

Achievement Standard

Subject Reference Art History 2.6

Title Examine art works in their environmental contexts

Level 2 **Credits** 4 **Assessment** Internal

Subfield Visual Arts

Domain Art History

Status Registered **Status date** 10 November 2006

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This achievement standard involves the examination of art works in their environmental contexts by describing their functions and explaining influences on them.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> • Describe selected art works and their environmental contexts. • Identify the functions of art works in their environmental contexts. 	<ul style="list-style-type: none"> • Explain influences evident in the art works. • Explain how the art works reflect their functions. 	<ul style="list-style-type: none"> • Evaluate the impact of environmental contexts, influences and functions on the art works.

Explanatory Notes

- 1 This achievement standard is derived from *The Arts in the New Zealand Curriculum*, Learning Media, Ministry of Education, 2000; Levels 7 and 8 strand, pp. 80 and 81, Understanding the Visual Arts in Context.
- 2 For this achievement standard, teachers have the autonomy to select art works from an environment appropriate for their students.

3 Definitions

- *Art*: people within their societies and cultures make art works for many different purposes. They know of, possess and use many kinds of art works, which they respond to and value in different ways. Art is therefore concerned with the making of many kinds of art works, with the ways people and societies obtain and use these and the values they give them. The term 'art' refers to all such actions and the relationships between them.
 - *Art works*: art works include such things as paintings, sculptures, architecture and handcrafted objects found in both private and public places; the art works children make in their classrooms or in their communities; the whare whakairo (carved meeting house) upon the marae with its treasures of whakairo, kowhaiwhai, and tukutuku; the mat woven for a matai; the environments we create and inhabit; furniture, dress, utensils, and appliances. Art works, and their design, production and use, reflect values and beliefs, style and fashion.
 - *Environmental context*: surroundings or conditions in which an art work exists.
 - *Influences* could include, but are not limited to:
 - Art historical
 - Institutional – marae, schools of art, art societies, dealer galleries, public galleries, museums, schools, corporations, trusts, art critics, patrons
 - Cultural – marae, religions, belief systems, gender, ethnicity, heritage
 - Geographical – local, regional, national, urban, rural.
 - *Functions*: purpose or intent, eg religious, didactic, cultural, political, personal, utilitarian, experimental, decorative, commemorative, philosophical.
 - *Evaluate*: means critically comment on and/or explore the environmental contexts, influences and functions.
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Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0226