To reach Excellence, the student could show greater facility in some aspects of the physical construction. For example, the cut-out of the peace sign (5) could be more geometrically precise.</p> <p>The scale of the figures in the yin-yang piece (6) could be more consistent with the clearer human elements in the other pendants. This would require taking more time during the initial photo-shoot, or the more problematic option of a second photo shoot.</p>



1

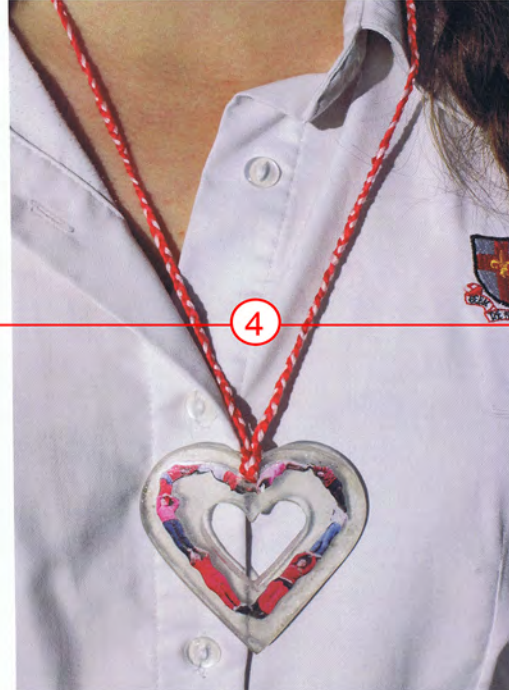


2



3





	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to produce a resolved work that demonstrates sustained control of skills appropriate to cultural conventions.</p> <p>This involves the consistent management of processes, procedures, materials and techniques appropriate to an identified cultural convention.</p> <p>The student has produced a resolved tiara design using recycled materials that is based on the sculptural practice of Fiona Hall (1). The outcome (4) demonstrates sustained control of aesthetic (bling jewellery), communicative (figures spell the word 'smile'), and political (an ordinary coke can turned into a valuable ornament) conventions.</p> <p>The idea requires a relatively complex developmental process including photography (2), cutting (3) and binding processes. This ability to conceive and implement a multi-stage production plan shows sufficient sustained control of appropriate processes for Merit.</p> <p>The resolved work is sufficiently strong and stable to fulfil the functional requirements of ornamental head wear.</p> <p>For a more secure Merit, the student could build upon some of the potential arising from the preparatory investigation. For example, the embossing properties of the coke lettering (3) could be developed as a design feature.</p> <p>The word 'smile' is clearly apparent when laid flat (3) but further consideration of the design may make the legibility stronger when in its final curved form (4). A more secure Merit student will often need to revise their design to build upon emerging opportunities or resolve problems that arise during the developmental process.</p>

My Artist Model - Fiona Hall

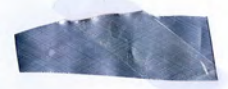
1



Smile
Smile, its contagious
Live your life
Taylor-made
Worrying solves nothing
Just do it
Live for today

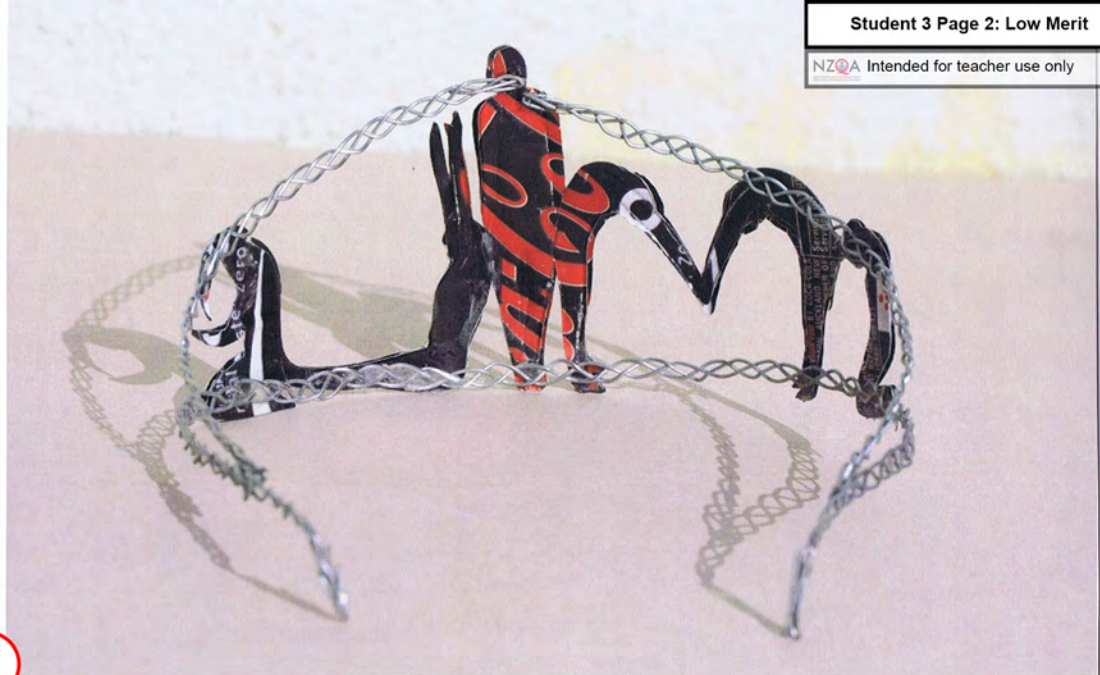


2



3

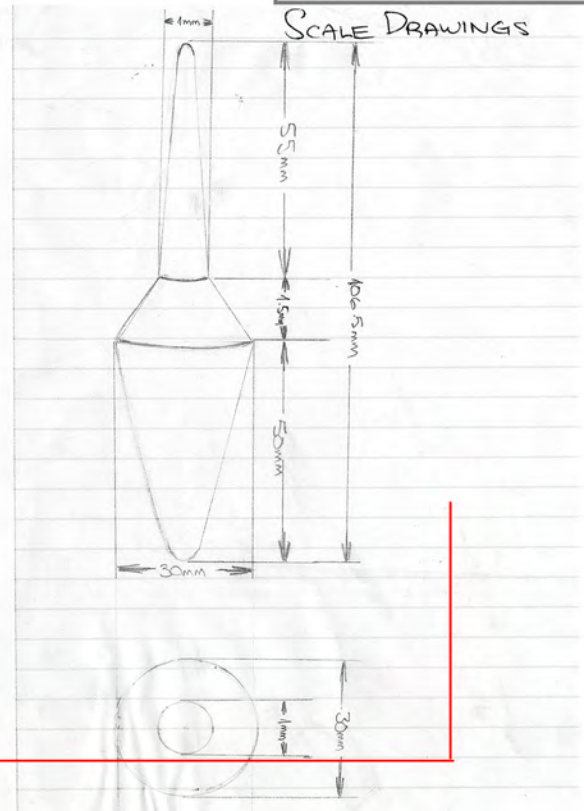
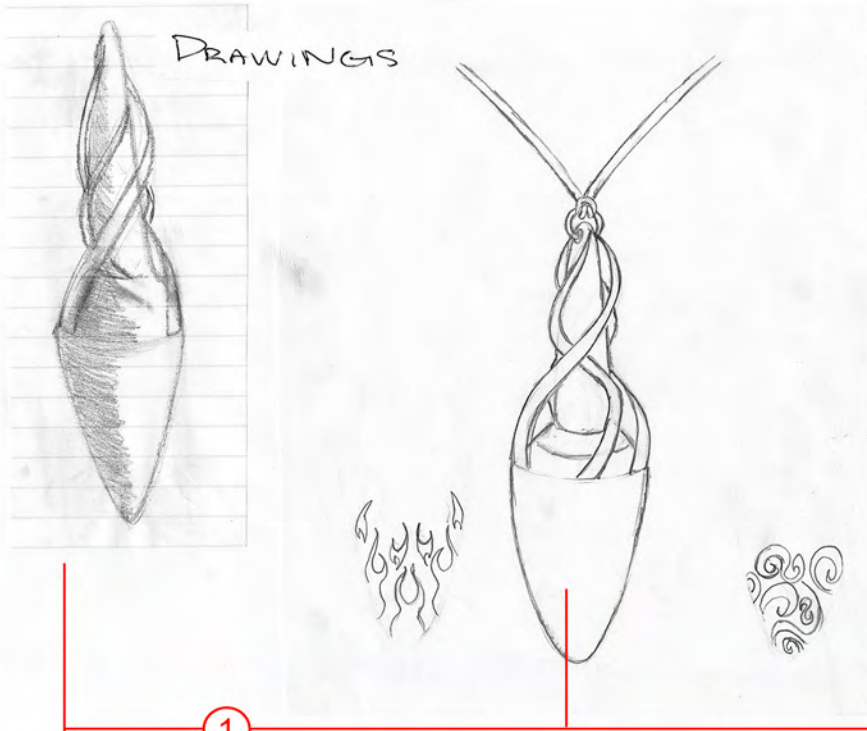




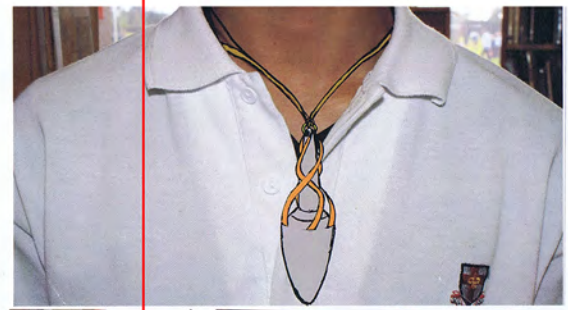
4



	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to produce a resolved work that demonstrates control of skills appropriate to cultural conventions.</p> <p>This involves the ability to manage media according to an intention that is consistent with an identified cultural convention.</p> <p>The student has produced a resolved work (3) that demonstrates skills appropriate to jewellery conventions and the Level 2 expectations of the standard.</p> <p>The investigation uses a variety of planning, drawing, maquette, and documenting strategies appropriate to each stage of the process. The developmental sequence systematically works through conceptual design (1) and material fabrication issues (2).</p> <p>To reach Merit, the student could show more sustained control of skills in design (greater complexity) or fabrication (more refined finish). For example, the simple arc of the metal elements in the final outcome (3) could be revised to match the more elegant spirals of the initial concepts (1).</p> <p>The student could also pursue the thematic or symbolic aspects of the work. For example, the fire pattern could be developed into a significant element and/or linked to the spirals at the top of the piece.</p>



1



2



CLOSE-UP



3



	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to produce a resolved work that demonstrates control of skills appropriate to cultural conventions.</p> <p>This involves the ability to manage media according to an intention that is consistent with an identified cultural convention.</p> <p>The student has drawn upon the specific sculptural practice of Nancy Rubins (1) to inspire the development of an innovative fascinator design. The assemblage approaches of the original ideas (3) have been progressively refined into a more conceptual abstract outcome (4).</p> <p>The investigation and resolved work explore the conventions of both recycling and wearable art. In terms of recycling, the outcome clearly achieves the aim of completely transforming the humble utilitarian ordinariness of PVC pipes.</p> <p>For a more secure Achieved, the student could further refine the practical functionality of the outcome to ensure that it could be worn for an appropriate length of time. This would show greater understanding of the conventions of wearable art.</p> <p>A stronger connection between the planning and production phases of the investigation may benefit the outcome. The student has made a significant shift between the assemblage of different found objects (3) and the stacked rings outcome (4). More time could have been spent on considering the arrangement, binding and fitting solutions for the new approach.</p> <p>The initial concept exploration includes notes about the symbolic associations of the proposed work (2). Some consideration of the environmental or aesthetic implications of the recycling pipes may show more secure control of conceptual skills.</p>

Interests

Sport

Hair - hair cutting } make into a big hair ornament
 - colouring }
 - hair clips }
 Straighteners - GHD's
 Curlers
 Product - famous products
 hair spray
 extensions
 hair dryer
 Shampoo and conditioner
 Comb
 famous logo

Show all the work that goes into people's hair in a hair ornament piece
 get or make small scissors, find little hair ties can put together

Hair - magazine articles for hair necessities
 - Braach

Maori flower - fern something relative to NZ nature
 beaded

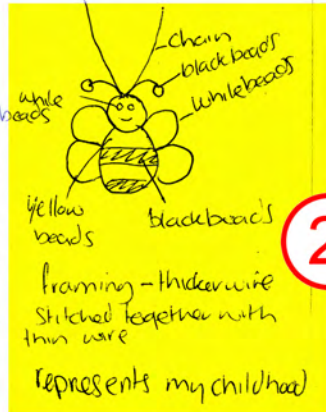
use metal wire beads, material

Doyley



Page 11
 UNMONUMENTAL
 Fiona's hair/beading
 Artist's model - bees/beading

bumblebee necklace
 Childhood - love for bumblebees
 collection of bumblebee textiles



2



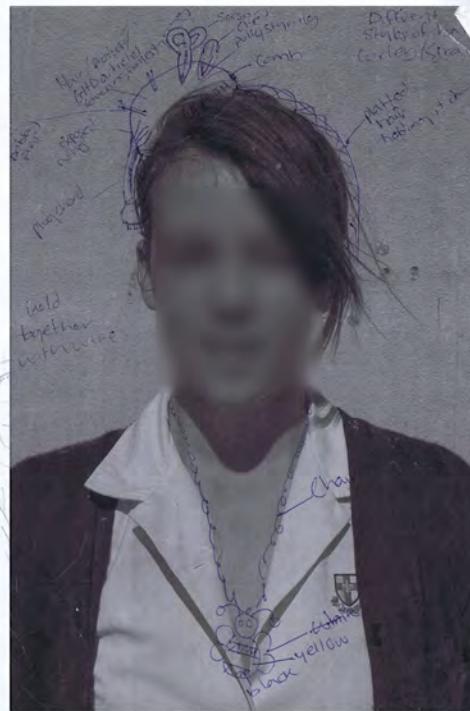
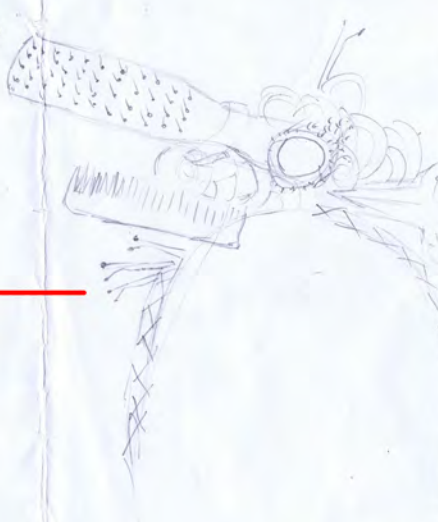
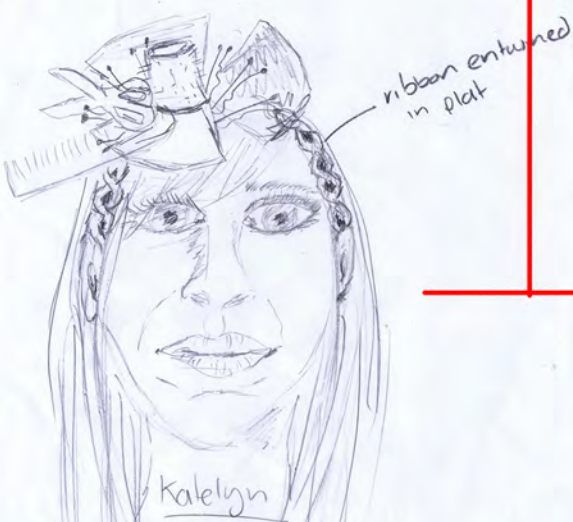
Nancy Rubin 1

Straight cut
 Made of Magazine articles for hair
 polystyrene under everything
 (sewed to hair and through magazine)
 comb
 layered cut
 curly
 jagged cut

pin - hold things on
 ribbons

- Magazine clippings
- find hair
- Get hair curlers

3





	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to produce a resolved work that demonstrates control of skills appropriate to cultural conventions.</p> <p>This involves the ability to manage media according to an intention that is consistent with an identified cultural convention.</p> <p>The student has produced a wearable piece of jewellery fabricated from recycled materials (3). The design and functionality operates within established pendant conventions.</p> <p>The extension concept and planning drawings (1) show that a wide range of design options have been considered.</p> <p>To reach Achieved, the student could build upon one or more of the innovative ideas developed in the planning drawings. It is likely that some of these designs, particularly the spider web concept (2), would provide greater potential for a more innovative outcome.</p> <p>The student could also show further control of design and fabrication skills by developing their own suspension solution rather than using a purchased chain (4).</p> <p>A more significant scope of intent is needed to reflect the four credit weighting of the standard. More refined technical skills are also needed for Achieved at Level 2.</p>

Swings
tree
eye
~~idea~~ Things that arnt alive acting like they are.

luck
elements
boats
Snowglobes
traps/webs/dead ends
above
maze/confusing
reality/horror/burbs wire
Music - ♪
Skulls - happily wated
technology/computers
fly/birds.
distorted./water ripple/blurd.

deville/clear contours/ignorance
negative space/contrast
junk/presious things together.
with bone/wires - using somethings do.
your belife.

bubble/rain
fruit
ice/iceicles.
mirror/lenses
Circles/shapes
Swirl/water

evolution
shadows
Time like
delay clocks

damage.
blood on your hand/dirty hands

Artist models/ideas

Olafur
Eliasson

Marc
Quin

Spider web - traps on a
swirly ring - black rose.
anklet on a chain w.

ivy
(ring/alive - animal - crawl) ✓
(anklet/ - music - negative space) X
- water - ice.
- trapped webs
ear ring or (ring) - luck - four leaf clover ✓
- tree eyes. - boats. ✓

1

2

