

Achievement Standard

Subject Reference	Art History 3.6		
Title	Examine the different values placed on art works		
Level	3	Credits	4
		Assessment	Internal
Subfield	Visual Arts		
Domain	Art History		
Status	Registered	Status date	4 December 2012
Planned review date	31 December 2016	Date version published	4 December 2012

This achievement standard involves examining the different values placed on art works.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Examine the different values placed on art works. 	<ul style="list-style-type: none"> Examine, in depth, the different values placed on art works. 	<ul style="list-style-type: none"> Examine, perceptively, the different values placed on art works.

Explanatory Notes

- This achievement standard is derived from The Arts learning area in *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 8, Visual Arts; Strand: Understanding the Arts in Context, Achievement Objective: 'Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works'; and is related to the material in the *Teaching and Learning Guide for Art History*, Ministry of Education, 2012 at <http://seniorsecondary.tki.org.nz>.
- Examine* involves using supporting evidence to explain the different values that are placed on art works.

Examine, in depth, involves using supporting evidence to analyse the different values that are placed on art works.

Examine, perceptively, involves integrating supporting evidence to produce an insightful analysis of the different values that are placed on art works.
- Art works* may include: paintings, drawings, sculptures, installations, prints, collages, architecture, handcrafted objects, film, animation, photographs, digital images, whakairo, kōwhaiwhai, tukutuku, tapa cloth.

- 4 *Different values* refer to the importance or lack of importance placed on art works. These may include: provenance, monetary, cultural, historical, political, religious, spiritual, symbolic, iconic, functional, aesthetic.
 - 5 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced unit standard 5806.

Quality Assurance

- 1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.
- 2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference

0233