VCE Art Making and Exhibiting (Units 3 and 4: 2023–2027)

School-based Assessment report

This report is provided for the first year of implementation of the VCE Art Making and Exhibiting Study Design (2023–2027) and is based on the School-based Assessment Audit 2023 and VCAA statistical data.

All official communications regarding the Victorian Certificate of Education (VCE) Art Making and Exhibiting Study Design (2023–2027) are provided in the *[VCAA Bulletin](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)* and [Notices to Schools](https://www.vcaa.vic.edu.au/administration/schooladministration/notices/Pages/index.aspx). It is recommended that teachers subscribe to the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) to receive updated information regarding the study. Schools are required to alert teachers to information in the VCAA Bulletin and Notices to Schools, especially concerning assessment schedules. Important administrative dates and assessment schedules are published on the School administration page of the *[VCAA website](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/Index.aspx)*.

General comments

This report is best read in conjunction with the [study design](https://www.vcaa.vic.edu.au/Documents/vce/studioarts/2023ArtMakingExhibitingSD.docx), [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx), and the [Administrative information for School-based Assessment](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Assessment.aspx#AdminInfo) VCE Art Making and Exhibiting and the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx?Redirect=1) published annually.

Assessment advice for VCE Art Making and Exhibiting is published as Support material on the [VCE Art Making and Exhibiting Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) webpage under Assessment. Here, teachers will find advice on setting School-assessed Coursework and the School-assessed Task. Performance descriptors for the School-assessed Coursework tasks for Unit 3 Outcome 3 and Unit 4 Outcome 3 are published in this section. The VCE Art Making and Exhibiting: Administrative information for School-based Assessment is published in February each year. This information provides teachers with advice for setting and assessing the School-assessed Task for Units 3 and 4 Outcomes 1 and 2.

The VCAA offers professional learning for VCE Art Making and Exhibiting through published on-demand videos and online webinars throughout the year. For information about VCAA professional learning activities, please refer to the VCE Professional Learning section of the *VCAA website* and the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). On-demand videos are published on the [VCE Art Making and Exhibiting Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) page under Support materials. It is highly recommended that teachers view the on-demand videos and attend the follow-up webinars to clarify their understanding of the VCE Art Making and Exhibiting Study Design (2023–2027).

VCAA examination specifications, sample materials and a sample written examination are available on the [VCAA Art Making and Exhibiting](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/ArtMakingandExhibiting.aspx) page as key resources that schools can use to prepare students for Outcomes 3 and 4 School-assessed Coursework tasks.

Study specifications and Key terms

The Study specifications on pages 11–13 of the study design provide the structure and conceptual knowledge that underpins Units 1–4 VCE Art Making and Exhibiting. The Key terms used in the study on pages 14–15 provide definitions of terminology included in the key knowledge and skills for Units 1–4.

It is imperative that teachers remain vigilant in accessing and reading all aspects of the study design and supporting materials and that their teaching resources reflect this. The study design should be used as the main source of assessment and is supported by any other material found on the [VCE Art Making and Exhibiting Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) page. Students are required to demonstrate an understanding of the Study specifications and Key terms in the completion of assessment tasks and in the end-of-year examination.

Assessment of the School-assessed Task

The School-assessed Task for Units 3 and 4 VCE Art Making and Exhibiting is one Graded Assessment (GA1) that contributes 60 per cent to the calculation of the student’s study score.

The task is progressively assessed using assessment criteria that are mandated. The total score of the School-assessed Task is 100 (assessed by 10 criteria equally weighted at 10 marks each). Student performance for each criterion is recorded on the assessment score sheet. Each criterion has performance descriptors and evidence to assist teachers with determining student achievement in the individual criterion. The criteria are updated and published each year by the VCAA in the VCE Art Making and Exhibiting: Administrative information for School-based assessment published on the [VCE Art Making and Exhibiting Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) page.

Cross-marking of outcomes is crucial to delivering a fair and accurate assessment of student learning. Where possible, teachers should work with other teachers in their school or another school to cross-mark samples or entire classes of student work. Where there are multiple classes of the same study in the school, teachers must cross-mark the School-assessed Task between their classes. The assessment criteria should be discussed, and initial assessments moderated to establish a similar understanding or benchmark (high, medium and low) of the assessment criteria. Assessment of student learning outcomes should be delivered within a controlled and regulated context. Specific assessment policies are individual to each school and should be communicated to the students at the commencement of the School-assessed Task. Additional assessment advice and the VCE Assessment Principles can be found in the [VCE Administrative Handbook](https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx?Redirect=1).

When teachers plan for submission of the School-assessed Task, it must be done in consultation with the VCAA assessment schedules and communicated in writing to students at the beginning of the year for the whole of the task (Units 3 and 4). For most teachers, the timeline and assessment dates are usually recorded and shared for students in the course outline or overview.

Specific information about the assessment of Unit 3 and 4 Outcomes 1 and 2 can be found in the VCE Art Making and Exhibiting: [Administrative Information for School-Based Assessment](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtCreativePractice/Pages/Assessment.aspx#AdminInfo). Some schools modified the assessment criteria for students. The assessment criteria and descriptors are mandated and must not be modified. Schools are encouraged to scaffold the VCAA School-assessed Task mandated assessment criteria for students, using visual material to support their understanding.

It was noted that many schools employ cross-marking as part of their assessment policy. Cross-marking within school or with another school helps to ensure fair and accurate assessment of School-assessed Coursework and the application of the assessment criteria for the School-assessed Task. Where possible, teachers should aim to cross-mark a sample or the whole class with another Visual Arts teacher in their school or in a local Visual Arts network group. It is highly recommended that, with their class at the beginning of Units 3 and 4, teachers read and discuss the quality of work expected to achieve a ‘very high’ level of achievement in each criterion.

Schools should be aware of the annual VCAA Important Administrative Dates and Assessment Schedule published at the start of every school year on the [*VCAA website*](https://www.vcaa.vic.edu.au/administration/schooladministration/Pages/Index.aspx). Several schools had teaching and learning timelines that meant students completed the outcomes after the required date for entry of student scores into the VASS system. The return date in November for School-assessed Tasks is also published in the Assessment schedule each year. Schools are advised to develop a policy for the return of School-assessed Tasks to students prior to the release of results in December. The policy should include formal sign off by the student that the work has been returned to them.

Further information to assist with developing the School-assessed Task is available in the Support material on the VCE Art Making and Exhibiting Study Design page. A series of on-demand videos are published on the VCE Professional Learning page each year to assist teachers with assessment of the task.

Supporting material

Supporting material for the School-assessed Task is published on the [VCE Art Making and Exhibiting Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) page under Planning, Teaching and learning, and Assessment. Planning topics include Developing a curriculum and assessment program, inquiry learning in Art Making and Exhibiting, Creative and Critical thinking, Visual Arts Journal and Critique. Teaching and learning recommendations are provided for the School-assessed Task for Units 3 and 4. The Assessment tab provides information specific to the delivery of the School-assessed Task with specific topics to scaffold the task.

Commercial providers publish textbooks and other supporting material to assist in the teaching of the study. These are not regulated, or quality assured by the VCAA. If teachers choose to select and apply content from a textbook it must be aligned with the VCE Art Making and Exhibiting Study Design 2023–2027 to ensure that the delivery of the study is compliant. The content of any resource should be modified to suit the capacity of students to meet the requirements of the learning outcomes.

VCAA Authentication record form for School-assessed Tasks

The VCAA Authentication record form for the School-assessed Task records the development of student learning and must be completed by the teacher. The form outlines the schedule of assessment criteria for the task and allows the teacher to document the outcomes of meetings between the student and the teacher, the areas for improvement, and areas to note deadlines and the submission of student work. The teacher and student co-sign and date the authentication record after each meeting. The completion of the VCAA Authentication record form for School-based Assessment and Additional Teacher Comment sheet are mandatory and can be requested at any time by the VCAA. The VCAA Authentication record form for School-based Assessment and Additional Teacher Comment sheets must be submitted by the students when they apply for the Season of Excellence (Top Arts).

Assessment of School-assessed Coursework tasks

The VCAA publishes specific advice on how to develop assessment strategies for School-assessed Coursework tasks under Support materials on the [VCE Art Making and Exhibiting Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/ArtMakingandExhibiting/Pages/Index.aspx) page. General assessment advice for VCE Art Making and Exhibiting is provided, including the VCE Assessment principles, application of the published performance descriptors to assess each coursework task and other administration and advice documents. Advice regarding the application of the published performance descriptors to assess each School-assessed Coursework task is unpacked for teachers. For VCE Art Making and Exhibiting, Advice and performance descriptors are provided for Unit 3 Outcome 3 and Unit 4 Outcome 3.

In the 2023 audit schools indicated that they used the VCAA performance descriptors to assess the Unit 3 and 4 Outcome 3 School-assessed Coursework tasks. However, often the performance descriptors did not clearly align with the specific task devised by the school. Teachers are encouraged to acknowledge the descriptors and key knowledge and key skills in developing a rubric specific to their task.

Cross-marking is essential to fair and equitable assessment. Most schools had employed approaches to moderation, as effective moderation ensures consistent and defensible judgments about student achievement. Teachers should be transparent in their discussions and understanding of performance descriptors and the expectations about the type of responses that will provide evidence of achievement levels.

Students should be provided with feedback after the completion of the task in order to review their understanding of the key knowledge and key skills of the outcome, and to provide feedback on their performance in the task so as to prepare them for the end-of-year examination.

Most schools indicated that the School-assessed Coursework tasks were completed both in class and out of class time. Where School-assessed Coursework tasks are being completed without teacher supervision, schools should have a documented policy in place around the authentication of student work. It is strongly advised that schools implement regular authentication checks throughout the School-assessed Coursework task.

Commercially produced materials

The audit noted a heavy reliance on commercially produced materials for both Unit 3 and 4 Outcomes 1 and 2 (School-assessed Task) and Outcome 3 (School-assessed Coursework). Commercial materials include online learning modules that scaffold tasks, textbooks, subject association materials and materials produced by galleries and museums. For School-assessed Coursework tasks, many schools simply scanned and uploaded the materials as handouts or PowerPoint presentations for students without modifications. Schools are advised not to upload directly from commercially produced publications and to check them against the requirements of the current VCE study design to ensure compliance. If a commercial resource is used the material should be scaffolded considering the needs and interests of the students.

Specific information

Unit 3: Collect, extend and connect

Area of Study 1: Collect – inspirations, influences and images

Outcome 1

On completion of this unit the student should be able to collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.

The School-assessed Task for Outcome 1 is comprised of the following components:

* exploration of at least three artists in a specific art form
* development of subject matter, ideas and visual language
* exploration and experimentation of materials, techniques and processes
* ideas and artworks developed from responses to sources of inspiration, experimentation and exploration
* reflection on art making in personal responses.

At the beginning of Unit 3 students are required to explore at least three artists and use this exploration to experiment with materials and techniques in specific artforms. The exploration and experimentation must be documented in the Visual Arts journal. Most students commenced Outcome 1 by selecting three artists to research and use as inspiration throughout their artmaking to develop subject matter and ideas. Other students preferred to commence Outcome 1 by researching one or two specific artforms, followed by the exploration of three artists in the selected art forms. Both approaches are acceptable and valid. Many students commenced with a theme for exploration in Outcome 1. It is advised that schools should not approach Outcome 1 in a thematic manner as the focus on Art Making and Exhibiting is to explore, develop and refine the use of materials, techniques and processes and to develop student knowledge of how artworks are made in specific art forms.

Selection of Art forms

A list of Art forms is provided in the Terms used in the study on page 14 of the study design. It is clearly stated that the list is not exhaustive. Therefore, when selecting Art forms, teachers should be aware that students should be able to explore the characteristics of the art form, and the materials, techniques and processes specific to the art form in all of the key knowledge and skills of the outcome.

Art forms commonly selected by students in their art making included:

* Drawing: such as charcoal, pencil, ink, digital,
* Painting: such as acrylic, oil, watercolour, gouache
* Photography: analogue, digital and alternative processes (such as cyanotype, photograms)
* Printmaking: such as relief, intaglio, monoprints, collagraph, woodcuts, lino, silkscreen, stencilling
* Ceramics: such as wheel-thrown objects, hand-built structures
* Sculpture: such as found objects, wood, assemblage, wire, metal, plaster, clay, organic matter (mud, hair, dust), casting, moulds, 3D printing
* Textiles: such as fibre, weaving, printed fabric, embroidery, knitting, crochet, tapestry, quilting, applique
* Time-based forms: such as performance
* Digital/screen based: such as animation, videos, projection
* Installations.

Inspirations, influences and images

Students must document their research of three artists in the Visual Arts journal. Some students elected to write their research of three artists directly into their Visual Arts journals while other students preferred to word process their research and paste into their Visual Arts journals. Both approaches are acceptable and valid.

School-based Assessment should be representative of the key knowledge and key skills underpinning the outcome and should provide students the opportunity to demonstrate their highest level of performance. Some schools created digital presentations using visual examples to scaffold key knowledge and key skills, and examples of the VCAA mandated assessment criteria. This was an extremely effective teaching strategy. Conversely, many schools covered only a limited range of Outcome 1 key knowledge and key skills as specified by the study design. Using a limited list of key knowledge and skills may not enable students to demonstrate the outcome.

It is important that students also research the contexts in which artists are working, artists’ personal experiences, their use of subject matter, how they represent ideas and communicate meaning through the use of visual language and aesthetic qualities to evoke an emotion or a reaction in the viewer. Students were able to analyse selected artworks in terms of art elements, art principles, aesthetic qualities, materials, techniques and processes. However, students covered to a lesser degree the contexts in which artists are working, their personal experiences and the use of visual language.

Students collected a variety of ideas from a range of sources to inform their experimentation and exploration of subject matter, ideas and technical skills and documented their exploration in their Visual Arts journal. However, students did not always cite and acknowledge inspiration throughout their art making. Schools are strongly advised to instruct students that any borrowed imagery is to be cited and appropriately acknowledged. The annotation of images includes the reference to source information including artist, title, date and materials, and this must be included beneath the image.

The Visual Arts journal

Advice regarding the scope and nature of the Visual Arts journal is provided in the Administrative advice for School-based Assessment: VCE Art Making and Exhibiting, and in the Support materials under Planning.

Schools had guided students well regarding the nature of the Visual Arts journal. The Visual Arts journal was presented in variable formats such as A3 visual diaries, A2 folders with plastic pockets, A1 visual diaries and digital files. Some strategies used to organise the Visual Arts journal included headings, coloured tabs outlining Outcomes 1, 2 and 3, and the pagination of pages. Most students presented Outcomes 1 and 2 (SAT) and Outcome 3 (SAC) in their Visual Arts journal, thus combining all three outcomes to mirror artistic practice.

Students documented their exploration and experimentation of materials, techniques and processes in their Visual Arts journal, making clear connections to selected artists. Some students created separate headings or coloured tabs for the exploration of materials, techniques and processes, ideas and subject matter. Higher scoring students were able to critically evaluate artistic influences and inspiration to conceptualise and develop subject matter, ideas and visual language. It is important that School-based Assessment reflects the language used in the current study design to ensure that students are familiar with key terminology that may appear in the end-of-year examination. It was noted that schools labelled some exploratory trials as ‘Potential Directions’ which is a term no longer used in the 2023–2027 VCE Art Making and Exhibiting Study Design.

Most students conceptualised their two artworks through mind maps, concept sketches, mock-ups or diagrams with accompanying written information. Students documented the conceptualisation of artworks, discussing the connections from sources of inspiration such as use of materials, techniques and processes, ideas and subject matter. Some students clearly identified the conceptualisation of the artworks by creating headings in their Visual Arts journal (‘Artwork 1’, ‘Artwork 2’).

It is recommended that direct teaching is used to assist students to evaluate their artmaking. Schools are reminded that to achieve a high standard in the relevant criteria in the School-assessed Task, students are required to ‘critically evaluate’. Students who began annotations with ‘I like the way that…’ struggled to apply art terminology and vocabulary to achieve a high standard across the School-assessed Task. It is recommended that resources are developed by the school that aim to support individual students’ writing skills. Development of a vocabulary list and explicit teaching on how to evaluate their art making, including the use of evaluative terminology, are highly recommended.

Assessment

Further advice regarding the assessment of the Unit 3 Outcome 1 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Task.

Area of Study 2: Extend – make, critique and reflect

Outcome 2

On completion of this unit the student should be able to make artworks in specific art forms, prepare and present a critique, and reflect on feedback.

The School-assessed Task for Outcome 2 consists of three components:

1. Making at least two artworks in specific art forms
2. Preparing and presenting a critique
3. Reflecting on feedback to further develop artworks in Unit 4.

Making artworks

Advice regarding the scope and nature of the making of artworks is provided in the Administrative advice for School-based Assessment: VCE Art Making and Exhibiting, and in the Support materials under Planning.

In this area of study students plan and make two artworks in specific art forms inspired by sources of inspiration, subject matter, ideas, techniques and styles that have been developed from exploratory work in the Visual Arts journal. Schools guided students well in developing two artworks. However, schools should be reminded that there is no requirement to refine and resolve finished artworks in Unit 3 Outcome 2 of the School-assessed Task. Students who had been scored highly by schools, progressively evaluated their artmaking both in written and visual form, in responses to sources of inspiration, subject matter, techniques, style, use of materials, techniques and processes and the development of visual language to represent ideas and communicate meaning.

Critique

Advice regarding the scope and nature of the critique is provided in the Administrative advice for School-based Assessment: VCE Art Making and Exhibiting, and in the Support materials under Planning.

Students present ten selected pages of their Visual Arts journal and the two artworks in a critique. Please note that the artworks may be at various stages of development when they are presented in the critique and there is no requirement to present finished artworks. Students select the ten pages that best reflect their artmaking and to demonstrate how they have integrated the inspirations and influences of other artists and expanded on their ideas in their artworks. Most students decided to present their critique orally, accompanied by digital presentations. The critique must be presented to an audience for feedback in one of the following formats recommended on page 39 of the study design:

* an oral or written presentation with supporting visual evidence
* an annotated visual report
* an annotated poster or display
* a publication, either in hard copy or online, with written and visual material
* a presentation in a digital format, such as an online presentation or video, with written and visual material.

It is recommended that the critique is no longer than five minutes and can be recorded.

After the critique, the students collect feedback from the teacher and their peers. They document their feedback in their Visual Arts journal. Students provided evidence of feedback through sticky notes, video/audio recordings, notes taken by the teacher or peers, photographic documentation, or recorded using collaborative software tools.

It was clear that schools provided guidance to students about how to prepare and present a critique. Most schools developed excellent resources in the form of student handouts and digital presentations that scaffolded the task in a format that was accessible to students. Some schools relied too heavily on commercially produced materials to assist in the teaching of the study and some handouts were copied directly from commercial publications. These commercially produced materials are not regulated or quality assured by the VCAA. If teachers choose to select and apply content from a commercially-produced material, it must be aligned with the VCE Art Making and Exhibiting Study Design 2023–2027 to ensure that the delivery of the study is compliant. Furthermore, the content of any resource should be modified to suit the capacity of students to meet the requirements of the learning outcomes and to avoid authentication issues.

Feedback and reflection

Students gather feedback from the critique, reflect upon it, and then consider how they will further develop their work in Unit 4. The reflection on the feedback must be documented in 1000–1500 words, with visual information, in the Visual Arts journal. Most students used word processing to write their reflection. It is important that School-based Assessment reflects the language used in the current study design to ensure that students are familiar with key terminology that may appear in the end-of-year examination. Some schools referred to the feedback and reflection as an ‘Evaluation Document’ or a ‘Focus, Reflection and Evaluation Document (FRED)’. These terms are not included in the 2023–2027 VCE Art Making and Exhibiting Study Design and should be removed from the task information.

Assessment

Further advice regarding the assessment of the Unit 3 Outcome 2 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Coursework tasks.

Area of Study 3: Connect – curate, design and propose

Outcome 3

On completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.

From 2024, the description of the assessment task (page 32 of the study design) will read:

Research, plan and propose an exhibition of artworks of the three artists who were selected in Area of Study 1, choosing two artworks by each artist and artworks in the exhibition.

The task must be presented using one or a combination of the following formats:

* an oral presentation with written and visual notes
* annotated visual display
* digital presentation with written and visual documentation, such as a video presentation
* an online presentation with written and visual information, such as an interactive website.

Area of Study 3 focuses on the role of the curator in a range of exhibition spaces. Students investigate how curators plan exhibitions and prepare and display artworks. Students visit a range of galleries, museums, other exhibition spaces and site-specific spaces and connect these experiences to their own ideas for exhibiting artworks. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select a different exhibition space for study in Unit 3 Area of Study 3 to the exhibition space studied for Unit 4 Area of Study 3. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website.

For the task, schools should plan the exhibitions to be studied and devise worksheets for the visit, to assist the students to develop their assessment task. Schools should devise a set of structured questions that assess the characteristics of the exhibition(s) visited, the characteristics of the exhibition space, the responsibilities involved in the curation of the exhibition visited, and curatorial considerations. It is recommended that students refer to a specific artwork(s) from an exhibition viewed to support their responses. In the audit it was noted that many schools did not include the exhibition(s) visited in Unit 3 as part of the School-assessed Coursework task(s). It is advised that schools include the exhibition visit(s) as a School-assessed Coursework task, in addition to the student’s planning of their own exhibition of artworks from the artists they researched for the School-assessed Task in Unit 3 Outcome 1.

Some schools devised a set of structured questions in an examination context to assess this School-assessed Coursework task. Schools either permitted students to bring resources into the task to complete the questions or no resources at all. These decisions are school-based; however, School-based Assessment allows students to demonstrate learning across a range of task types.

For this section of the task, the school should develop a rubric/marking scheme that clearly aligns to the task devised by the school. Schools are also encouraged to develop higher and lower order questions and mark allocations to enable students to demonstrate different levels of achievement. It is important that mark allocations reflect the degree of difficulty and/or the level of detail required in response to each question. It is recommended that a range of command terms are used to ensure the task is accessible to students of all ability levels. The command terms are published on the VCAA website.

As part of Outcome 3, students are required to research, plan and propose an exhibition of artworks of the three artists who were selected in Area of Study 1, choosing two artworks by each artist and artworks in the exhibition. Students are also required to present and discuss didactic information, artists and artworks. This task must be documented in the Visual Arts journal. Many schools adopted a thematic approach to this assessment task and students selected artworks with a common theme. From 2024, students are required to explain and analyse the presentation of artworks in the exhibition and the relationships between them. The word ‘relationships’ encourages students to research, plan and propose other connections such as techniques and/or ideas and/or subject matter, contexts and/or style.

Some students planned the proposed exhibition directly in their Visual Arts journal, including sketches and diagrams. Other students planned the exhibition using digital technologies.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand. Where possible, classes in the same school should complete the same task.

Assessment

Further advice regarding the assessment of School-assessed Coursework tasks is provided in the General information for Units 3 and 4 under Assessment of School-assessed Coursework tasks.

Specific information

Unit 4: Consolidate, present and conserve

Area of Study 1: Consolidate – refine and resolve

Outcome 1

On completion of this unit the student should be able to refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.

Schools are reminded that Outcome 1 consists of two components:

1. Making at least one finished artwork in a specified art form
2. Documentation in the Visual Journal that reflects on the refinement and resolution of at least one finished artwork.

In Unit 4, students are required to refine and resolve at least one finished artwork in specific art form and document the materials, techniques and processes used in art making in the Visual Arts journal. The finished artwork(s) must demonstrate the connections from previous works completed in Unit 3 and demonstrate the way artists, artworks and other influences have inspired and extended the student’s ideas and style. To assist students in fulfilling the requirements of Unit 4 Outcome 1, some schools created informative handouts and/or PowerPoints that clearly addressed and scaffolded all key knowledge and key skills of Outcome 1 in a manner that was accessible to students. The handouts contained explicit written and visual information to support each key knowledge and key skill, and their relationship to the assessment criteria. The provision of samples of student achievement gave students a clear understanding of the standard of work required to successfully achieve the requirements of the outcome. It exemplified effective teaching and learning practice to scaffold the outcome for students of all ability levels. However, schools are advised not to alter or modify the original VCAA School-assessed Task mandated assessment sheet for students.

To commence this outcome, students should clearly document the extension and resolution of ideas explored in Unit 3 through visual and written documentation. Some students commenced Unit 4 by creating clear headings in their Visual Arts journal labelled – ‘Artwork 1’, ‘Artwork 2’ along with images of their Unit 3 artworks. Students then proceeded to document how they planned to extend and resolve ideas, visual language, their use of materials, techniques and processes, and subject matter, either in dot points, mind maps or paragraphs. These were effective strategies that enabled students to clarify and resolve their artmaking before commencing their finished artwork(s).

Students progressively documented and recorded the techniques and processes used to make the finished artwork(s) through the visual and written documentation of materials, techniques and processes. Schools are encouraged, however, to assist students to document and reflect on the resolution of visual language to communicate subject matter and ideas of the finished artwork, as this was covered to a lesser extent.

Throughout Outcome 1, students are also required to investigate the methods used for the conservation and care of their own artworks in their Visual Arts journal. Some students addressed this very well, including diagrams/images of methods used for the conservation and care of their artworks. Some students wrote directly in their Visual Arts journal, whilst other students decided to create a word document, PowerPoint or Google slides and paste them in their Visual Arts journal. Some students just simply copied and pasted information from conservation websites or publications without modifications. This did not represent their understanding of the key knowledge and skills of the outcome and could not be assessed. Some schools included information from Unit 3 Outcome 2 (the critique) as part of Unit 4. This also could not be assessed. Please note that the critique to inform the development of artworks in Unit 4 is assessed in Unit 3; not Unit 4.

Assessment

Further advice regarding the assessment of the Unit 4 Outcome 1 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Coursework tasks.

Area of Study 2: Present – plan and critique

Outcome 2

On completion of this unit the student should be able to plan and display at least one finished artwork in a specific art form and present a critique.

This task comprises four parts and all documentation should be placed in the Visual Arts journal.

1. Planning the display of one artwork (Visual Arts journal)
2. The display of one artwork in a real or hypothetical space (images / photographs)
3. The critique (presentation of final artworks)
4. The evaluation (written evaluation based on the feedback collected in the critique)

Planning

Students commence this task by researching and documenting the characteristics of exhibition spaces and exhibition displays of artworks in the Visual Arts journal to develop ideas for the presentation of their finished artwork(s). The selection of the exhibition space should complement the ideas in their finished artwork. Students who provided both visual and written documentation of the characteristics of exhibition spaces and displays in their Visual Arts journal generally had a clear understanding of the display of artworks in a specific art form. Students either wrote directly in the Visual Arts journal or word processed their research and pasted it in the Visual Arts journal. Students evaluated and documented information on exhibition spaces they had visited in Units 3 and 4 to inform their selection of the exhibition space.

Display of artwork(s)

Using their research, students create a plan for the display of their finished artwork(s). The research and the planning are documented in the Visual Arts journal. Drawings, freehand or digital illustrations, sketches or rendered presentations are all acceptable modes of presentation. Students must explain and discuss the presentation, referring to considerations such as artwork dimensions, cases or cabinets, framing, floor treatment, hanging height, lighting, plinths, wall colour, relationship to the exhibition space and other artworks.

Some students photographed and documented the display of their work in an actual physical space such as the school’s exhibition space, whilst other students presented their work in a hypothetical exhibition space. Students working with a hypothetical space selected and imported images of an empty exhibition space into a digital image manipulation program, and placed photographs of at least one finished artwork into the selected spaces to demonstrate how the artwork(s) should be presented in the space. Students then pasted a printout of the display of their finished artwork(s) in their Visual Arts journal. Some schools instructed students to make a maquette/3D model using foam-core or cardboard. This proposed method is excessive in scope, creates an increase in student workload and compromises the efficiency of assessment through ‘over-assessment’ of the outcome.

Framing of finished artworks

As advised in the Authentication advice in the VCE Art Making and Exhibiting: Administrative Advice for School-based Assessment, the framing of finished artworks is not required. Framing of artworks may be considered in terms of presentation. In some cases, it was noted that poor framing choices could often diminish the overall presentation of the artwork. It is recommended that students should only frame artworks if it is considered in the refinement of ideas, aesthetics, techniques and processes in the finished artwork. If framing is considered as a component of the artwork, then the student should clearly document and evaluate the decisions made in framing the work, and how it contributes to the refinement of the work.

Documentation

Students write a short overview statement about at least one finished artwork on display in their selected exhibition space, including didactic information, in the Visual Arts journal. Schools are encouraged to use didactic information from exhibitions as a guide.

Many students presented their overview statement, including didactic information, in an exhibition-style format in a word document. They emulated didactic labels seen in exhibitions, using similar sans serif fonts and sizes. They were also able to make links to the exhibitions viewed in the current year of study. As a result, students were well informed of the basic structure of an artwork label/didactic panel and included the name of the artist, title of the artwork, date the artwork was created, dimensions, medium and a brief description of the artwork.

Some students hand wrote their didactic information in the Visual Arts journal. It is recommended that students present their didactic information as a word-processed document in the Visual Arts journal.

The critique

Students prepare a presentation to be delivered to the class as a critique. Students are required to include images from the Visual Arts journal that demonstrate the development of the finished artwork(s), including a clearly labelled image of the finished artwork. It is recommended that the critique should run for approximately 5 minutes, depending on the size of the class. It is important that schools provide students with information about the presentation well in advance, addressing the following:

* the ideas developed in at least one finished artwork
* the use of visual language
* the materials, techniques and processes used to make the artwork
* the resolution and refinement of the finished artwork.

After the student has presented the critique, the class is required to provide feedback to the student to assist them to write an evaluation. The class can provide feedback to the student verbally or in writing. Feedback was provided in a variety of formats such as sticky notes, butcher’s/newsprint paper, Google docs/forms, Microsoft teams/forms and audio recordings. Students must record or document the feedback in their Visual Arts journal.

Evaluation

Students are required to collate the feedback during the critique and write a brief evaluation. An acceptable word length for the evaluation is a range of 400– 500 words. Students can type or write their evaluation. Schools are advised to provide students with guiding questions when writing the evaluation. Advice regarding the type of questions that can structure the evaluation are included in the Support materials for VCE Art Making and Exhibiting under Teaching and Learning.

Assessment

Further advice regarding the assessment of the Unit 4 Outcome 2 School-assessed Task is provided in the General information for Units 3 and 4 under Assessment of the School-assessed Coursework tasks.

Area of Study 3: Conserve – present and care

Outcome 3

On completion of this unit the student should understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

From 2024, the description of the assessment task (page 38 of the study design) will read:

Students present written and visual material, outlining the conservation and care of:

* a selected artwork viewed in an exhibition in the current year of study, AND
* the conservation methods used for the display of their own artworks.

For Unit 4 Area of Study 3 students must select a different exhibition for study from the one selected for Unit 3 Area of Study 3, as they must visit at least two different art exhibitions in their current year of study. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Wherever possible, students should try to visit different exhibition spaces such as public galleries, university art museums, commercial galleries, artist-run spaces, and online exhibition spaces. Regional students have access to a range of exhibition spaces and galleries including those situated in Horsham, Mildura, Shepparton, Geelong, Ballarat, Castlemaine, Ararat, Benalla, Gippsland, Morwell, Wangaratta, Warnambool and Hamilton. Students can also view and research the presentation of artworks in an exhibition online such as a virtual exhibition space or an online presentation of artworks.

Students investigate how conservation and care methods have been used in both an artwork selected from an exhibition and a finished artwork of their own that is displayed in their presentation for Unit 4 Outcome 2. Students must select an artwork in an exhibition and investigate, identify and evaluate the methods used and considerations involved in the conservation and care of the selected artwork. Students then apply this knowledge to the presentation, conservation and care of their own artworks. It was noted that some students selected an artwork that aligned with the art form they selected in Unit 4. This further deepens their understanding of the methods used for the conservation and care of their own artworks in Outcome 1.

There were varying approaches by schools in the assessment of Outcome 3 School-assessed Coursework tasks. Most schools instructed students to present an annotated visual report that addressed both the conservation and care methods used in both an artwork selected from an exhibition and a finished artwork of their own that is displayed in their presentation for Unit 4 Outcome 2. The annotated visual report was then pasted in their Visual Arts journal. Some students completed the annotated visual report in various formats such as Word, PowerPoint or Google slides, whereas other students decided to write their task directly into their Visual Arts journal. However, some schools only partially assessed Outcome 3. The Outcome 3 School-assessed Coursework Task(s) addresses both the conservation and care methods used in both an artwork selected from an exhibition AND a finished artwork of their own that is displayed in their presentation for Unit 4 Outcome 2. Some schools elected to further test students’ knowledge by setting another School-assessed Coursework task under test conditions, with structured questions and time allocation. This approach is excessive in scope, creates an increase in student workload and compromises the efficiency of assessment through ‘over-assessment’ of the outcome.

Assessment

Further advice regarding the assessment School-assessed Coursework tasks is provided in the General information for Units 3 and 4 under Assessment of School-assessed Coursework tasks.