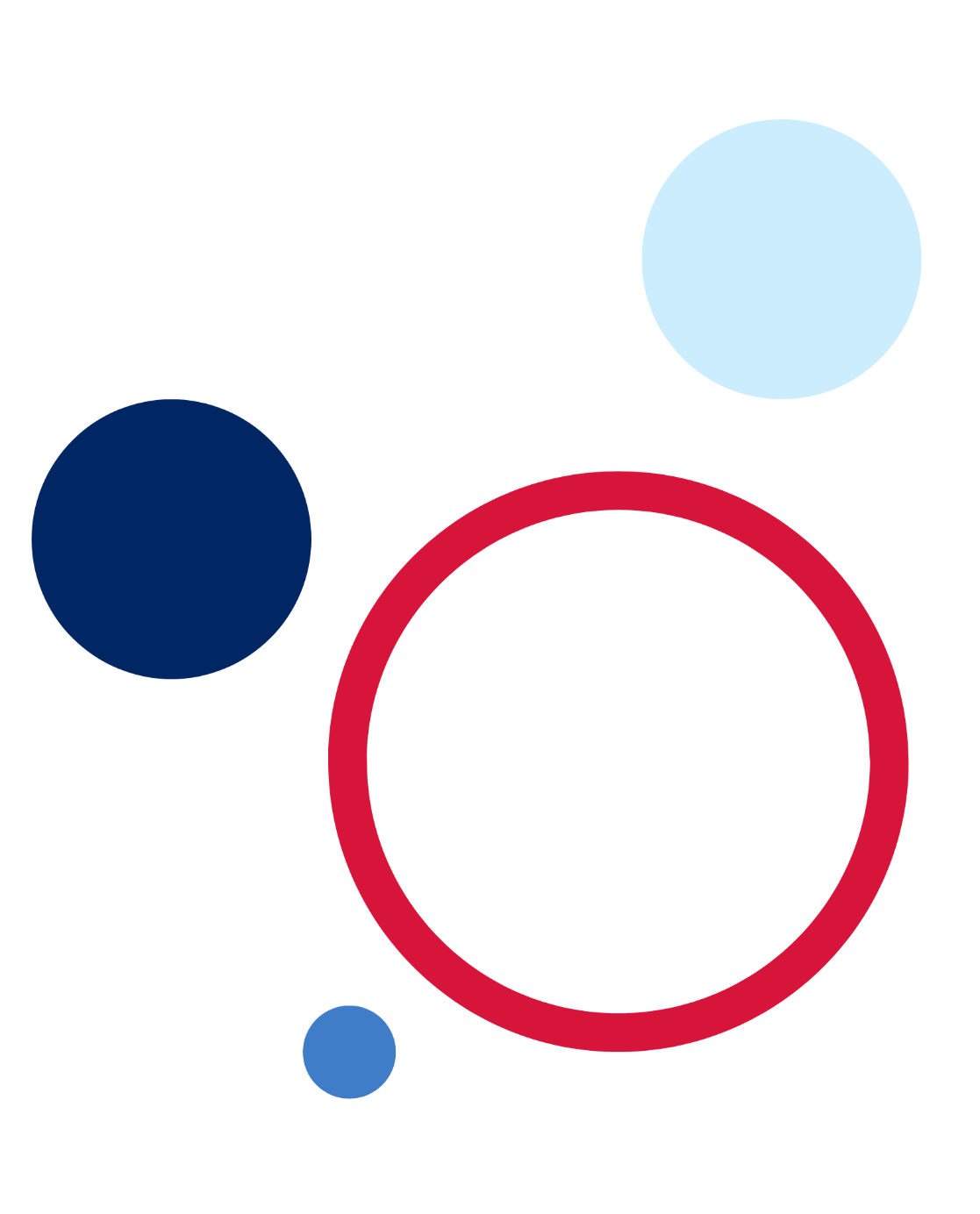
# Visual Design Stage 5 – sample critical and historical assessment task notification

# ‘Woven in time and place’



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## Task description

**Type of task:** Critical/historical written responses

**Outcomes being assessed:** 5.7, 5.8, 5.9

**Suggested weighting:** Up to 20%

Students will examine Crossing Threads work ‘Undertow’ as part of the ‘[Isolate Make’ (2020)](https://crossingthreads.co/isolatemake)’ project and exhibition at the Australian Design Centre as well as additional information on [Crossing Threads’](https://australiandesigncentre.com/object-digital/isolate-make/crossing-threads/) website to develop short answer responses to the 3 questions below.

**Questions**

1. Describe the ideas and actions of Crossing Threads to create Undertow.
2. Explain how Crossing Threads have challenged traditional tapestry materials and processes.
3. Examine the relationship between the designers, their world, their design artwork ‘Undertow’ and the audience.

## Submission details

**Guidelines**

* Student responses are written with formal language.
* Responses are supported by relevant evidence.
* Responses demonstrate an informed understanding of practice, the structural and postmodern frames and conceptual framework.

## Marking guidelines

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Grade | Marking guideline descriptors |
| A | * Demonstrates an outstanding understanding of visual design practice to account for designers' ideas, choices and actions. * Critically analyses how contemporary design practice is informed by traditional materials and processes. * Selects comprehensive examples to examine and interpret the relationships between artist, artwork, world and audience. |
| B | * Demonstrates a thorough understanding of visual design practice to account for designers' ideas, choices and actions. * Analyses how contemporary design practice is informed by traditional materials and processes. * Selects high quality examples to examine and interpret the relationships between artist, artwork, world and audience. |
| C | * Demonstrates a sound understanding of visual design practice to account for designers' ideas, choices and actions. * Explains how contemporary design practice is informed by traditional materials and processes. * Selects relevant examples to examine and explain the relationships between artist, artwork, world and audience. |
| D | * Demonstrates a basic understanding of visual design practice to account for designers' ideas, choices and actions. * Describes some aspects of how contemporary design practice is informed by traditional materials and processes. * May select examples to discuss the relationships between artist, artwork, world and audience. |
| E | * Demonstrates a limited understanding of visual design practice to account for designers' ideas, choices and actions. * May identify some aspects of how contemporary design practice is informed by traditional materials and processes. * Demonstrate a limited understanding of the relationships between artist, artwork, world and audience. |

## Student support material

See the [Woven in time and place visual resource](https://education.nsw.gov.au/content/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/creative-arts/media/documents/creative-arts-s5-visual-design-resource-WTP-visual-resource.pptx) for samples, processes, and tutorials.

## References

[Visual Design 7–10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-design-7-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004

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