



Studio Arts 2010–2014

Victorian Certificate of Education Study Design

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Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2010–2014

The accreditation period commences on 1 January 2010.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment processes and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

RATIONALE

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks.

The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their artmaking practices. Students' research focuses on the visual analysis of artworks and investigates how artists have interpreted sources of inspiration and influences in their artmaking. Students examine how artists have used materials, techniques and processes to create aesthetic qualities. They study how artists have developed styles and explored their cultural identity in their artwork. Students use this knowledge to inform their own processes to support their artmaking.

The foundation for the individual design process is established in Units 1 and 2 where students develop an understanding of how to source artistic inspiration related to their individual interests. Through the study of artists from different cultures, students recognise the diversity of aesthetic qualities and examine a range of interpretations of ideas and themes. In practical application students identify elements of inspiration for the development of their own creative artworks and explore a wide variety of materials and techniques.

In Unit 3 the student uses an exploration proposal to define an area for the development of a visual design process that is based on their individual concepts and ideas. The exploration proposal underpins the student's working process and is used as a reference for the development and reflection of the design process. This enables the student to establish an understanding about how to generate a range of potential directions for the production of possible future artworks.

In Unit 4 students develop a creative folio of finished artworks based on selected potential directions. Students evaluate the use of materials, techniques and aesthetics in relation to the successful communication of their ideas in their finished artworks.

AIMS

This study is designed to enable students to:

- express themselves creatively through artmaking and come to understand how to support and sustain their art practice;
- develop an individual design process to support the development of artworks;
- develop, practise and refine specialised skills appropriate to particular art forms and media selected for artmaking;
- analyse and draw inspiration from the ways in which artists use various visual elements, together with materials and techniques, in the production of their individual artworks;
- develop an awareness of aesthetic qualities in the production of their individual artworks;
- develop and apply skills in visual analysis including the use of appropriate terminology in relation to their own artwork and artists studied;
- acquire an understanding of how artists develop styles and interpret subject matter;
- extend their understanding of the roles and methods involved in the presentation of artworks;
- develop an understanding of professional art practices related to the exhibition of artworks to an audience.

Students review current industry practices and examine the different environments and contexts where artists make their work.

The exhibition of artworks is integral to Studio Arts and students are encouraged to visit a variety of exhibition spaces throughout their course of study, reflect on the different environments and examine how artworks are presented to an audience.

STRUCTURE

The study is made up of four units.

Unit 1: Artistic inspiration and techniques

Unit 2: Design exploration and concepts

Unit 3: Studio production and professional art practices

Unit 4: Studio production and art industry contexts

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be announced in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Studio Arts to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified if they are required to submit material to be audited.

SAFETY

This study may involve the handling of potentially hazardous substances and/or the use of potentially hazardous equipment. It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study. Students must be made aware of and practise the safe and appropriate use of materials and techniques in relation to both themselves and the environment.

Information and resources to support teachers are available from National Association for Visual Artists (NAVA) at: www.visualarts.net.au/advicecentre/healthsafety

An alternative search facility and database of health and safety information for artists is provided at: www.ci.tucson.az.us/arthazards/medium.html

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities.

EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop employability skills. The ‘Advice for teachers’ section provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the 'Advice for teachers section'.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In VCE Studio Arts the student's level of achievement will be determined by school-assessed tasks and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Studio Arts are as follows:

- Unit 3 school-assessed task: 33 per cent
- Unit 4 school-assessed task: 33 per cent
- End-of-year examination: 34 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Unit 1: Artistic inspiration and techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking.

Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

AREA OF STUDY 1

Developing art ideas

This area of study focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art. Students explore artmaking practices that use a variety of methods to communicate and develop ideas.

Students explore different sources as starting points for the making of artworks. These may include reflections on personal experiences, ideas and issues as well as the observations of people, societies, natural and constructed objects and environments. Various methods of recording sources of inspiration are identified and developed into a visual language through a variety of ways; for example, from observation students produce realistic renderings through hand-drawn or photographic methods and contrast them with expressive or abstracted interpretations. Students consolidate their experience through a process of progressive reflection on the development of their individual ideas and the artwork they produce.

Outcome 1

On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

This knowledge includes

- diverse sources of inspiration used to generate ideas;
- a range of methods for communicating ideas, observations and experiences through artworks;
- methods of selecting, organising and using visual reference material;
- types of visual and written methods used for recording the reflection of ideas and work produced.

Key skills

These skills include the ability to

- generate ideas and identify sources of inspiration;
- use a variety of methods to translate ideas, observations and experiences through a visual language or art form; for example, representational and descriptive, interpretative, expressive, responsive and analytical;
- select, create, organise and use visual reference material to support artmaking;
- reflect on ideas and work produced through oral and written forms.

AREA OF STUDY 2

Materials and techniques

This area of study focuses on the use of materials and techniques in the production of artworks.

Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be achieved. Students convey individual ideas through the use of different materials and techniques. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual forms of the work produced.

Outcome 2

On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

This knowledge includes

- characteristics and properties of a variety of materials and techniques;
- materials and techniques used to produce a range of visual effects;
- sources of inspiration to explore individual ideas;
- materials and techniques used to convey individual ideas;
- methods for recording and evaluating the process of making artworks.

Key skills

These skills include the ability to

- investigate and explore materials and techniques appropriate to artmaking and particular art forms;
- research the characteristics and properties of particular materials and techniques;
- use materials and techniques to produce a range of visual effects;
- explore the expressive qualities of materials and techniques to convey individual ideas;
- evaluate and record the exploration and use of materials and techniques.

AREA OF STUDY 3

Interpretation of art ideas and use of materials and techniques

This area of study focuses on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

The work of artists from different times and cultures is studied in order to gain a broader understanding of how artworks are conceived and produced. Students begin to compare and contrast the way artists have used similar and different materials and techniques and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists' work, becoming familiar with art language and with some of the terminology used in art analysis.

Outcome 3

On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

This knowledge includes

- sources of inspiration for artists' ideas and production of artworks;
- ways in which artists from different times and cultures have interpreted ideas and sources of inspiration;
- types of materials and techniques used in making artworks in particular art forms;
- ways in which artists from different times and cultures have used materials and techniques;
- relevant resources and methods of research;
- a familiarity with art language and terminology.

Key skills

These skills include the ability to

- use a range of resources to research how artists interpret ideas and sources of inspiration and use materials and techniques;
- identify and describe sources of inspiration for artists' ideas and production;
- compare and contrast the ways in which artists from different times and cultures have interpreted ideas and sources of inspiration;

- identify and discuss the ways in which artists have used various materials and techniques in making artworks in particular art forms;
- compare and contrast the ways in which artists from different times and cultures have used materials and techniques;
- use appropriate art language and terminology in discussion of artwork.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

The assessment task for Outcomes 1 and 2 is:

- a selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.

Assessment tasks for Outcome 3 are:

- an extended response;
- short-answer responses.

Assessment tasks for Outcome 3 should include visual material.

Unit 2: Design exploration and concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

AREA OF STUDY 1

Design exploration

This area of study focuses on developing artworks through an individual design process based on visual research and inquiry.

In developing an individual design process, students learn to explore ideas and sources of inspiration. Students respond to stimulus to generate ideas related to context and items; for example, the environment, personal experiences and human emotion. They experiment with materials and techniques, practise skills and use art elements including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular aesthetic qualities. Students learn to generate a range of directions, and analyse and evaluate these before the production of artworks.

Outcome 1

On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

This knowledge includes

- the nature and structure of an individual design process;
- a range of sources of information to support ideas for artmaking such as evidence of the works of other artists;

- techniques for generating a range of directions and solutions;
- characteristics and nature of materials and techniques;
- a range of art elements such as line, colour, texture, tone, form, shape, sound and light, and an understanding of aesthetic qualities.

Key skills

These skills include the ability to

- develop an individual design process;
- explore and use ideas and sources of inspiration;
- explore and develop a range of directions and solutions;
- use materials and apply techniques;
- use art elements to create aesthetic qualities;
- research, analyse and evaluate directions explored;
- produce artworks.

AREA OF STUDY 2

Ideas and styles in artworks

This area of study focuses on an analysis of artworks. Artworks by artists and/or groups of artists from different times and cultures are analysed in order to understand how art elements and principles are used to communicate artists' ideas, and create aesthetic qualities and identifiable styles. These art elements include line, tone, shape, colour, texture and may include other elements such as sound and light. Visual principles may include repetition, scale and space. The use of signs, symbols and images for their implied meaning are also identified and discussed. In analysing artworks, students further develop appropriate art terminology and skills in researching and using a variety of references.

Outcome 2

On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

This knowledge includes

- art elements used in artworks such as line, tone, shape, colour, texture and other elements that may include sound and light, and, where appropriate, other elements and principles such as repetition, scale and space;
- signs, symbols and/or images used in artworks for their implied meaning;
- ways in which art and, where appropriate, other elements and principles have been used to produce aesthetic qualities, communicate ideas and develop styles in artworks by artists from different times and cultures;
- relevant resources and methods of research;
- appropriate art language and terminology.

Key skills

These skills include the ability to

- identify and discuss art elements and, where appropriate, other principles in artworks;
- identify and discuss signs, symbols and/or images used in artworks for their implied meaning;
- compare and contrast ways in which art elements and, where appropriate, other principles have been used to produce aesthetic qualities, communicate ideas and develop skills in artworks by artists from different times and cultures;
- evaluate the use of art elements and signs, symbols and/or images to create aesthetic qualities, communicate ideas and develop styles;
- use appropriate art terminology and research a range of references;
- develop and present a discussion that uses appropriate art language and references of visual material.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and key skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass both areas of study.

Demonstration of achievement of Outcomes 1 and 2 must be based on the student's performance on a selection of assessment tasks. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

The assessment task for Outcome 1 is:

- a folio including design explorations and artworks.

Assessment tasks for Outcome 2 are:

- an extended response;
- short-answer responses.

Assessment tasks for Outcome 2 should include visual material.

Unit 3: Studio production and professional art practices

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

For this study, the exploration proposal supports the student to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. From this process students can develop directions for the development of finished artworks in Unit 4.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to artmaking. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. Throughout their study of art processes, students also consider the issues that may arise from the use of other artists' work in the making of new artworks. Students are expected to visit at least two different exhibition spaces in their current year of study.

AREA OF STUDY 1

Exploration proposal

This area of study focuses on the development of an exploration proposal that creates a framework for the individual design process. The exploration proposal is prepared prior to the design process, and may be expanded upon during the initial stages of the design process. The exploration proposal is developed on an individual basis and sets out the student's own creative responses to formulating the content and parameters of the design process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored, and the art form/s through which the design process will be developed. It also includes the sources of inspiration, conceptual possibilities and aesthetic qualities to be investigated. Students identify the materials and techniques to be explored and developed in the planning of the design process.

The exploration proposal supports the future development of artmaking, and remains a reference point for the reflection and analysis of the development of artwork throughout the design process.

Outcome 1

On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

This knowledge includes

- the characteristics of an exploration proposal;
- the structure of a design process including a plan;
- conceptual possibilities and ideas to be explored in the design process;
- the focus and subject matter to be explored in the design process;
- art form/s to be explored in the design process;
- sources of inspiration to be investigated, analysed and interpreted in the design process;
- the nature and aspects of aesthetic qualities to be achieved in the design process;
- materials to be explored in the design process with a proposal as to how the characteristics of selected materials may support the communication of ideas;
- the techniques to be developed in the design process;
- art language and terminology.

Key skills

These skills include the ability to

- prepare an exploration proposal;
- discuss conceptual possibilities and explain the ideas to be explored;
- describe and explain the focus and subject matter to be communicated and developed;
- describe the art form/s to be explored; for example, photography, digital imaging, textiles, painting, installation art, assemblage, printmaking, drawing, film, video;
- discuss the sources of inspiration to be investigated and analyse in relation to student's individual ideas;
- communicate how the aesthetic qualities may be explored in relation to the ideas;
- explain the materials to be explored;
- explain the techniques to be developed with a proposal as to how selections may support the communication of ideas;
- explain the selection of materials and techniques in light of the analysis of specific constraints;
- plan the design process;
- apply appropriate art language and terminology.

AREA OF STUDY 2**Design process**

This area of study focuses on an individual design process that has been documented in the exploration proposal in Area of Study 1. The design process is developed in sufficient breadth and depth to support the student to produce a range of creative potential directions. A selection of these potential directions form the basis for the production of a folio of finished artworks completed in Unit 4.

Throughout the individual design process, the student investigates the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques and aesthetic qualities. Students explore, clarify and consolidate ideas. As they progress through the design process students identify the development and evolution of potential directions, which will form the parameters of future artworks. Students further develop skills of reflection, analysis and evaluation of experimental and developmental work, and provide clarification of ideas and working processes in annotation. Through annotation students progressively record their thinking and working practices to support the design process.

Students progressively refine their ideas, techniques, materials and processes, and aesthetic considerations discussed in the exploration proposal. Students employ a visual diary that demonstrates in both written and visual form the development of the potential directions throughout the design process.

On completion of Outcome 2, the student should have presented a range of potential directions. From this range the student should select potential directions that will be used to generate artworks in Unit 4 for the production of a cohesive folio. Selected potential directions should be considered carefully to ensure the potential for the development of artworks. The student will make selections based on the potential directions that most effectively communicate concepts, ideas and aesthetics documented in the exploration proposal. Selected potential directions should provide the scope for the student to demonstrate the refinement of techniques, and the application of materials appropriate to the communication of ideas.

Outcome 2

On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

This knowledge includes

- ways of responding creatively to sources of inspiration and ideas in the exploration proposal;
- methods of exploring and developing ideas in the exploration proposal to support the development of the individual design process;
- methods for conceptual and aesthetic development of subject matter including experimental and exploratory work;
- properties of materials and techniques appropriate to the selected artmaking and art form/s;
- processes of reflection, analysis and evaluation;
- strategies for developing, identifying and evaluating a range of potential directions throughout the design process;
- methods for recording and documenting the working processes;
- appropriate art language and terminology;
- methods of organising the development of artworks.

Key skills

These skills include the ability to

- use an exploration proposal as a frame for an individual design process;
- interpret and respond to the sources of inspiration and ideas in the exploration proposal;
- develop subject matter and ideas conceptually and aesthetically;
- explore materials to meet individual goals;
- develop and refine techniques appropriate to the communication of individual ideas;
- document reflections, and analyse and evaluate the experimental and developmental work, including the clarification of ideas and working processes;
- develop a range of creative potential directions throughout the design process, documented in the exploration proposal, that communicate concepts and ideas;
- identify, document and evaluate the explorations throughout the design process;
- use appropriate art language and terminology to annotate thinking and working practices.

AREA OF STUDY 3

Professional art practices and styles

This area of study focuses on professional art practices in relation to particular art form/s and the development of styles in artworks. Students investigate the ways in which artists have interpreted subject matter, influences, cultural contexts, and communicated ideas and meaning in making artworks. The use of materials, techniques, processes and working methods of artists to make artworks, and the ways in which artists have developed aesthetic qualities and styles in artworks are also considered. Students identify and review the issues, legal obligations and ethical considerations that may arise from the use of other artists' work in the making of new artwork, including a familiarity with appropriation and originality, copyright law, licensing agreements and the moral rights of artists.

In this area of study, students develop an understanding of the selected art form/s in more than one historical and/or cultural context/s; for example, students may study artists and artworks in an art form made in different historical periods, or students may study artists and artworks in an art form in different cultural contexts, which may have been made during the same time period. Research is undertaken of and appropriate art language and terminology applied to professional art practice and artmaking. Students are expected to study at least two artists.

Outcome 3

On completion of this unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

This knowledge includes

- the legal obligations and ethical considerations involved in the use of the work of other artists in the making of new artwork, including a familiarity with appropriation and originality, copyright law, licensing agreements and the moral rights of artists;
- art practices related to particular artworks or art form/s in more than one historical and/or cultural context/s;

- analysis of how artworks reflect the artists' interpretations of subject matter, influences, cultural contexts and communication of ideas and meaning;
- examples of artworks from different historical and/or cultural contexts;
- materials, techniques and processes used in the production of artworks;
- aesthetic qualities and styles of artworks.

Key skills

These skills include the ability to

- analyse and discuss the legal obligations and ethical considerations involved in the use made of the work of other artists in the making of new artwork;
- discuss ways in which artworks reflect artists' interpretations of subject matter, influences, cultural contexts and communication of ideas and meanings;
- analyse and discuss ways in which artists employ materials, techniques and processes;
- analyse the ways in which aesthetic qualities and styles are developed;
- discuss artistic practices and ways in which artists develop aesthetic qualities and styles in their artwork with reference to art elements such as line, colour, texture, tone, form, shape, movement, sound and light;
- research and discuss art practices in relation to particular artworks or art form/s, and the ways in which artists develop styles in their artwork.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

To demonstrate satisfactory completion of Unit 3 Outcome 3, students must present evidence of understanding art practices in particular art forms, ways in which artists develop styles, and considerations involved in the use of the work of other artists in the making of new artwork.

Outcome 3

Discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

Typical forms of evidence may include a combination of the following:

- a collection of annotated research materials
 - responses to structured questions
 - an annotated visual report
 - an essay
 - an oral presentation.
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Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by a school-assessed task and an end-of-year examination.

Contribution to final assessment

The school-assessed task for Unit 3 will contribute 33 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 34 per cent.

School-assessed task 1

The school-assessed task in Unit 3 of Studio Arts encompasses Outcomes 1 and 2. This school-assessed task will be assessed initially by the teacher using criteria published in an assessment handbook and will be subject to external review by a panel appointed by the Victorian Curriculum and Assessment Authority. Details of school-assessed task 1 are set out in the following table.

| Outcomes | School-assessed task 1 |
|--|---|
| <p>Outcome 1 Prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.</p> | <p>An exploration proposal and a developmental folio (including a visual diary) that presents an individual design process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a creative range of visual explorations and potential directions that will form the basis of artworks in Unit 4.</p> |
| <p>Outcome 2 Present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.</p> | <p>Subject to external review</p> |

Unit 4: Studio production and art industry contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study.

AREA OF STUDY 1

Folio of artworks

This area of study focuses on the production of a cohesive folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3. The production of artworks is supported by the focus, reflection and evaluation process described in Area of Study 2. In this area of study a cohesive folio demonstrates identified relationships between the artworks that are interpreted through aesthetics, themes, concepts and/or materials and techniques.

The final artworks are created in selected art form/s, presented in a manner appropriate to those art form/s, and reflect an understanding of the art form/s and related materials and techniques. Materials and techniques are skilfully applied, and ideas, techniques and aesthetic qualities are resolved. The student's aims are realised and ideas communicated in the final artworks.

The folio will consist of no fewer than two finished artworks. However, the number of artworks will be determined by the nature, the scale and complexity of the work undertaken. The completed folio will demonstrate a cohesive relationship between the final artworks.

Outcome 1

On completion of this unit the student should present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student's ideas.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

Key knowledge

This knowledge includes

- ways of presenting objectives of the folio focus;
- materials and techniques appropriate to particular art form/s;
- the depiction of subject matter in artworks;
- the resolution of aesthetic qualities in artworks;
- methods for the realisation and communication of ideas in artworks;
- techniques for the production and presentation of artworks appropriate to the student's ideas and the selected art form/s;
- ways to create relationships between artworks to present a cohesive folio.

Key skills

These skills include the ability to

- articulate the focus of the folio;
- use selected potential directions to support the production of artworks;
- apply materials and techniques appropriate to particular art form/s and utilise their inherent characteristics;
- depict subject matter;
- resolve aesthetic qualities;
- realise and communicate ideas in artworks;
- create relationships between artworks.

AREA OF STUDY 2**Focus, reflection and evaluation**

This area of study requires students to reflect on their folio and produce an evaluation of the finished artworks. Students provide visual and written documentation of the selected potential directions that were used as the basis for the final artworks in Unit 4 Area of Study 1. The documentation must identify the refined focus of the production of the folio, including the reasons why specific potential directions, developed in the design process in Unit 3, have been selected to produce the folio in Unit 4. At the completion of the folio, students examine and reflect on the communication of ideas, the use of materials and techniques, the resolution of aesthetics and the relationships that have been formed in the cohesive folio. They document how the artworks will be presented to support the communication refined throughout the individual design process. They may explain any refocusing and provide visual support materials that demonstrate the refinement of skills and techniques employed in the folio.

Outcome 2

On completion of this unit the student should be able to provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

This knowledge includes

- appropriate art language and terminology;
- objective of folio focus;
- appropriate methods for reflection and evaluation;
- ways in which potential directions contribute to the production of finished artworks;
- ways in which the finished artworks relate to each other;
- methods of applying materials and techniques;
- aesthetic qualities of finished artworks;
- ways in which ideas are communicated in finished artworks;
- methods relevant to the presentation of a cohesive folio;
- types of evidence to support the use of potential directions in the finished artworks including visual and written documentation.

Key skills

These skills include the ability to

- use appropriate art language and terminology;
- identify and describe the focus and subject matter of the folio;
- explain the ways in which potential directions contributed to the production of finished artworks;
- provide visual evidence of selected potential directions used to produce the finished folio of artworks;
- explain any further refinement to the possible directions in order to produce artworks;
- reflect on the effectiveness of finished artworks to communicate ideas and aims;
- analyse how the finished artworks realise the communication of ideas;
- discuss how relationships are established between finished artworks;
- explain how materials and techniques were applied in the finished artworks;
- explain how aesthetic qualities were resolved in the finished artworks;
- discuss the presentation of the cohesive folio.

AREA OF STUDY 3**Art industry contexts**

This area of study focuses on the analysis of requirements and conditions of environments where artworks are presented. For exhibition, the artist enters the realm of the art industry where galleries, curators and designers play various roles to support the presentation and promotion of artworks.

Students examine a variety of exhibition spaces and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different exhibition spaces in their current year of study.

The conservation of artwork is a concern of artists, the personnel associated with art spaces where the artworks are placed, and the public. Students develop an awareness and understanding of processes and considerations involved in the display of artworks to a wider audience. Students develop their awareness and understanding of the exhibition of artworks, focusing on the production, presentation, promotion and marketing of art. Students may select from exhibitions in commercial and public galleries, museums, community environments, public spaces, online in virtual spaces, and other alternative art spaces. Further information on the selection of suitable exhibitions can be found in the 'Advice for teachers' section of this study design and the study resource list published online at www.vcaa.vic.edu.au

Outcome 3

On completion of this unit the student should be able to examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

Key knowledge

This knowledge includes

- the role of public galleries, commercial galleries and other art spaces;
- curatorial, exhibition design and promotional methods and considerations involved in preparing and presenting an exhibition and displaying artworks in current exhibitions;
- methods and considerations involved in the conservation and preservation of artworks including materials, lighting, temperature, storage, presentation and artist intention;
- processes associated with production, presentation, promotion and marketing of art;
- particular characteristics of types of exhibition spaces;
- art language and terminology appropriate to the task.

Key skills

These skills include the ability to

- describe and compare the roles of public galleries, commercial galleries and other art spaces;
- discuss curatorial, exhibition design and promotional methods and considerations involved in preparing and presenting an exhibition and/or displaying artworks;
- identify and discuss methods and considerations involved in the conservation of artworks;
- employ appropriate art language and terminology.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook for this study that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and key skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and key skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and key skills should not be assessed separately.

To demonstrate satisfactory completion of Unit 4 Outcome 3, students must present evidence of understanding the roles, methods and considerations involved in the preparation and presentation of artworks, in particular, in relation to at least two exhibition spaces.

Outcome 3

Examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

Typical forms of evidence may include a combination of the following:

- a collection of annotated research materials
 - responses to structured questions
 - an annotated visual report
 - an essay
 - an oral presentation.
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Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by a school-assessed task and an end-of-year examination.

Contribution to final assessment

The school-assessed task for Unit 4 will contribute 33 per cent.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 34 per cent.

School-assessed task 2

The school-assessed task in Unit 4 of Studio Arts encompasses Outcomes 1 and 2. This school-assessed task will be assessed initially by the teacher using criteria published in an assessment handbook and will be subject to external review by a panel appointed by the Victorian Curriculum and Assessment Authority. Details of school-assessed task 2 are set out in the following table.

| Outcomes | School-assessed task 2 |
|--|--|
| <p>Outcome 1 Present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student's ideas.</p> <p>Outcome 2 Provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.</p> | <div style="background-color: #e0e0e0; padding: 10px; width: fit-content; margin: 0 auto;">Subject to external review</div> <p>A cohesive folio of finished artworks and an evaluation of the finished cohesive folio.</p> |

VCAA

Teachers are advised that the end-of-year examination advice in Unit 4 has been updated.

