VCE Art Creative Practice: Administrative information for School-based Assessment in 2023

Units 3 and 4

School-assessed Task

The School-assessed Task (SAT) contributes 60 per cent to the study score and is commenced in Unit 3 and completed in Unit 4.

Teachers will provide to the Victorian Curriculum and Assessment Authority (VCAA) a score against each criterion that represents an assessment of the student’s level of performance for Unit 3 Outcome 1 and Outcome 2 and Unit 4 Outcome 1 and Outcome 2. The recorded scores must be based on the teacher’s assessment of the student’s performance according to the criteria on pages 11–20. This assessment is subject to the VCAA’s statistical moderation process.

The 2023 VCE Art Creative Practice assessment sheet on page 30 is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

The mandated assessment criteria are published annually on the Art Creative Practice study page of the VCAA website and notification of their publication is given in the February *VCAA Bulletin*.

Details of authentication requirements and administrative arrangements for School Assessed Tasks are published annually in the [*VCE and VCAL Administrative Handbook 2023*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

The Authentication record form on pages 23–29 is to be used to record information for each student and must be made available on request by the VCAA.

The School-assessed Task has four components.

* Unit 3 Outcome 1
* Unit 3 Outcome 2
* Unit 4 Outcome 1
* Unit 4 Outcome 2.

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the [2023 Important Administrative Dates and Assessment Schedule](vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx), published annually on the VCAA website.

Art Creative Practice School-assessed Task

Terms used in the study

The following terms published on page 17 of the VCE Art Creative Practice Study Design are applied in the assessment of the School-assessed Task.

Art elements

Colour, line, shape, form, tone, texture, sound, time and light.

Art principles

Emphasis (focal point), movement, rhythm, unity, variety, space, repetition (including pattern), balance, contrast, proportion, space and scale.

Art forms

An art form is an established form of artistic expression. For the purposes of VCE Art Creative Practice, art forms can include but are not limited to painting, drawing, printmaking, sculpture, film, video, ceramics, sound, photography, performance, textiles, fashion, digital artworks, interdisciplinary practices, installations and street art.

The **materials** are the various properties and characteristics of an art form. Materials are manipulated through the use of tools and equipment, known as **techniques**. The **processes** used in the making of artworks in specific art forms include the activities, procedures and investigation engaged by artists.

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the studentwill produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques. Each of the artworks that comprise the Body of Work should be of equal complexity and importance to the overall collection.

Contemporary artworks and artists

For the purposes of this study, contemporary artists are defined as those who have produced art in the 21st century or since 2001. Contemporary art mirrors contemporary culture and society. Throughout this study students compare historical and contemporary artworks and artists’ practices.

Context

The context of an artwork is the frame of reference that allows the meaning of an artwork to be interpreted. Interpretation of the meaning of an artwork can evolve from the context. The context of an artwork can be the location and time in which the artwork is made, presented or viewed. Context can also be economic, philosophical, historical, social or cultural influences on the practices of the artist, the artist’s intentions, and their communication of ideas, values and beliefs in their artworks. The artist’s intentions for the presentation of their work, its exhibition in current and subsequent locations, and the values, beliefs and interests of the audience also provide the context for the artwork.

Critique

A critique is a discursive collaborative environment that is organised to engage, explore, express, present and evaluate artworks and to understand, reflect on and improve awareness of the characteristics of art making.

Influences and inspiration

Influences occur and are used throughout art making and include artists and artworks. Inspiration can be viewed more broadly and includes objects, memories and contexts that are personal to the artist.

Visual language

Visual language combines the art elements and art principles with materials, techniques and processes to communicate meaning and personal, cultural and contemporary ideas to an audience.

Unit 3

Investigation and presentation

Outcome 1

On completion of this unit the student should be able to develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.

Nature of task

A presentation of the research conducted by the student, using any one or a combination of the following:

* a written report of 300–500 words with documented visual evidence
* an annotated visual report
* a critique presented in a digital format, such as an online presentation or interactive website
* an oral critique with documented visual and written evidence.

AND

At least one finished artwork that responds to the ideas explored using the Creative Practice.

Scope of task

Research

Students research one artwork by a selected contemporary or historical artist as inspiration for their own art practice. The student will identify the ideas explored by the artist, and any issues that arise from the artwork or the practice of the artist. This research is to be presented along with and as part of the students response to the research.

Exploration

Responding to the research, students explore their own ideas through their use of the Creative Practice. They explore the ideas communicated by the artist in the selected artwork and develop ideas in response. They will also identify any issues presented in the artwork or the practice of the artist they have studied to inform the development of their personal response.

Documentation

Students will document their research, acknowledgement of sources, ongoing exploration and experimentation, as well as the further development and refinement of their ideas and technical skills. They will explicitly apply the appropriate Interpretive Lenses, using art terminology, to reflect on personal ideas and their development of visual language throughout the Creative Practice. The documentation of their use of the Creative Practice will be presented as evidence of the exploration of ideas for the critique they present in Area of Study 1.

Documentation

Students provide annotated documentation of their experiences in making and responding in a form appropriate to their art practice. Students should be encouraged to use formats that suit their working method and the Body of Work that they are producing. Any of the following – individually or in combination – could be used: document boxes, sketchbooks, bound or clipped together sheets, or portfolios. Students can also consider using digital formats for their visual diary by creating an online repository of their art practice.

Some approaches to presenting information and evidence of students’ creative practice include:

* annotations
* visual material
* audio recordings
* documentation that is numbered and dated.

Resolution and presentation

Students refine their skills and visual language in the resolution and presentation of at least one finished artwork. They will demonstrate how the idea they have chosen to explore relates and responds to their research.

**Finished artwork**

The finished artwork reflects the ‘Refine and Resolve’ aspect of the Creative Practice and should demonstrate:

* resolution of ideas
* realisation and refinement of the artwork through the selection and manipulation of materials, techniques and processes
* refinement of the use of visual language to communicate ideas and meaning in artworks
* refinement of technical skill in the use of materials, techniques and processes in art forms to communicate ideas and meaning

The student’s personal response, resolved in a finished artwork, requires them to use the original artwork as a departure point for further investigation. Direct reinterpretations or appropriations of the original artwork should be avoided. Students may create their response in a different art form than the artwork they research.

Critique

The student presents their research and finished artwork in a critique that:

* Explains the use of aspects of the Creative Practice to develop and refine at least one finished artwork that is a personal response to the practice of an artist.
* Reflects upon and evaluates the use of the Creative Practice to develop and refine at least one finished artwork.

The critique is presented in one of the formats recommended on page 36 of the Study Design and must be presented to an audience for feedback. Feedback from the critique must be supported with evidence. Students can take their own notes or receive notes from the teacher or their peers. It is recommended that the critique is no longer than five minutes and can be recorded.

Students take advice from the critique, reflect upon it and then consider how they will further develop their work in Unit 3 Area of Study 2. They should document the reflection in their Visual Diary.

There is further advice in the Support materials on the Visual Diary, Finished artworks and application of the Creative Practice under Planning.

Unit 3

Personal investigation using the Creative Practice

Outcome 2

On completion of this unit the student should be able to apply and explore ideas and an area of personal interest using the Creative Practice.

Nature of task

A documented Body of Work that presents explorations and the development of personal ideas within selected art forms, using the Creative Practice and including reflective annotations.

Scope of task

A range of visual responses should be developed and documented by the student. Written and visual responses should demonstrate the student’s development of personal ideas to develop a Body of Work using the Creative Practice. Throughout the area of study, students must reflect on their use of the Creative Practice and apply the Interpretive Lenses to develop their Body of Work.

Starting points

As a starting point, students should consider:

* how they will expand on the topics and ideas explored in Area of Study 1
* the components of the Creative Practice they will use to explore and develop the Body of Work.
* the characteristics of their visual language that communicates personal ideas and interests
* how they can progressively explore and develop ideas through the investigation and experimentation with materials, techniques and processes. The exploration can be done in one selected artform or in a range of artforms.

Exploration and development of personal ideas

Throughout Unit 3 Area of Study 2, students explore and develop their personal visual responses by:

* exploring a range of materials, techniques, processes
* consistently documenting all aspects of the Creative Practice to reflect on their art making using critical annotations
* considering and evaluating the development of their visual language
* using appropriate Interpretive Lenses to reflect on their trials and how their visual language achieves their intention

Documentation and reflective annotations

All documentation and annotations should be presented by the student in a form appropriate to their art practice, along with their research and artwork work from Unit 3 Area of Study 1. Annotations are selected and applied using appropriate Interpretive Lenses and should be completed in real time to demonstrate the student’s understanding of the use of the Creative Practice in exploration, experimentation and development.

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the student will produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques.

Finished artworks are not a requirement of Unit 3 Outcome 2. **As the Body of Work is developed in Unit 3, the complexity of each of the artworks may vary. However they hold equal importance to the overall collection of artworks.** Further strategies for developing the School-assessed Task for Unit 3 Outcome 2 are provided in the Support material under Planning, Teaching and Learning and Assessment.

Unit 4

Documentation and critique of the Creative Practice

Outcome 1

On completion of this unit the student should be able to document their use of Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.

Nature of task

A critique of the development, refinement and resolution of personal concepts, ideas, directions, explorations and the use of visual language in artworks and;

A documented Body of Work that presents ongoing explorations and development of personal concepts within selected art forms, using the Creative Practice and including reflective annotations.

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the student will produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques. Each of the artworks that comprise the Body of Work should be of equal complexity and importance to the overall collection.

Scope of task

The Critique

Unit 4 Area of Study 1 is taught concurrently with Unit 4 Area of Study 2. At the commencement of Unit 4, students present a critique and use the feedback from it to refocus their Body of Work. They use their written and visual documentation to reflect on decisions and directions. To prepare for the critique the students focus upon:

* the further refinement of personal visual responses
* refinement of materials, techniques and processes in selected art forms
* refinement and resolution of visual language
* use of the Interpretive Lenses in refinement and resolution
* ideas and meanings they intend to communicate in the Body of Work.

Documentation and reflection

From the critique, students refine and resolve their Body of Work. They document and reflect upon the refinement and resolution aspect of the Creative Practice including:

* resolution of ideas and visual language in artworks
* resolution of points of view and interpretations of the meanings and messages of artworks, using critical judgment and the Interpretive Lenses
* realisation and refinement of artworks through the selection and manipulation of materials, techniques and processes
* refinement of the use of visual language to communicate ideas and meaning in artworks
* refinement of technical skill in the use of materials, techniques and processes in art forms to communicate ideas and meaning in artworks
* considerations for the presentation and display of artworks in different contexts to communicate ideas and meaning.

Documentation of the presentation of the Body of Work

Students plan the context for the presentation of the Body of Work and how it best presents their intentions and use of the Creative Practice. They consider the ideas and meanings they are communicating to their audience and how the context will influence the response and interpretation of the audience or viewer. The planning for the presentation of the Body of Work is documented using sketches and diagrams with annotations.

Further strategies for delivering and planning for Unit 4 Outcome 1 is available in the Support Materials under Planning, Teaching and Learning and Assessment.

Unit 4

Resolution and presentation of a Body of Work

Outcome 2

On completion of this unit the student should be able to use the Creative Practice to resolve and present a Body of Work.

Nature of task

A Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including the presentation of one or more finished artworks that resolve the student’s intentions.

Body of Work

In VCE Art Creative Practice, the Body of Work consists of personal responses by the student in their art practice. The Body of Work consists of artworks that integrate the four components of the Creative Practice: research and exploration, experimentation and development, reflection and evaluation, and refinement and resolution. Using the Creative Practice the student will produce a collection of artworks, related to each other through ideas, subject matter, style, art form, or materials and techniques. Each of the artworks that comprise the Body of Work should be of equal complexity and importance to the overall collection.

Context

The context of an artwork is the frame of reference that allows the meaning of an artwork to be interpreted. Interpretation of the meaning of an artwork can evolve from the context. The context of an artwork can be the location and time in which the artwork is made, presented or viewed. Context can also be economic, philosophical, historical, social or cultural influences on the practices of the artist, the artist’s intentions, and their communication of ideas, values and beliefs in their artworks. The artist’s intentions for the presentation of their work, its exhibition in current and subsequent locations, and the values, beliefs and interests of the audience also provide the context for the artwork.

Scope of task

Using the planning from Unit 4 Outcome 1 students refine and resolve their Body of Work that includes at least one finished artwork that is resolved in Unit 4. The artwork must resolve the intentions that the student has outlined at the start of Unit 4 and includes the intended presentation of the Body of Work in a specific context.

The finished artwork from Unit 3 Outcome 1 is included in the Body of Work to demonstrate the starting point for the student’s investigation and the relationships to other artworks.

Presentation of the Body of Work

Students present their Body of Work in a specific context with a personal reflection statement. The statement reflects upon and evaluates the use of the Creative Practice to create the Body of Work, and the communication of personal ideas and concepts using visual language.

The student must consider the context of the presentation of their Body of Work. The considerations of the context of the Body of Work can frame the meaning of the work for viewers or audiences. Therefore, the student must discuss the considerations of the context of the presentation of the Body of Work.

| **VCE Art Creative Practice: School-assessed Task Assessment Sheet** |
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| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 1****Unit 3 Outcome 1:****Research and analyse the ideas and issues explored by artists in their practice.**  |  | State the selected artist and artwork researched | Describe the selected artist, artwork and idea or issue  | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Identify and connect sources related to the artist’s practice. | Research and analyse sources related to the artist’s practice. | Research and evaluate sources related to the artist’s practice. |
| Document the ideas and related issues in the selected artwork. | Document and analyse ideas and related issues explored in the selected artwork | Evaluate the ideas and explain the issues related to the selected artwork and the artist’s practice. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** research and analyse the ideas explored by artists in their artworks
* research and analyse issues related to the artwork or practice of the artist.
 | **Evidence** * documented evidence of the selected artwork, ideas and related issues
* references to sources in the research as supporting evidence
* A presentation of the research conducted by the student, using any one or a combination of the followinga written report of 300–500 words with documented visual evidence
	+ an annotated visual report
	+ a critique presented in a digital format, such as an online presentation or interactive website
	+ an oral critique with documented visual and written evidence.
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| **VCE Art Creative Practice: School-assessed Task Assessment Sheet** |
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| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 2****Unit 3 Outcome 1:****Explore materials, techniques and processes in the Creative Practice to develop a visual language** |  | Select and apply materials and techniques. | Apply selected materials and techniques in an exploration  | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Explore and experiment with materials and techniques to make visual responses influenced by ideas and issues in an artist’s practice. | Explore, experiment with and consider the use of materials, techniques and processes to make personal visual responses influenced by ideas and issues in an artist’s practice. | Explore, experiment with and resolve personal visual responses influenced by specific ideas and issues in an artist’s practice  |
| Use materials and techniques in visual language  | Develop visual language through the exploration of materials, techniques and processes | Refine the use of materials, techniques and processes to develop an effective visual language. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** Use selected materials, techniques, processes and art forms throughout the Creative Practice
* Explore and document the use of materials, techniques and processes to develop effective visual language.
 | **Evidence*** At least one finished artwork that responds to the ideas explored using the **Creative Practice**
* Use of materials, techniques and processes in one finished artwork. Use of **visual language** to communicate **ideas or issues** including at least **one finished artwork.**

Further information regarding the **Finished artwork** is outlined in the **Scope** of the task.  |

| **VCE Art Creative Practice: School-assessed Task Assessment Sheet** |
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| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 3****Unit 3 Outcome 1:****Document and evaluate the Creative Practice using Interpretive Lenses to develop and refine at least one finished artwork responding to the practice of an artist.**  |  | To achieve the higher score at each level students must satisfy the descriptors in the appropriate range. |
| States aspects of the Creative Practice in response to a selected artwork. | Demonstrates aspects of the Creative Practice to develop an artwork in response to a researched artist and artwork. | Reflect on the Creative Practice used to develop an artwork in response to a researched artist and artwork. | Evaluate the Creative Practice used to develop and refine an artwork in response to a researched artist and artwork. | Assess and evaluate the decisions made when using the Creative Practice to develop and refine an artwork in response to a researched artist and artwork. |
| Apply appropriate Interpretive Lenses to document aspects of the Creative Practice. | Identify and apply appropriate Interpretive Lenses to document the use of the Creative Practice to develop and refine a finished artwork.  | Apply the appropriate Interpretive Lenses to evaluate the use of the Creative Practice to develop and refine a finished artwork. |
| Identify the use of visual language in an artwork. | Describe the use of visual language in a finished artwork.  | Describe the development of visual language used to communicate ideas and issues in the finished artwork | Evaluate the development of the visual language used to communicate ideas and issues in the finished artwork. | Critically evaluate the development of visual language used to communicate ideas and issues in the finished artwork.  |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| * **Key skill**
* Select and apply the appropriate Interpretive Lenses throughout the Creative Practice
* Explore, document, reflect on and evaluate the use of the Creative Practice to develop and refine an artwork, using appropriate written, and visual material
* Develop and critically evaluate visual language to communicate ideas or issues~~.~~
 | **Evidence** Documented visual and written evidence demonstrating:* Evaluation of the Creative Practice used to develop and refine at least one finished artwork. Evaluation of the development of the visual language used to communicate ideas and issues in at least one finished artwork
* Use of appropriate Interpretive Lenses throughout the Creative Practice
* Appropriate written and visual material that reflects upon and evaluates the Creative Practice, the response to the researched artist, their practice and selected artwork.
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| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 4****Unit 3 Outcome 1:****Present a critique to explain the use of the Creative Practice to develop and refine one finished artwork.**  |  | Recount how the research, materials and techniques were used to explore ideas and develop an artwork. | Identify how the research, materials, techniques and processes were used to develop and refine an artwork. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Explain the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience. | Explain and evaluate the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience. | Evaluate and justify the use of the Creative Practice to develop and refine one artwork. |
| Acknowledge audience feedback. | Document and reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2 | Document and critically reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** apply appropriate methods to present a critique of the use of the Creative Practice and the finished artworks
* use appropriate written and visual material to document, reflect upon and evaluate the development and refinement of an artwork.
 | **Evidence** **A critique** presented in a digital format, such as an online presentation or interactive website **or** an oral critique with written and visual evidence:* Explaining the use of the Creative Practice to develop and refine at least **one finished artwork** that is a response to the practice of an artist.
* Reflection and evaluation on the use of the Creative Practice to develop, refine and resolve at least **one finished artwork.**
* Appropriate written and visual material to document, reflect upon and evaluate the development and refinement of an artwork
* Documentation and reflection of audience feedback to further develop ideas in Area of Study 2.

Details of the **Critique** and the **Finished Artwork** are outlined in the Scope of the task |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 5****Unit 3 Outcome 2:****Apply and manipulate materials, techniques and processes to develop personal responses and a visual language using the Creative Practice.** |  | Apply materials, techniques, art elements and art principles. | Apply and manipulate materials, techniques, art elements and art principles to develop visual responses. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Explore materials, techniques to develop visual responses. | Use the Creative Practice to explore materials, techniques and processes to develop personal responses | Apply the Creative Practice to explore and manipulate materials, techniques and processes in the personal responses  |
| Explore visual language to communicate personal ideas | Use the Creative Practice to develop a visual language in personal responses that communicate ideas. | Apply the Creative Practice to refine visual language in personal responses that communicate ideas. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** use selected materials, techniques, processes and art forms throughout the Creative Practice
* manipulate and apply materials, techniques and processes in selected art forms to develop personal responses
* explore and develop visual language that communicates personal ideas.
 | **Evidence*** Personal visual explorations in selected art forms demonstrating the selection, application and manipulation of materials, techniques and processes throughout the Creative Practice
* Use of materials and techniques to develop visual language that communicate personal ideas in visual explorations.

Details of the Creative Practice and Visual Language can be found in the Study Specifications for VCE Art Creative Practice.  |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 6****Unit 3 Outcome 2:****Document, reflect and evaluate the development of personal responses using the Creative Practice and the Interpretive Lenses.** |  | Document personal visual responses.  | Identify Interpretive Lenses and aspects of the Creative Practice used in personal visual responses.  | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Develop written and visual material to document the development of personal visual responses using the Creative Practice | Examine and evaluate personal responses using the Creative Practice  | Progressively evaluate the Creative Practice, critically reflect upon and construct a range of personal responses |
| Develop written and visual material that uses the language of appropriate Interpretive Lenses to document the development of personal visual responses | Examine and evaluate personal responses using art terminology and the language of identified appropriate Interpretive Lenses  | Evaluate personal responses explicitly applying the language of appropriate Interpretive Lenses. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** select and apply the appropriate Interpretive Lenses throughout the Creative Practice
* apply, document and critically reflect on the use of the Creative Practice to develop personal responses
* document and annotate, using visual material and written material, to critically reflect on and evaluate the use of the Creative Practice
* Apply art terminology in analysis and critically reflective and evaluative annotations.
 | **Evidence** **Body of Work** and **documentation** using written and visual material, demonstrating:* The Creative Practice used to develop personal visual responses
* Annotations that critically reflect and evaluate the Creative Practice used to develop personal visual responses
* Selection and application of relevant Interpretive Lenses in documentation, reflection and evaluation of personal visual responses throughout the Creative Practice
* Application of art terminology in analysis of personal visual responses and in critically reflective annotations of the use of the Creative Practice.

Further information on the **Body of Work and** the documentation are outlined in the Scope and Nature of the task. |
| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 7****Unit 4 Outcome 1:****Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work** |  | Describe how the Creative Practice was used in Unit 3. | Explain how the Creative Practice used to develop personal visual responses in Unit 3. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Prepare a presentation for a critique that explains how the Creative Practice was used to develop ideas and visual responses in Unit 3. | Explain and evaluate the use of the Creative Practice to further develop and refine personal ideas and visual responses from Unit 3 in a critique  | Explain and justify the use of the Creative Practice to further develop and refine personal ideas and visual responses from Unit 3 in a critique  |
| Document feedback | Document and reflect on feedback from an audience and describe the intentions for the refinement and resolution of the Body of Work. | Document and critically reflect on feedback from an audience to propose the intentions for the refinement and resolution of the Body of Work. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** present a critique of the use of the Creative Practice
* use feedback and reflection to resolve a Body of Work
* apply art terminology in critically reflective annotations throughout the Creative Practice
* Response to feedback from the critique to plan the further development, resolution and refinement of a Body of Work.

Further information regarding **the Critique** is outlined in the Scope of the task. | **Evidence** Preparation and presentation of a critique outlining:* The use of the Creative Practice to develop and resolve personal concepts in visual responses in Unit 3
* The use of visual language to communicate ideas and meanings in artworks
* The further development, refinement and resolution of personal concepts, ideas, directions, explorations for the Body of Work.
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| **VCE Art Creative Practice: School-assessed Task Assessment Sheet** |
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| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 8****Unit 4 Outcome 1:****Document, annotate and evaluate the refinement and resolution of the Body of Work** |  | Document aspects of the Creative Practice. | Document and describe aspects of the Creative Practice. | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Explain aspects of the Creative Practice used to refine and resolve a Body of Work. |  Analyse the use of the Creative Practice to refine and resolve a Body of Work. | Critically evaluate and justify the use of the Creative Practice to refine and resolve a a Body of Work. |
| Application of aspects of appropriate Interpretive Lenses | Application of all aspects of identified appropriate Interpretive Lenses  | Evaluate personal responses explicitly applying the language of appropriate Interpretive Lenses. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** evaluate and document the refinement and resolution of personal responses throughout the Creative Practice
* evaluate and document the use of the Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work
* document the refinement and effective resolution of visual language to communicate ideas in personal responses
* document, annotate and evaluate the refinement and resolution of the Body of Work, using appropriate written and visual material
* select and apply the appropriate Interpretive Lenses to document the use of the Creative Practice.
 | **Evidence** Documentation that presents ongoing explorations and development of personal concepts within selected art forms. Reflective annotations that include:* Evaluation and documentation of the use of the Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work
* Documentation of the refinement and effective resolution of visual language to communicate ideas in personal responses in the Body of Work
* Application of the appropriate Interpretive Lenses to document the use of the Creative Practice throughout the Body of Work
* Application of art terminology in analysis and critically reflective and evaluative annotations.
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| **VCE Art Creative Practice: School-assessed Task Assessment Sheet** |
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| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 9****Unit 4 Outcome 2:****Refine and resolve a Body of work using the Creative Practice.** |  | Apply materials and techniques. | Apply and manipulate materials and techniques in artworks.  | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Refine the use of materials and techniques to resolve ideas in a Body of Work | Refine and resolve the use of materials and techniques in selected artforms to communicate ideas in a Body of Work. | Skillfully refine and resolve the use of materials and techniques in selected artforms to effectively communicate ideas in a Body of Work. |
| Refine visual language to communicate personal ideas | Refine and resolve visual language to communicate personal ideas relevant to the student’s intention | Refine and resolve visual language to effectively communicate personal ideas relevant to the students’s intention |
| 0 ❑  | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** refine and resolve the use of materials, techniques and processes in selected art forms using the Creative Practice
* resolve ideas in a Body of Work using the Creative Practice
* refine and resolve visual language to communicate personal ideas in a Body of Work
* refine the use of materials and techniques in selected art forms to resolve ideas in a Body of Work
* select and apply the appropriate Interpretive Lenses throughout the Creative Practice.
 | **Evidence**A Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including:* One or more finished artworks that resolve the student’s intentions
* One or more finished artworks in a selected artform(s) demonstrating the resolution and refinement of materials, techniques and processes
* Refinement and resolution of visual language to communicate personal ideas in the Body of Work
* Application of appropriate Interpretive Lenses in the resolution and refinement of the Body of Work.
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| **VCE Art Creative Practice: School-assessed Task Assessment Sheet** |
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| **Assessment Criteria** | **Levels of Performance** |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 10****Unit 4 Outcome 2:****Resolve and present a Body of Work to communicate ideas and meaning to a viewer or audience.** |  | Presentation of a Body of Work  | Presentation of a Body of Work in a context | To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range. |
| Presentation of a Body of Work in a context to communicate ideas to a viewer or audience.  | The Body of Work is presented in a context that effectively communicates ideas to a viewer or audience. | The Body of Work is presented in a context that considers the communication of ideas and meaning to different viewers and audiences.  |
| Explain how the presentation and context of a Body of Work to communicate ideas to a viewer or audience.  | Explain and evaluate the presentation of a Body of Work to communicate ideas to a viewer or audience | Critically evaluate the presentation of a Body of Work to communicate ideas to a viewer or audience |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Key skill*** present a Body of Work in a specific context to communicate ideas and meaning to a viewer or audience
* evaluate how the presentation and context of a Body of Work effectively communicates ideas and meaning to a viewer or audience
 | **Evidence**Presentation of a Body of Work in a specific context including:* One or more finished artworks that resolve the student’s intentions
* Presentation of the Body of Work to effectively communicates ideas and meaning to a viewer or audience
* Evaluation of the presentation of the Body of Work to effectively communicates ideas and meaning to a viewer or audience
* Evaluation of the context of the Body of Work to effectively communicates ideas and meaning to a viewer or audience.

For further details on **context** refer to Scope of the Task. |

Authentication of VCE Art Creative Practice School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the VCE and VCAL Administrative Handbook 2023. This is important to ensure that ‘undue assistance [is] not … provided to students while undertaking assessment tasks’.

Teachers must be aware of the following requirements for the authentication of the School-assessed Task for VCE Art Creative Practice.

All work developed and completed in VCE Art Creative Practice Unit 3 Outcome 1 and 2 and Unit 4 Outcome 1 and 2 must be authenticated by the teacher.

1. Teachers are required to fill out the Authentication Record Form to provide the student with feedback on their progress for each criterion at each observation and when they submit their final SAT.
2. Students must document any appropriated images or other material they use in the production of art works for the School-assessed Task. The images will be acknowledged and copyright observed. If third party or material under copyright is used, the teacher must document it on the Authentication Record From. Students should refer to the VCAA Copyright guidelines of the VCAA Season of Excellence webpage for information regarding copyright and third-party material. It should be noted that all applications to the Season of Excellence program must have written copyright clearance for the use of third party material: [vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/generalinfo/copyright.aspx](http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/generalinfo/copyright.aspx)
3. Teachers must ensure that all source and reference material, all appropriate imagery used in the final artwork, all use of non-school (home, outsourced) resources and any external assistance (for example, tutors) are acknowledged on the Authentication Record Form. If a student acknowledges the outsourcing of components of their artworks and/or that they are receiving external assistance the teacher should record complete details as an attachment to the Authentication record form.
4. The VCE and VCAL Administrative Handbook and the Art Creative Practice Study design note that ‘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’.
5. Undue assistance should not occur at any time during the development of the body of work. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or artworks
6. Teachers must sight and monitor the development and documentation of the student’s art process throughout the unit to authenticate the work as the student’s own. They are required to document their observations on the Authentication Record Form. Teachers cannot assess any work produced in Unit 3 in Unit 4.
7. Students should be encouraged to complete their artwork at school. Where they use external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This includes visual documentation. Receipts are not acceptable as documentation. The student’s documentation will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student’s artwork or assess the School-assessed Task fairly.
8. The use of external support and/or equipment must be planned and documented with appropriate detail to demonstrate that the student has retained complete creative control; teachers must certify that such support does not constitute undue assistance. This ensures that the student work can be authenticated and that the student is not receiving undue assistance and in turn ensures that all students are assessed equitably.
9. Framing of finished artworks or any aspect of the body of work is not required. If the artwork has the framing as part of the artwork then the student should clearly document the use of framing and how this contributes to the refinement of ideas, aesthetics, techniques and processes. Identification of the refinement is also required in their documentation and evaluation.
10. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to the School-assessed Task. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for the Season of Excellence awards in 2024. Incomplete Authentication Record forms will result in an automatic disqualification of the student work from the nomination process.

Authentication record form

VCE Art Creative Practice School-assessed Task 2023

**Units 3 and 4**

This form must be completed by the class teacher. It provides a record of the monitoring of the student’s work in progress for authentication purposes.

This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment Audit.

**Student name** ………………………………………………………. **Student No**:………………………………………..

**School**………………………………………………………………… **Teacher**……………………………………………….

Instructions for use

Teachers are required to carry out a regular observation and documentation of the school assessed task and provide written feedback to students. The form is to be signed and dated by the teacher and student at each observation and submission of the School-assessed Task.

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| **Criterion 1:** Research and analyse the ideas and issues explored by artists in their practice. | **Unit 3 Outcome 1** |
| **Evidence;** documented evidence of the selected artwork, ideas and related issues, references to sources in the research as supporting evidence. A presentation of the research conducted by the student. |
| **Comments** | **Teacher****Date** | **Student** **Date** |
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| **Criterion 2: Explore materials, techniques and processes in the Creative Practice to develop a visual language** |
| **Evidence:** At least one finished artwork that responds to the ideas explored using the Creative Practice. Use of materials, techniques and processes in one finished artwork. Use of visual language to communicate ideas or issues including at least one finished artwork. |
| **Comments** | **Teacher****Date** | **Student** **Date** |
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| **Criterion 3: Document and evaluate the Creative Practice using Interpretive Lenses to develop and refine at least one finished artwork responding to the practice of an artist.** |
| **Evidence**: Documented visual and written evidence. Evaluation of the Creative Practice used to develop and refine at least one finished artwork. Evaluation of the development of the visual language used to communicate ideas and issues in at least one finished artwork. Use of appropriate Interpretive Lenses throughout the Creative Practice. Appropriate written and visual material that reflects upon and evaluates the Creative Practice. the response to the researched artist, their practice and selected artwork. |
| * **Comments**
 | **Teacher****Date** | **Student** **Date** |
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| **Criterion 4: Present a critique to explain the use of the Creative Practice to develop and refine one finished artwork.** |
| **Evidence: A critique** presented in a digital format, such as an online presentation or interactive website **or** an oral critique with written and visual evidence: |
| **Comments**  | **Teacher****Date** | **Student** **Date** |
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| **Criteria 5: Apply and manipulate materials, techniques and processes to develop personal responses and a visual language using the Creative Practice.** |
| **Evidence:** Personal visual explorations in selected art forms demonstrating the selection, application and manipulation of materials, techniques and processes throughout the Creative Practice. Use of materials and techniques to develop visual language that communicate personal ideas in visual explorations. |
| **Comments**  | **Teacher****Date** | **Student** **Date** |
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| **Criteria 6: Document, reflect and evaluate the development of personal responses using the Creative Practice and the Interpretive Lenses.** |
| **Evidence: Body of Work** and **documentation** using written and visual material, demonstrating The Creative Practice used to develop personal visual responses. Annotations that critically reflect and evaluate the Creative Practice used to develop personal visual responses. Selection and application of relevant Interpretive Lenses in documentation, reflection and evaluation of personal visual responses throughout the Creative Practice. Application of art terminology in analysis of personal visual responses and in critically reflective annotations of the use of the Creative Practice. |
| **Comments**  | **Teacher****Date** | **Student** **Date** |
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| **Unit 3 Checklist** | **Checked** | **Teacher Notes** |
| Student has referenced all imagery and sources by annotating the source next to the images. |  |  |
| All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any 3rd party material. |  |  |
| List any copyright or trademark material used in the folio or final artworks. |  |  |

**I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.**

Student signature …………………………………………………………….

Teacher signature: …………………………………………………………… Date ……………………………………

VCE Art Creative Practice School-Assessed Task Authentication Record Form 2023 **Unit 4**

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| **Criteria 7: Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work** |
| **Evidence:** Preparation and presentation of a critique outlining the use of the Creative Practice to develop and resolve personal concepts in visual responses in Unit 3. The use of visual language to communicate ideas and meanings in artworks. The further development, refinement and resolution of personal concepts, ideas, directions, explorations for the Body of Work |
| **Comments**  | **Teacher****Date** | **Student** **Date** |
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| **Criteria 8: Document, annotate and evaluate the refinement and resolution of the Body of Work** |
| **Evidence:** Documentation that presents ongoing explorations and development of personal concepts within selected art forms. Reflective annotations that include: evaluation and documentation of the use of the Creative Practice to refine materials, techniques and processes in selected art forms to resolve a Body of Work. Documentation of the refinement and effective resolution of visual language to communicate ideas in personal responses in the Body of Work. Application of the appropriate Interpretive Lenses to document the use of the Creative Practice throughout the Body of Work. Application of art terminology in analysis and critically reflective and evaluative annotations |
| **Comments**  | **Teacher****Date** | **Student** **Date** |
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| **Criteria 9: Refine and resolve a Body of work using the Creative Practice.** |
| **Evidence**: A Body of Work that resolves personal concepts, ideas and explorations using the Creative Practice, including one or more finished artworks that resolve the student’s intentions. One or more finished artworks in a selected artform(s) demonstrating the resolution and refinement of materials, techniques and processes. Refinement and resolution of visual language to communicate personal ideas in the Body of Work. Application of appropriate Interpretive Lenses in the resolution and refinement of the Body of Work. |
| **Comments**  | **Teacher****Date** | **Student** **Date** |
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| **Criteria 10: Resolve and present a Body of Work to communicate ideas and meaning to a viewer or audience.** |
| **Evidence**: Presentation of a Body of Work in a specific context including one or more finished artworks that resolve the student’s intentions. Presentation of the Body of Work to effectively communicates ideas and meaning to a viewer or audience. Evaluation of the presentation of the Body of Work to effectively communicates ideas and meaning to a viewer or audience. Evaluation of the context of the Body of Work to effectively communicates ideas and meaning to a viewer or audience.  |
| **Comments**  | **Teacher****Date** | **Student** **Date** |
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| **Unit 4 Checklist** | **Check** | **Teacher Notes** |
| Student has referenced all imagery and sources in the visual diary by annotating the source next to the images. |  |  |
| All material has been sourced and acknowledged. Written copyright approval has been provided for the use of any 3rd party material. |  |  |
| List any copyright or trademark material used in the folio or final artworks. |  |  |

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Student signature …………………………………………………………….

Teacher signature: …………………………………………………………… Date ……………………………………

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| **2023** | Victorian Certificate of Education**Art Creative Practice** **Assessment Sheet School-assessed Task** | **STUDENT NAME:** |
| **STUDENT No.** |
| This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student’s performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion. Teachers then add the subtotals to determine the total score. **Teachers are to provide feedback on student performance on the Authentication Record Form which is signed and dated by the teacher and student.** **If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.** |
|  |  |  |
| **CRITERIA FOR THE AWARD OF GRADES** | **Not Shown (0)** | **Very Low** **(1–2)** | **Low****(3–4)** | **Med****(5–6)** | **High****(7–8)** | **Very High****(9–10)** |
| **Unit 3 Outcome 1** | 1. **Research and analyse the ideas and issues explored by artists in their practice.**
 |  |  |  |  |  |  |
| 1. **Explore materials, techniques and processes in the Creative Practice to develop a visual language**
 |  |  |  |  |  |  |
| 1. **Document and evaluate the Creative Practice using Interpretive Lenses to develop and refine at least one finished artwork responding to the practice of an artist.**
 |  |  |  |  |  |  |
| 1. **Present a critique to explain the use of the Creative Practice to develop and refine one finished artwork.**
 |  |  |  |  |  |  |
| **Unit 3 Outcome 2** | 1. **Apply and manipulate materials, techniques and processes to develop personal responses and a visual language using the Creative Practice.**
 |  |  |  |  |  |  |
| 1. **Document, reflect and evaluate the development of personal responses using the Creative Practice and the Interpretive Lenses.**
 |  |  |  |  |  |  |
| **Unit 4 Outcome 1** | 1. **Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work**
 |  |  |  |  |  |  |
| 1. **Document, annotate and evaluate the refinement and resolution of the Body of Work**
 |  |  |  |  |  |  |
| **Unit 4 Outcome 2** | 1. **Refine and resolve a Body of work using the Creative Practice.**
 |  |  |  |  |  |  |
| 1. **Resolve and present a Body of Work to communicate ideas and meaning to a viewer or audience.**
 |  |  |  |  |  |  |
| **TOTAL SCORE** | **SUBTOTALS** |  |  |  |  |  |  |