

Victorian Certificate of Education

# ART

STUDY DESIGN



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# Important information

## Accreditation period

Units 1–4: 1 January 2017 – 31 December 2022

Implementation of this study commences in 2017.

## Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at:

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1 to 4, and advice on assessment tasks and performance levels descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

## VCE providers

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

## Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx](http://www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx).

# Introduction

## Scope of study

Art is an integral part of people's lives. It is a potent and dynamic means through which to communicate personal experiences, ideas, cultural values, beliefs, ideas and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art, theoretical research and investigation informs art making. Through the study of artworks and the role of artists in society, students develop their own artistic practice, expression and communication of ideas using a range of processes, materials and techniques.

In the process of making and examining art, students use and develop their imagination, creativity, flexibility, adaptability, innovation and risk-taking. By combining a focused study of artworks with practical art making, they are encouraged to recognise the interplay between research and art making.

This study provides students with an informed context that supports an awareness of art as a tool for cultural and personal communication, in addition to providing stimulus and inspiration for their own art making.

## Rationale

VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists, through their practice and the artworks they produce, communicate their experiences, ideas, values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time.

VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response, they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms, and to develop an awareness of appropriate health and safety practices.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

## Aims

This study enables students to:

- understand how artworks reflect the values, beliefs and traditions of their own and other cultures
- analyse, interpret and respond to artworks, ideas and concepts using the support of the Analytical Frameworks
- critically evaluate ideas and issues used by historical and contemporary artists from different cultures, and examine and consider the different viewpoints expressed in commentaries made by others
- develop personal ideas and expression through investigation and experimentation in art making
- employ practical skills in art making and develop conceptual understanding to inform their artistic practice and aesthetic awareness
- develop confidence to make informed opinions on ideas about the role of art in society.

## Structure

The study is made up of four units.

Unit 1: Artworks, experience and meaning

Unit 2: Artworks and contemporary culture

Unit 3: Artworks, ideas and values

Unit 4: Artworks, ideas and viewpoints

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

A glossary defining terms used across Units 1 to 4 in the *VCE Art Study Design* is included in the companion document *Advice for teachers*.

## Entry

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

## Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

## Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin VCE, VCAL and VET](#). The *Bulletin* is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *Bulletin*.

## Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Art to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

## Safety and wellbeing

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

Occupational Health and Safety advice for Art is set out in Chapter 09 of the Code of Practice for Visual Arts which is available here: <https://visualarts.net.au/code-of-practice/>

The selection of the subject and content of artworks is a school decision. The content and selection of artworks made and studied should be appropriate and acceptable for the specific school culture and environment.

## **Employability skills**

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

## **Legislative compliance**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

## Levels of achievement

### Units 1 and 2

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

### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Art are as follows:

- Units 3 and 4 School-assessed Coursework: 20 per cent
- Units 3 and 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

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

## Authentication

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

For the purposes of this study, additional information is provided regarding the authentication of student work for the School-assessed Task in VCE Arts. Administrative advice for school-based assessment is published each year on the [Arts](#) study design page.

# Cross-study specifications

For the purposes of this study the following specifications apply. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

## Artistic practice

Through the study of artistic practice, students gain an understanding of the way artists work and how artworks are conceptualised, created, presented and viewed. Artistic practices have a range of characteristics that vary, dependent on the beliefs, structures and values of the time, period and culture in which the artist is working. Artistic practice can also be based on styles and aesthetic considerations from different periods and cultures.

For the purpose of the Art Study Design, artistic practice encompasses the use of the Analytical Frameworks for analysing and interpreting the meanings of artworks in the study, both in the conceptualisation and the making of artworks. The artistic practice includes: use of the art process; critical, creative and reflective thinking; and visual language.

## Analytical Frameworks

The application of the Analytical Frameworks is a means of analysing and interpreting the meanings and messages of artworks. When the Analytical Frameworks are applied collectively to analyse and interpret an artwork, students learn to appreciate how an artwork may contain a number of different aspects and layers of meaning. Throughout the study, students develop their understanding and skills in using the Analytical Frameworks through the research of historical and contemporary artists from a variety of cultures. They also learn how the Analytical Frameworks can be applied in the conceptualisation, development and resolution of artworks in the art process and art making.

The Analytical Frameworks contain:

- The **Structural Framework** – used to analyse how the style, symbolism and structural elements of artworks contribute to the meanings and messages conveyed.
- The **Personal Framework** – used to reveal how artworks can reflect an artist's personal feelings, thinking and life circumstances and how the viewer's interpretations are influenced by their life experiences.
- The **Cultural Framework** – used to identify the influence on an artwork of the context of time, place and the society in which it was made.
- The **Contemporary Framework** – used to interpret how contemporary ideas and issues influence the making, interpretation and analysis of artworks from both the past and present.

The following points illustrate the questioning approach that students use to apply the Analytical Frameworks. Students select the most relevant aspects of each Analytical Framework to consider when exploring and discussing each artwork.

### Structural Framework

The Structural Framework is used to analyse the style, symbolism and structural elements of an artwork and how they contribute to the meanings and messages conveyed. Students must consider the following questions:

- How has the artist applied and to what effect the art elements of line, colour, tone, texture, shape, form, sound, light and time and the art principles of emphasis (focal point), balance, movement, unity, variety, contrast, rhythm, repetition (pattern), scale, proportion and space? How do the art elements and art principles contribute to the meanings and messages of the work?

- What materials, techniques and processes have been used? How is the interpretation of the artwork shaped by the materials and the technical skills or processes used by the artist? Is this due to inherent qualities of the materials or to their application by the artist?
- What is the distinctive style of the artwork and how does it contribute to the meaning/s of the artwork? How does the work relate to other works in a similar style or from the same philosophical, historical or cultural context?
- What physical aspects or presentation of the artwork contain symbolic meaning? This may include the use of art elements and art principles, the compositional arrangement of subject matter, and the media, technique and processes used by the artist.

### **Personal Framework**

The Personal Framework is used to interpret how an artist's experiences, feelings, thinking and personal philosophy can be reflected in an artwork. It can also be used to gain awareness of the effect of the viewer's cultural background and experience on the interpretation of the artwork. Students must consider the following questions:

- What relationship does the artwork have to the artist's life and experiences? What visual evidence supports this reading? Has the artist used a specific practice in creating the artwork that may reflect their personal philosophy and ideas?
- How might the artwork be linked to people, places and experiences of personal significance to the artist such as the artist's personal feelings, thinking, aspirations, beliefs, desires or preoccupations, or to memories, dreams or a personal world of fantasy? How are these represented in artworks?
- How does the experience and background of the viewer affect the interpretation of the artwork?
- What are the symbols or metaphors explored or utilised in the artwork that contribute to the meanings and messages?

### **Cultural Framework**

The Cultural Framework is used to identify the influences on an artwork of the time, place and cultural and political settings in which, and purpose for which, it was made. These influences may include historical, political, social, socioeconomic, artistic, technological, environmental and religious contexts as well as aspects of ethnicity and gender. Students must consider the following questions:

- How do the social, political, cultural, artistic and/or religious contexts of the artwork contribute to its meaning? How have historical or contemporary events shaped the intention of the artist or our understanding of the artwork's meaning?
- How do values, beliefs and attitudes reflect the social context of the time the artwork was produced? How do these values, beliefs and attitudes compare to the values of today?
- How does the cultural background of the viewer influence the interpretation of an artwork? How does the placement or location of artworks affect their interpretation?
- What are the symbols or metaphors explored or utilised in the artwork that contribute to the meanings and messages?
- How was the artwork reviewed or critiqued during the time in which it was made? Was the work considered challenging or innovative?

### **Contemporary Framework**

The Contemporary Framework can be used to interpret an artwork, irrespective of when it was created, by looking at it from a current viewpoint. Artists have explored common ideas, concepts, questions and practices to examine their own context, and to describe their personal world and imagine their future through the artworks they make and view. The Contemporary Framework is used to examine art ideas and issues originating in the late twentieth century onwards and apply these ideas to artworks in a range of periods of time and cultures. Contemporary art and ideas can relate to the use of new media and technologies, and to diverse and alternative approaches to making and presenting art. Students should consider the following questions:

- How have contemporary art ideas and issues challenged traditional understandings of artworks and their significance?
- What are the symbols or metaphors from contemporary culture utilised in the artwork and how do they contribute to its meanings and messages?
- How does the placement or location of the artwork in a setting other than the intended setting impact on its meaning and value?
- How might the original context in which an artwork was placed influence its meaning and purpose?
- How is the artwork of the past interpreted from a contemporary point of view? How does this differ from the way it was interpreted when it was made.
- Has the role of the audience changed when viewing and interpreting contemporary artworks and if so, how? How are contemporary artworks that involve collaboration or participation of the viewer affect their interpretation? How does this differ from traditional ideas about viewing and experiencing artworks in museums and galleries?
- What new media or technologies has the artist used to make or produce the artwork?
- What is the impact on the viewer of new media applications or technologies and other emerging art forms?
- How has the internet, virtual technology and augmented reality changed the way artworks are viewed and presented? How has social media changed the way audiences view art? How does this differ from traditional ideas about viewing and experiencing artworks in museums and galleries?
- How does the choice or presentation of subject matter, or media, materials, and techniques or processes reflect or challenge artistic or social traditions?
- How have collaborative approaches to art making changed the way in which the role of the artist is seen?
- How might the original context in which an artwork was made change in its meaning or purpose for the contemporary viewer?
- What political concerns such as globalisation, and environmental and social issues, are expressed in the artwork? How do these concerns challenge and influence the viewer's interpretation of artworks?

## Applying the Analytical Frameworks

When selecting artworks for study it is recognised that the Analytical Frameworks can be applied to all artworks in varying degrees. In the study of specific artworks, some aspects of the Analytical Frameworks may overlap with others. In some cases, some aspects of the Analytical Frameworks may not be applicable to the artwork under study. The Analytical Frameworks are also used to reflect upon artistic practice when students are conceptualising, developing, making and resolving artworks.

Through an investigation of the Analytical Frameworks, students develop an appreciation of a range of artists' practice and the place of artworks within cultural, contemporary and historical contexts. It is advised that a broad range of artists and artworks from a variety of cultural backgrounds are studied. Where possible, art programs should include the study of art from Australia, particularly representations of Indigenous culture and heritage. Exhibition and gallery visits are recommended to support students' experience of artworks.

## The art process

In this study the art process is integral to the conceptualisation, development and making of artworks. The art process is an iterative component of the practice of artists and includes the application of Analytical Frameworks when interpreting and making artworks. The various components of the art process include:

- exploration of ideas through a conceptual and practical investigation
- experimentation with art elements and art principles, materials, techniques, processes and art forms
- development of ideas, concepts, style and visual language
- refinement of materials, techniques and technical processes to provide visual strength to artworks
- resolution of ideas, directions and concepts.

The use of visual language, art elements and art principles is integral to the art process. The process should not be seen as static or linear but iterative as the student explores, develops, refines and resolves ideas and concepts. Underpinning the process is ongoing reflection and annotation using critical, creative and reflective thinking embodied by the Analytical Frameworks.

**Visual language**

Visual language is an integral component of artistic practice and refers to the communication of ideas through experiences, images and objects.

Students use visual language to communicate the exploration, development and resolution of artworks. They experiment with, and develop and refine, materials, techniques and processes.

When creating and producing contemporary artworks, the artist relies on historical understanding of specific styles, representations and imagery. Ideas, beliefs, values and concepts are communicated through the context, placement and juxtaposition of objects, styles and representations.

# Unit 1: Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the reflection of their own ideas and art making. They learn how to formulate and substantiate personal opinions about artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process. Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary.

## Area of Study 1

### Artworks and meaning

In this area of study students are introduced to the Structural and the Personal Framework ([pages 10–12](#)) to support the interpretation of the meanings and messages of artworks, both as intended by the artist and as interpreted by the viewer. Students learn that the analysis of an artwork using the Structural Framework can enhance their understanding and interpretation. They gain an understanding that art may reflect the artist's interests, experiences and thinking through applying the Personal Framework to read possible meanings of artworks. They also develop an understanding that the interpretation of the meanings and messages of art may be a personal response by the artist and/or the viewer, and that viewpoints can be substantiated using a range of sources. Students study at least three artists and at least one artwork from each artist to examine both historical and contemporary artworks. The artists may be selected from a range of societies and cultures including artworks by Aboriginal and Torres Strait Islander artists.

## Outcome 1

On completion of this unit the student should be able to analyse and interpret a variety of artworks using the Structural Framework and the Personal Framework.

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

### Key knowledge

- the factors that influence responses to artworks
- the relevant aspects of the Structural Framework and the Personal Framework
- ways in which artists express social and personal interests, experiences, ideas and intentions
- terminology used in discussion and research.

### Key skills

- apply relevant aspects of the Structural Framework and Personal Framework to analyse and interpret artworks
- research and discuss how art reflects the personal interests, ideas, experiences and intentions of the artist
- formulate and substantiate personal opinions with reference to artworks and related references
- use appropriate terminology to discuss artworks.

## Area of Study 2

### Art making and meaning

In this area of study students are encouraged to develop and apply skills while exploring areas of individual interest to create artworks. Students undertake a range of experiences that offer different ways of working and develop an understanding about how to use the art process. They build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks. They investigate the artistic practices of selected artists or styles as inspiration for the development of their own visual responses. Students engage in creative and technical processes with a range of materials and art forms and use a visual diary to document their reflections, exploration of ideas, and experimentation with materials and techniques. They reflect on their own art making and examine how they have developed their visual language. They use the Structural Framework and the Personal Framework to analyse and evaluate their visual responses.

### Outcome 2

On completion of this unit the student should be able to use the art process to create visual responses that demonstrate their personal interests and ideas.

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

#### Key knowledge

- visual language to communicate issues and ideas of personal interest and imagination
- the relationship of the art process to artistic practice
- the qualities and characteristics of materials and art forms and how they may be used to present concepts and images
- the methods for experimenting and exploring with materials, techniques, processes and art forms
- the characteristics of styles and symbols to create meaning in artworks
- the Structural Framework and the Personal Framework used in reflective annotations and to support the documentation about the art process
- terminology used in documentation and annotation.

#### Key skills

- use observation and imagination to develop creative responses
- investigate the practices of artists and apply these practices in their own work
- communicate personal ideas and concepts
- explore materials, techniques, processes and art forms and investigate how these can be used to create artworks
- use a range of styles and symbols to produce responses that realise personal interests
- use visual language to document artistic practice in a visual diary
- apply the Structural Framework and the Personal Framework in reflective annotation as they apply to their own art making.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

Suitable tasks for assessment may be selected from the following:

### *Outcome 1*

- an extended written response
- short-answer responses supported by visual references
- an annotated visual report
- a presentation using digital technologies
- an oral presentation.

A suitable task for assessment is:

### *Outcome 2*

- a range of visual responses to a selection of set tasks and documented evidence of the art process.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Unit 2: Artworks and contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Students investigate how artworks can be created as forms of expression for specific cultural and contemporary contexts. Students may research contemporary artworks, public art, community and collaborative artworks, art produced for festivals, newspaper cartoons, art prizes, curated exhibitions, performance art, ephemeral and environmental art and street art. Artworks can celebrate specific events, ideas or beliefs or they can commemorate people, institutions, social movements and events. They can reinforce a social group's sense of power and authority or they can challenge social attitudes and assumptions. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve.

Students use the Contemporary Framework to examine artworks from different periods of time and cultures. In current contemporary artistic practice, many artists have reinterpreted traditional art forms and familiar representation, re-examining the traditions of realism and abstraction in conceptual artworks that challenge ideas about art. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. These practices may also include practices of appropriation, collaboration, participation and questioning of the notion of authorship of artworks.

While the focus of this unit is on the Cultural Framework and Contemporary Framework, students should continue to apply aspects of the Structural Framework and Personal Framework where relevant in the analysis of artworks. In the documentation of their own artwork, students select and use appropriate aspects of all the Analytical Frameworks ([pages 10–12](#)).

## Area of Study 1

### Contemporary artworks and culture

In this area of study students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it was created. Particular emphasis is placed on the influence of contemporary materials, techniques, ideas and approaches to making and presenting artworks. Students explore and investigate the ways in which the world has changed and continues to change over time, the factors that influence these changes and their impact on artistic practice. Students focus their research on selected theme/s to compare artworks, artists and their artistic practice. From the range of artists studied, two of the artworks must be based on a common theme.

Students must:

- apply the Cultural Framework and the Contemporary Framework in their analysis and interpretation of artworks of at least four artists
- study at least two artworks produced from 1990 onwards.

## Outcome 1

On completion of this unit the student should be able to discuss and compare artworks from different cultures and times using the Cultural Framework and the Contemporary Framework.

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

### Key knowledge

- the role and purpose of art in different cultural contexts and times
- the diverse and alternative approaches to making and presenting art in a contemporary context
- how artworks can reflect the beliefs, values and traditions of different cultures
- relevant aspects of the Cultural Framework and the Contemporary Framework
- terminology used in discussion and research.

### Key skills

- apply the Cultural and Contemporary Framework and aspects of other Analytical Frameworks as appropriate to analyse, interpret and compare artworks from different cultures and times
- formulate and substantiate personal opinions with reference to artworks and other references
- use appropriate terminology to discuss artworks.

## Area of Study 2

### Art making and contemporary culture

In this area of study students explore areas of personal interest related to culture and contemporary practices. They use the art process and experiment with visual language to develop, present and document their ideas. Observations, imagination, ideas and concepts inspired by cultural or contemporary sources, such as the artists and artworks being studied in Area of Study 1, may be starting points to experiment with techniques, materials, processes and art forms. Students use all the Analytical Frameworks as appropriate to analyse visual qualities, concepts and meaning in their artworks and to document their artistic practice in a visual diary. They reflect on their own art making, and identify and discuss how they have used the art process and developed their visual language. Students examine and discuss their artistic practice and reflect on how cultural and contemporary aspects are evidenced in their artworks.

## Outcome 2

On completion of this unit the student should be able to use the art process to produce at least one finished artwork that explores social and/or personal ideas or issues.

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

### Key knowledge

- the visual language used to communicate issues and ideas of personal, cultural and contemporary interest using the art process
- the qualities and characteristics of selected materials and art forms and how they may be used to present concepts and images
- the use of materials, techniques, and processes in art forms
- the Cultural Framework and Contemporary Framework, with other Analytical Frameworks as appropriate, to support documentation and reflective annotation as they apply to art making
- terminology used in documentation and annotation.

### Key skills

- produce visual responses to cultural and contemporary ideas and issues through exploration and experimentation using the art process
- explore and document the use of media, materials, techniques, processes and art forms and investigate how these can be used to create artworks, taking into consideration contemporary approaches
- develop skills in artistic practice using the art process
- use visual language and manipulate the technical and expressive qualities of art forms to produce at least one finished artwork
- document artistic practices in a visual diary
- apply the Cultural and Contemporary Framework and other Analytical Frameworks as appropriate, in reflective annotation in art making.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

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

Suitable tasks for assessment may be selected from the following:

#### *Outcome 1*

- an extended written response
- short-answer responses supported by visual references
- an annotated visual report
- a presentation using digital technologies
- an oral presentation.

Suitable tasks for assessment are:

#### *Outcome 2*

- a range of visual responses including at least one finished artwork
- documentation of the art process using visual language and the Analytical Frameworks.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Unit 3: Artworks, ideas and values

In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks ([pages 10–12](#)) for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations.

Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

In this unit, contemporary art is considered to be that which has been produced since 1990 and reflects the current way some artists create artworks with a new approach to media, techniques, purpose and presentation. Contemporary art and ideas may involve diverse and alternative approaches to making and presenting art. Diverse ideas and approaches are explored in relation to societal changes, including postmodernism, post colonialism, globalisation and environmental issues.

## Area of Study 1

### Interpreting art

In this area of study students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others' opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990.

When selecting artworks for study, it is recognised that the Analytical Frameworks can be applied to all artworks in varying degrees. Students demonstrate depth of analysis by drawing on specific aspects of the frameworks to support their interpretations of artworks.

Students must undertake:

- the study of at least one artist, their artistic practice and artworks produced before 1990, and at least one artist, their artistic practice and artworks produced since 1990
- a comparison of the artists with detailed analysis of at least two artworks by each artist
- the application of relevant aspects of the Analytical Frameworks across each of the selected artworks to interpret the meanings and messages.

### Outcome 1

On completion of this unit the student should be able to use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.

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

#### Key knowledge

- contexts of artworks produced before 1990 and since 1990
- the characteristics of artworks produced before 1990 and since 1990
- the Structural Framework, the Personal Framework, the Cultural Framework and the Contemporary Framework
- resources available to support research of selected artists and artworks
- terminology used in the analysis, interpretation, comparison and contrast of artworks.

**Key skills**

- compare the contexts and characteristics of artworks produced before 1990 with artworks produced since 1990
- apply the Structural Framework, the Personal Framework, the Cultural Framework and the Contemporary Framework to the analysis and interpretation of the meanings and messages of artworks
- substantiate interpretations of artworks with evidence taken from the artworks themselves and with reference to a range of resources
- use appropriate terminology in the analysis, interpretation, comparison and contrast of artworks.

**Area of Study 2****Investigation and interpretation through art making**

In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms. Students engage in ongoing exploration, experimentation, reflection, analysis and evaluation as they progressively develop and refine their ideas. They document and analyse their thinking and working practices throughout the art process, using the language and context of selected and identified Analytical Frameworks ([pages 10–12](#)) to guide their reflection. They use appropriate technical skill to produce a body of work with at least one finished artwork at the end of Unit 3. Students employ appropriate health, safety and sustainable practices in the development of their practical work.

**Outcome 2**

On completion of this unit the student should be able to use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.

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

**Key knowledge**

- the art process relevant to materials, techniques, processes and art forms
- artistic practice that explores and experiments ideas, concepts, materials, techniques and processes
- visual language that reflects imagination and the development of concepts and skills
- techniques and processes to develop effective visual language
- selected and identified Analytical Frameworks as a guide for reflective annotation
- terminology used in documentation, annotation, reflection and evaluation.

**Key skills**

- make and document the development of creative personal responses using the art process to explore, investigate and experiment with materials, techniques, processes and art forms
- explore, develop and refine ideas and personal concepts
- manipulate techniques and processes to develop artworks
- reflect on and document personal ideas and concepts
- employ the language of selected and identified Analytical Frameworks to support reflective annotation
- document and evaluate the development and refinement of work using appropriate written and visual material
- produce at least one finished artwork.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

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.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Use the Analytical Frameworks to analyse and interpret artworks produced before 1990 and since 1990, and compare the meanings and messages of these artworks.	30	Any one or a combination of the following tasks: <ul style="list-style-type: none"> <li>• a written report</li> <li>• an extended response</li> <li>• short responses</li> <li>• structured questions</li> <li>• an annotated visual report</li> <li>• a response using digital technologies</li> <li>• an oral presentation with documented evidence.</li> </ul>
<b>Total marks</b>	30	

\*School-assessed Coursework for Unit 3 contributes 10 per cent.

## **School-assessed Task**

Assessment for Art includes a School-assessed Task. The student's level of performance in achieving Outcome 2 in Unit 3 and Outcome 2 in Unit 4 will be assessed through a School-assessed Task. Details of the School-assessed Task for Units 3 and 4 are provided in Unit 4 on [page 27](#) of this Study Design.

## **External assessment**

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 30 per cent.

# Unit 4: Artworks, ideas and viewpoints

In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

From this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

In relation to their developing artwork, students continue to build upon the ideas and concepts begun in Unit 3 and further develop their artistic practice. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice. Students select appropriate aspects of the Analytical Frameworks as a structure for the reflection and documentation of their artworks.

## Area of Study 1

### Discussing art

In this area of study students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments, and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issues.

Students use relevant aspects of the Analytical Frameworks to provide structure for their analysis and discussion.

In this area of study students must investigate:

- one art idea and related issues
- at least one artist not studied in Unit 3 and a minimum of one artwork by that artist
- a range of viewpoints as presented in attributed commentaries relating to the selected art idea and related issues and artwork/s.

### Outcome 1

On completion of this unit the student should be able to examine and analyse an art idea and its related issues to inform their viewpoint.

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

**Key knowledge**

- ideas and issues expressed in viewpoints and attributed commentaries about the meanings and messages of artworks
- connections between the artwork/s, viewpoints and commentaries in relation to an art idea and related issue that explores the role of art in society
- a range of relevant resources to support research
- opinions and viewpoints in attributed commentaries about an art idea and related issues that explores the role of art in society
- terminology used in discussion
- relevant aspects of the Analytical Frameworks.

**Key skills**

- develop a statement that defines an art idea and related issues regarding the role of art in society
- analyse a range of viewpoints in relation to the identified idea and related issues
- use commentaries and viewpoints from a range of resources to examine and evaluate interpretations about an art idea and related issues
- develop a personal point of view about an idea and issue regarding art in society and support it with evidence and reference to the viewpoints of others
- refer to relevant artwork/s and a range of attributed commentaries to support viewpoints
- use appropriate terminology
- use relevant aspects of the Analytical Frameworks.

## Area of Study 2

### Realisation and resolution

In this area of study students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

### Outcome 2

On completion of this unit the student should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

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

**Key knowledge**

- materials, techniques, processes and art forms appropriate to art making
- the application of visual language to resolve and realise concepts in artworks
- artistic practice to refine, resolve and realise concepts in artworks
- development, refinement and resolution of ideas, techniques and processes
- visual language that communicates the development and refinement of skills, techniques and processes
- the Analytical Frameworks for the reflective annotation of artworks
- terminology used in documentation, annotation and evaluation.

### Key skills

- make artworks through exploring, investigating and experimenting with materials, techniques and processes relevant to selected art forms
- develop, refine and reflect on ideas and personal concepts throughout the art process
- manipulate visual and technical qualities to produce visual imagery and resolve artistic ideas and concepts
- document the development, refinement and resolution of artworks using appropriate written and visual material
- employ the language of the Analytical Frameworks to support reflective annotation and evaluation
- produce at least one finished artwork.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

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.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Examine and analyse an art idea and its related issues to inform their viewpoint.	30	Any one or a combination of the following tasks: <ul style="list-style-type: none"> <li>• a written report</li> <li>• an extended response</li> <li>• short responses</li> <li>• structured questions</li> <li>• an annotated visual report</li> <li>• an oral presentation with visual evidence</li> <li>• a presentation using digital technologies.</li> </ul>
<b>Total marks</b>	30	

\*School-assessed Coursework for Unit 4 contributes 10 per cent.

## School-assessed Task

Assessment for Art includes a School-assessed Task. For this assessment teachers will provide to the VCAA a score representing an assessment of the student's level of performance in achieving Outcome 2 in Unit 3, and Outcome 2 in Unit 4, according to criteria published annually online by the VCAA.

Outcomes	Assessment tasks
<p><b>Unit 3</b> <b>Outcome 2</b></p> <p>Use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of their artistic practice.</p>	<p>A body of work that presents explorations within selected art forms and that clearly demonstrates the development of the student's thinking and working practices. The progressive realisation and resolution of the body of work reflects personal concepts, ideas, directions, explorations, aesthetic qualities and technical skills, and includes at least <b>two</b> finished artworks that resolve the student's intentions.</p>
<p><b>Unit 4</b> <b>Outcome 2</b></p> <p>Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.</p>	

The School-assessed Task contributes 50 per cent to the study score.

## External assessment

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination.

### Contribution to final assessment

The examination will contribute 30 per cent.

## End-of-year examination

### Description

The examination will be set by a panel appointed by the VCAA. All the key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

### Conditions

The examination will be completed under the following conditions:

- Duration: one and a half hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAL Administrative Handbook](#).
- The examination will be marked by assessors appointed by the VCAA.

### Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format/s and any other essential information. The specifications are published in the first year of implementation of the revised Unit 3 and 4 sequence together with any sample material.

