

# VCE Art Making and Exhibiting 2024-2028

Q&A webinar

Wednesday 06 March 2024



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY




# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.





# Asking Questions

Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

Send

 Participant  QA

# Key Documents

## ACCREDITATION PERIOD 2023-2027

### STUDY DESIGN



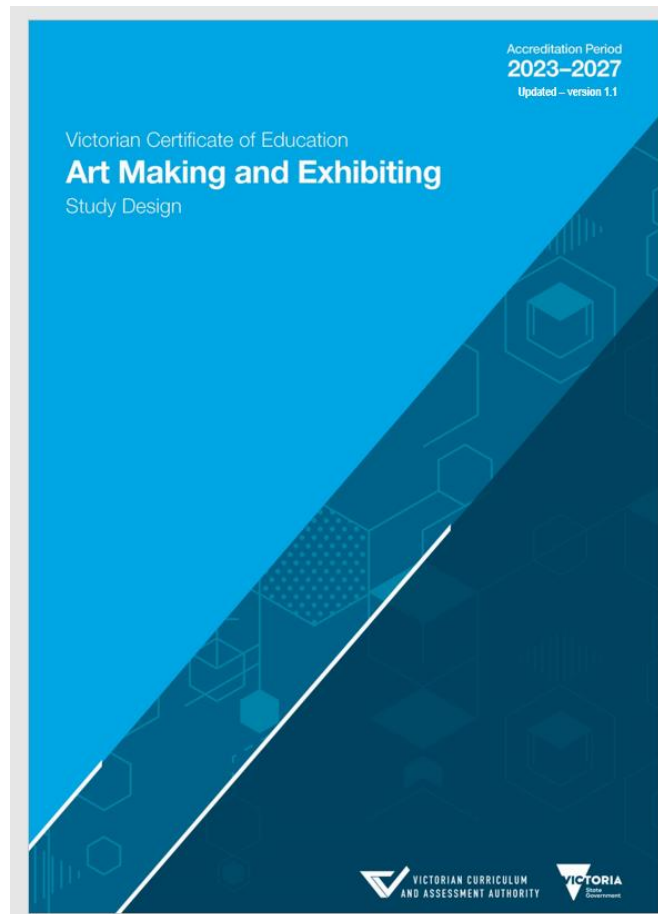
#### VCE Art Making and Exhibiting Study Design

Details on areas of study, outcomes and assessment for VCE Art Making and Exhibiting Study Design Units 1 - 4: 2023-2027

## Support materials

These support materials incorporate the previously known Advice for teachers.

Planning	Teaching and learning	Assessment
Developing a program >	Units 1 - 4 sample learning activities >	General assessment advice >
Implementation videos >		2024 Administrative Information for School-based Assessment >
2024 Exhibition List >		Professional Learning Videos for School-based Assessment >
		Examination specifications, past examinations and reports >



# VCE ART MAKING AND EXHIBITING

Show student work in the VCE Season of Excellence



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## TEACHING AND LEARNING

Accreditation period Units 1-4: 2023-2027

### Introduction

The VCE Art Making and Exhibiting 2023-2027 Support materials (incorporating the previously known Advice for teachers) provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4. The program developed and delivered to students must be in accordance with the [VCE Art Making and Exhibiting Study Design 2023-2027](#).

### Unit 1: Explore, expand and investigate

- ▶ Unit 1 Area of Study 1: Explore – materials, techniques and artworks
- ▶ Unit 1 Area of Study 2: Expand – make, present and reflect
- ▶ Unit 1 Area of Study 3: Investigate – research and present

### Unit 2: Understand, develop and resolve

- ▶ Unit 2 Area of Study 1: Understand – ideas, artworks and exhibitions
- ▶ Unit 2 Area of Study 2: Develop – theme, aesthetic qualities and style
- ▶ Unit 2 Area of Study 3: Resolve – ideas, subject matter and style

### Unit 3: Collect, extend and connect

- ▶ Unit 3 Area of Study 1: Collect – inspirations, influences and images
- ▶ Unit 3 Area of Study 2: Extend – make, critique and reflect
- ▶ Unit 3 Area of Study 3: Connect – curate, design and propose

### Unit 4: Consolidate, present and conserve

- ▶ Unit 4 Area of Study 1: Consolidate – refine and resolve
- ▶ Unit 4 Area of Study 2: Present – plan and critique
- ▶ Unit 4 Area of Study 3: Conserve – present and care

# Glossary of command terms

The same terms are used in SAT criteria and descriptors

## GLOSSARY OF COMMAND TERMS

This glossary of command terms provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations.

The glossary can be used by:

- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations
- examination panels in the development of assessment items for external examinations.

The glossary may be used in classrooms by teachers across all F–10 curriculum areas and VCE studies to help students better understand the requirements of command terms in the context of their discipline. Students may benefit from using the glossary in the context of questions and tasks they are working on as opposed to learning the terms in isolation.

It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the glossary. For example, an 'evaluate' question will require a different response in Mathematics than it will in History.

The list of terms in the glossary is not intended to be exhaustive or limiting; other terms may be used if required and/or appropriate, allowing study-specific questions to be constructed. Additionally, not all terms in the glossary will be suitable for use in all disciplines and studies. Reference to the relevant curriculum and VCE study design is paramount when developing internal and external assessments.

When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

 [Glossary of command terms](#)

[Pages - Glossary of command terms \(eduweb.vic.gov.au\)](https://www.eduweb.vic.gov.au)

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account of	Describe a series of events or transactions.
account for	State reasons for; report on.
analyse	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
apply	Use; employ in a particular situation or context.
assess	Make a judgment about; or measure, determine or estimate, the value, quality, outcomes, results, size, significance, nature or extent of something.
calculate	Determine from given facts, figures or information, obtain a numerical answer showing the relevant stages in the working; determine or find (e.g. a number, answer) by using mathematical processes.
clarify	Make a statement or situation more comprehensible.
compare	Recognise similarities and differences and the significance of these similarities and differences.

# Assessment Support Material

## General assessment advice

The principles underpinning all VCE assessment practices are explained in [VCE assessment principles](#).

Updates to matters related to the administration of VCE assessment are published in the [VCAA Bulletin](#).

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [VCE and VCAL Administrative Handbook](#).

The procedures for managing VCE school-based assessment are explained in [Assessment advice for the VCE](#).

The [glossary of command terms](#) provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations and to help students better understand the requirements of command terms in the context of their discipline.

[VCE Art Making and Exhibiting Study Design](#) examination specifications, past examination papers and corresponding examination reports can be accessed from the VCE Art Making and Exhibiting [examination webpage](#).

Graded Distributions for Graded Assessment can be accessed from the [VCAA Senior Secondary Certificate Statistical Information webpage](#).

Excepting third-party elements, schools may use this resource in accordance with the [VCAA's Educational Allowance](#) (VCAA Copyright and Intellectual Property Policy).



# Assessment Support Material

▶ Units 1 and 2 School-based assessment
▶ Units 3 and 4 School-based assessment
▶ School-assessed Coursework
▶ Units 3 and 4 School-assessed Task
▼ Performance descriptors

- [Unit 3, Outcome 3](#)
- [Unit 4, Outcome 3](#)

## 2024 Administrative Information for School-based Assessment

- [VCE Art Making and Exhibiting: Administrative Information for School-based Assessment in 2024](#)
- [Authentication record form: VCE Art Making and Exhibiting 2024](#)

## Professional Learning videos for School-based Assessment

[Watch a series of on-demand videos](#) to provide teachers with an understanding of the delivery of the School-assessed Task, including authentication, administration and how to apply the assessment criteria and descriptors for the School-assessed Task.



**Drop down menus.**  
Specific advice for Unit 3 and 4 assessment



## VCE Art Making and Exhibiting: Administrative information for School-based Assessment in 2024

### Units 3 and 4

#### School-assessed Task

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

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

The 2024 VCE Art Making and Exhibiting assessment sheet on page is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

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

Details of authentication requirements and administrative arrangements for School Assessed Tasks are published annually in the [VCE and VCAL Administrative Handbook 2024](#).

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

The School-assessed Task has four components:

- Unit 3 Outcome 1
- Unit 3 Outcome 2
- Unit 4 Outcome 1
- Unit 4 Outcome 2.

Teachers should be aware of the dates for submission of scores into VASS in July and November. These dates are published in the 2024 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website, [vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx](https://www.vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx)

# School-based assessment Advice

- **Scope and nature of task**
- **Assessment criteria, descriptors and evidence**
- **Authentication material**
- **Scoring sheet**

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clarify	Make a statement or situation more comprehensible.
compare	Recognise similarities and differences and the significance of these similarities and differences.

# Scope and Nature of task

## Nature of task

Students research and collate documentation in a Visual Arts journal that includes:

- 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 subject matter developed from responses to sources of inspiration, experimentation and exploration
- documentation and evaluation of art making

Describes the task

Describes the scope of assessment for the task

## Scope of task

The School-assessed Task for Outcome 1 is comprised of 4 components:

1. Exploration of at least three artists and their use of visual language and experimentation in two artworks by each artist.
2. Development of subject matter, ideas, aesthetic qualities and visual language from sources of inspiration
3. Reflection on the conceptualisation of artworks and art making
4. Documentation in the Visual Arts journal.

# Unit 3 Outcome 1 task

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.**

## Exploration

- 3 artists
- 2 artworks

## Development

- Subject matter
- Ideas
- Visual language

## Experimentation

- Materials
- Techniques
- Processes

## Reflection

- Conceptualisation of artworks
- Art making

## Documentation

- Visual Arts journal

# Example: A starting point for students



1. Identify key concept/s
2. List key VCAA elements &/ or principles relevant to styles and techniques being investigated
3. Link concepts, processes, visual language & inspirational artists where relevant
4. List materials that will be required/ utilised
5. Tag sections of the mind map to identify relevant interpretive lenses

Natalie Papak: Art Making and Exhibiting  
*Princes Hill Secondary College*

# Example: Assessment criteria for students

## Plan Unit 4, Outcome 1

### Final assessment criteria for a score out of 20

Unit 4 Outcome 1	7. Present a critique of the use of the Creative Practice from Unit 3 and use feedback and reflection to resolve a body of work
	8. Document, annotate and evaluate the refinement and resolution of the Body of Work

Paste your **Outcome 1, Unit 3 reflection** into your journal.

1. Create 2 new double page spreads to include loose and/or detailed drawings or storyboards to plan the resolved completion of this body of work in Unit 4.
2. Create a new mind map to identify key **concepts**, any additional **new inspiration**, list materials and processes to be used.
  - Include essential elements and principles that will be manipulated in your making.
  - Add any additional inspirational images *or* artworks that will build on and enhance your Outcome 1, Unit 4 body of work.
  - Include evidence of recorded feedback from your critique in your **planning** and/or **mind map**.
  - Evaluate your findings and address the most useful ideas in your **planning for a new body of work that is informed by your creative practice of Unit 3 and builds on your findings**.

These plans will be presented to the class early in term 3 after you have had time to create any required experimentation.

## Plan Unit 4, Outcome 2

Build on an area of your Unit 3, Outcome 2 skill development & experimentation.

### Final assessment criteria for a score out of 20

Unit 4 Outcome 2	9. Refine and resolve a Body of work using the Creative Practice.
	10. Resolve and present a Body of Work to communicate ideas and meaning to a viewer or audience.

1. Create 2 double page spreads of drawings & / or sketches to plan a finished, refined and **resolved presentation** of this body of work.
  - Include details about the **audience** for your creative practice, **where & how it will be shown** to your audience.
2. Create a mind map that includes **ideas, meanings, and inspiration** as well as a **materials** list and ideas for **display methods**.
  - Colour code and tag the various sections of the map for use of **interpretive lenses**.
  - Contextualise the concepts of this Body of Work.
  - You may need to add a page of art/ source material/ images that inform the completed presentation. Some of this content could be extracted and emphasised from your Outcome 2, Unit 3 research.

**During week 1, term 3: Complete & archive any necessary experimentation with materials that will enable you to begin production on the finished project. Due date for completion: End of week 3, Term 3.**

Natalie Papak: Art Making and Exhibiting  
Princes Hill Secondary College

## VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet

Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>Criterion 1</b> <b>Unit 3 Outcome 1:</b> Explore and evaluate artworks, artistic influences and inspiration in specific artforms to develop ideas, subject matter and visual language		Identify artistic influences and inspiration.	Explore artistic influences and inspiration to develop subject matter	Examines and discusses artistic influences and inspiration to develop subject matter, art elements and principles and aesthetic qualities	Evaluates artistic influences and inspiration in specific artforms to develop subject matter, ideas and visual language	Critically evaluates artistic influences and inspiration in specific artforms to conceptualise and develop subject matter, ideas and visual language
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>
<b>Evidence</b> Research and collation of documentation in a <b>Visual Arts</b> journal that includes the exploration of at least three artists and artworks in specific art forms, development of subject matter, ideas and visual language. Further information outlining the requirements of the <b>Visual Arts</b> journal is included in the Scope of the task.						





## VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet

Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>Criterion 2</b> <b>Unit 3 Outcome 1:</b> Explore artistic influences and experiment with materials techniques and processes in specific artforms to develop subject matter, ideas and visual language.		Select materials and techniques.	Experiment with materials and techniques in art forms.	Explore artistic influences and experiment with materials and techniques to develop subject matter and ideas in a specific art form.	Explore artistic influences to experiment with, understand and evaluate the inherent properties of materials, techniques and processes to develop visual language and ideas. in specific art forms.	Explore and examine artistic influences to experiment with and critically evaluate the materials and techniques used to create a visual language and personal responses in specific art forms.
	0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>	5 <input type="checkbox"/> 6 <input type="checkbox"/>	7 <input type="checkbox"/> 8 <input type="checkbox"/>	9 <input type="checkbox"/> 10 <input type="checkbox"/>
<b>Evidence</b> A Visual Arts journal that includes: <ul style="list-style-type: none"> <li>• exploration and experimentation of materials, techniques and processes in a specific art form</li> <li>• ideas and artworks developed from responses to sources of inspiration, experimentation and exploration</li> <li>• evaluation of the use of visual language in the development of individual artworks in specific art forms.</li> </ul> Further information outlining the requirements of the Visual Arts journal is included in the Scope of the task.						



## VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet

Assessment Criteria	Levels of Performance										
	Not shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)	
<b>Criterion 3</b> <b>Unit 3 Outcome 1:</b> Document, reflect on and evaluate individual art making.		Documents art making.		Outlines art making in specific art forms.		Describes art making to conceptualise artworks in specific art forms.		Conceptualises artworks by reflecting, examining and describing the experimentation and individual art making in specific art forms.		Conceptualises artworks by reflecting, analysing and evaluating experimentation and individual art making in specific art forms.	
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>Evidence</b> Documentation in the Visual Arts journal that: <ul style="list-style-type: none"> <li>reflects on and evaluates the conceptualisation of artworks and individual art making in a specific art forms identifies and analyses the connection between ideas and conceptualises artworks from sources of inspiration in specific art forms</li> <li>identifies, analyses and evaluates the characteristics and use of materials, techniques and processes in specific art forms.</li> </ul> Further information outlining the requirements of the Visual Arts journal is included in the Scope of the task.											

# Unit 3 Outcome 1 Questions

# Questions

- How did you start your students commencing Unit 3?
- How did you start them investigating artists and inspiration?
- How did you structure the start of the task

# Unit 3 Outcome 2 task

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.

Making 2  
artworks in  
specific art forms

Prepare and  
present a  
critique

Reflection on  
feedback

# Unit 3 Outcome 2 task

Students make artworks by responding to the influences of artists and other forms of inspiration. They present their Unit 3 art making in a critique to their class or other group. They include all aspects of Outcomes 1 and 2. The presentation is limited to 10 pages from their Visual Arts journal and at least **TWO** artworks.

The presentation can be conducted in one of the following formats:

- 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.

Students gather feedback from the critique and reflect on it to further develop artworks in Unit 4. The reflection on the feedback must be documented in 1000 – 1500 words, with visual information.

### VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet

Assessment Criteria	Levels of Performance										
	Not Shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)	
<p><b>Criterion 4</b></p> <p><b>Unit 3 Outcome 2:</b></p> <p>Develop and make artworks in specific art forms.</p>		Makes artworks using materials, techniques and processes using specific artforms.		Make artworks using specific artforms based on influences and exploration.		Applies materials and techniques and processes in specific artforms to develop subject matter, ideas and style in two artworks.		Responds to artistic inspiration and influences to make two artworks in specific artforms and develop ideas, style and visual language using materials, techniques and processes.		Develops two artworks from sources of artistic influences and inspiration demonstrating an understanding of style and visual language to represent ideas and communicate meaning.	
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<p><b>Evidence</b></p> <p>Two artworks in a specific artform developed from responses to sources of inspiration, experimentation and exploration that demonstrate:</p> <ul style="list-style-type: none"> <li>development of subject matter, techniques and style</li> <li>the use of materials, techniques and processes in specific art forms</li> <li>development of visual language to represent ideas and communicate meaning.</li> </ul> <p>Documentation in written and visual form that progressively evaluates art making.</p> <p>Further information outlining the development of artworks for Unit 3 Outcome 2 are included in the Scope of the task. There is no requirement to refine and resolve artworks in Unit 3.</p>											

## VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet

Assessment Criteria	Levels of Performance					
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)
<b>Criterion 5</b> <b>Unit 3 Outcome 2:</b> Present a critique of art making and reflect on feedback.		Reflect art making identify	Document and reflect on art making to outline how materials, techniques and processes were used to make artworks.	To achieve the higher score in Medium to Very High students must satisfy both descriptors in the appropriate range.		
				Present a critique that discusses the student's art making to an audience.	Present a critique that examines the development of two artworks from sources of inspiration to an audience.	Present a critique that explains and evaluates the development of two artworks from sources of inspiration to an audience.
				Reflect on art making describing the further development of artworks in Unit 4.	Reflect on feedback from the critique discussing the further development of artworks in Unit 4.	Reflect on feedback from the critique explaining how artworks can be further developed in Unit 4.
				0 <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/>	3 <input type="checkbox"/> 4 <input type="checkbox"/>
<b>Evidence</b> Presentation of Unit 3 art making in a critique to the class or other group as listed in the Scope of the task. <ul style="list-style-type: none"> <li>10 pages from the Visual Arts journal that represents Unit 3 Outcome 1 and 2 and at least TWO artworks.</li> <li>Feedback from the critique</li> <li>Reflection on the feedback to further develop artworks in Unit 4 (documentation of 1000–1500 words, with visual information).</li> </ul> Further information on the Critique is in the Scope of the task for Unit 3 Outcome 2.						



# The Critique

Critique

Feedback

Moving to  
Unit 4

Successes

Challenges

Recommendation

Future planning

# Unit 3 Outcome 2 questions

# Questions

- How did you move the students from Outcome 1 to Outcome 2?
- How did you structure the critique, get feedback and then get the students to reflect on their feedback?
- What did the students take into Unit 4?

# Unit 3 Outcome 3

## Outcome 3

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

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

### Key knowledge

- methods used to develop didactic information about the artists and artworks in an exhibition
- the strategies used to plan and develop an exhibition in a specific space
- the characteristics of exhibitions
- the characteristics of exhibition spaces
- the responsibilities involved in curating an exhibition
- methods used for identifying and analysing the curatorial considerations and the relationships between the artworks and artists in an exhibition
- art terminology used to discuss exhibitions, artists and artworks



# Unit 3 Outcome 3

## Key skills

- develop an exhibition proposal for a specific space using the works of the three selected artists from Unit 3 Area of Study 1
- research and discuss the characteristics of exhibitions
- research and discuss the characteristics of exhibition spaces
- research and discuss the responsibilities involved in curating an exhibition
- discuss and analyse the curatorial considerations and the relationships between the artworks of artists in an exhibition
- explain and analyse the presentation of artworks in the exhibition and the relationships between them
- present and discuss didactic information, artists and artworks
- discuss the characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology

# Unit 3 Outcome 3

## Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 5 per cent to the study score.

Outcome	Marks allocated	Assessment task
<b>Outcome 3</b> Research and plan an exhibition of the artworks of three artists.	50	<p>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.</p> <p>The task must be presented using one or a combination of the following formats:</p> <ul style="list-style-type: none"><li>• an oral presentation with written and visual notes</li><li>• annotated visual display</li><li>• digital presentation with written and visual documentation, such as a video presentation</li><li>• an online presentation with written and visual information, such as an interactive website.</li></ul>
<b>Total marks</b>	50	

# Unit 3 Outcome 3 questions

# Contact

**Dr. Kathryn Hendy-Ekers**

**E:** Kathryn.Hendy-Ekers@education.vic.gov.au

**T:** 9059 5147

**M:** 0438 471 513

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