

# VCE Art Creative Practice 2024-2028

Q&A webinar

Wednesday 13 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 

# Key Documents

## VCE ART CREATIVE PRACTICE

Show student work in the VCE Season of Excellence

### ACCREDITATION PERIOD 2023-2027

#### STUDY DESIGN

##### VCE Art Creative Practice Study Design

Details on areas of study, outcomes and assessment for VCE Art Creative Practice study design Units 1 - 4, 2023-2027

### Support materials

These support materials incorporate the previously known Advice for teachers.

#### Planning

Developing a program >  
Implementation videos >

#### Teaching and learning

Units 1 - 4 sample learning activities >

#### Assessment

General assessment advice >  
2024 Administrative Information for School-based Assessment >  
Professional Learning videos for School-based Assessment >  
Examination specifications, past examinations and reports >

Accreditation Period  
2023-2027

## Victorian Certificate of Education Art Creative Practice Study Design

VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY

VICTORIA  
State Government

## PLANNING

Accreditation period Units 1-4: 2023-2027

- ▶ Developing a program
- ▶ Learning approaches
- ▶ Employability skills

### 2023 Implementation videos

#### VCE Visual Arts studies (2023-2027) implementation videos

Online video presentations which provide teachers with information about the new VCE Visual Arts Study Designs for implementation in 2023: VCE Art Creative Practice and VCE Art Making and Exhibiting.

## TEACHING AND LEARNING

Accreditation period Units 1-4: 2023-2027

### Introduction

The VCE Art Creative Practice 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 Creative Practice Study Design 2023-2027](#).

### Unit 1: Interpreting artworks and exploring the Creative Practice

- ▶ Unit 1 Area of Study 1: Artists, artworks and audiences
- ▶ Unit 1 Area of Study 2: The Creative Practice
- ▶ Unit 1 Area of Study 3: Documenting and reflecting on the Creative Practice

### Unit 2: Interpreting artworks and developing the Creative Practice

- ▶ Unit 2 Area of Study 1: The artist, society and culture
- ▶ Unit 2 Area of Study 2: The collaborative Creative Practice
- ▶ Unit 2 Area of Study 3: Documentation of collaboration using the Creative Practice

### Unit 3: Investigation, ideas, artworks and the Creative Practice

- ▶ Unit 3 Area of Study 1: Investigation and presentation
- ▶ Unit 3 Area of Study 2: Personal Investigation using the Creative Practice

### Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

- ▶ Unit 4 Area of Study 1: Documentation and critique of the Creative Practice
- ▶ Unit 1 Area of Study 2: Resolution and presentation of a Body of Work
- ▶ Unit 4 Area of Study 3: Comparison of artists, their practice and their artworks

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

- ▶ Unit 1: Interpreting artworks and exploring the Creative Practice
- ▶ Unit 2: Interpreting artworks and developing the Creative Practice
- ▶ Unit 3: Investigation, ideas, artworks and the Creative Practice
- ▶ Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice
- ▶ Sample approach to developing the School-assessed Task
- ▶ Sample approach to developing School-assessed Coursework
- ▶ Unit 4 Performance descriptors

- ▶ Sample approach to developing the School-assessed Task
- ▶ Sample approach to developing School-assessed Coursework
- ▶ Unit 4 Performance descriptors

## 2024 Administrative Information for School-based Assessment

[VCE Art Creative Practice: Administrative Information for School-based Assessment in 2024](#)

- [Authentication record form: VCE Art Creative Practice 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.

## VCE Art Creative Practice: 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 11–20. This assessment is subject to the VCAA's statistical moderation process.

The 2024 VCE Art Creative Practice assessment sheet on page 23 is to be used by teachers to record scores. The completed assessment sheet must be made available on request by the VCAA.

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

Details of authentication requirements and administrative arrangements for School Assessed Tasks are published annually in the [VCE 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.

# School-based assessment Advice

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

# 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://eduweb.vic.gov.au)

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Term	Explanation
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.



## School-assessed Task

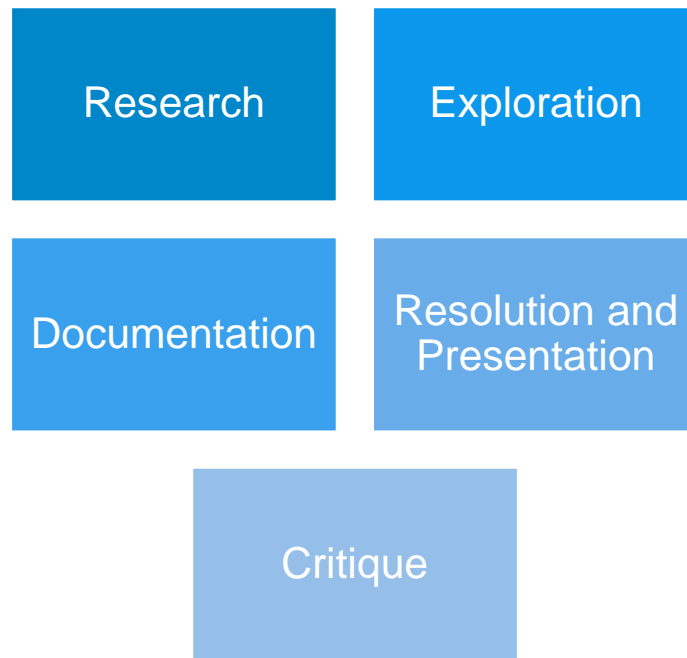
The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School-assessed Task.

The School-assessed Task contributes 60 percent to the study score.

Outcomes	Assessment tasks
<b>Unit 3 Outcome 1</b> Develop personal ideas using research that examines one artwork and the practice of an artist, and produce at least one finished artwork using the Creative Practice.	<ul style="list-style-type: none"><li>• A presentation of the research conducted by the student, using any one or a combination of the following:<ul style="list-style-type: none"><li>– a written report of 300–500 words with documented visual evidence</li><li>– an annotated visual report</li><li>– a critique presented in a digital format, such as an online presentation or interactive website</li><li>– an oral critique with documented visual and written evidence.</li></ul></li></ul> <p><b>AND</b></p> <ul style="list-style-type: none"><li>• At least one finished artwork that responds to the ideas explored using the Creative Practice.</li></ul>

# Unit 3 Outcome 1 task

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



# 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 Creative Practice: School-assessed Task Assessment Sheet 2024						
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> Unit 3 Outcome 1 Research and analyse the ideas and issues explored by artists in their practice.		State the selected artist and artwork researched	Describe the selected artist, artwork and idea or issue	To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range.		
				Discuss and connect sources related to the artist's practice.	Examine and analyse sources related to the artist's practice.	Explain and evaluate sources related to the artist's practice.
				Discuss the ideas and any related issues in the selected artwork.	Examine and analyse ideas and any related issues explored in the selected artwork	Explain and evaluate the ideas and any issues related to the selected artwork and the artist's practice.
	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> <ul style="list-style-type: none"> <li>documented evidence of the selected artwork, ideas and related issues</li> <li>references to sources in the research as supporting evidence</li> <li>A presentation of the research conducted by the student, using any one or a combination of the following               <ul style="list-style-type: none"> <li>a written report of 300–500 words with documented visual evidence</li> <li>an annotated visual report</li> <li>a presentation in a digital format, such as an online presentation or interactive website</li> <li>an oral presentation with documented visual and written evidence.</li> </ul> </li> </ul>						

VCE Art Creative Practice: School-assessed Task Assessment Sheet 2024						
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> Unit 3 Outcome 1 Explore materials, techniques and processes in the Creative Practice to develop a visual language				To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range.		
		Select and apply materials and techniques.	Apply selected materials and techniques in an exploration	Explore and experiment with materials and techniques to make visual responses influenced by ideas and issues in an artist's practice.	Explore, experiment with and consider the use of materials, techniques and processes to make personal visual responses influenced by ideas and issues in an artist's practice.	Explore, experiment with and resolve personal visual responses influenced by specific ideas and issues in an artist's practice
				Use materials and techniques in visual language	Develop visual language through the exploration of materials, techniques and processes	Refine the use of materials, techniques and processes to develop an effective visual language.
		0 <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"/>
<b>Evidence</b> <ul style="list-style-type: none"> <li>At least one finished artwork that responds to the ideas explored using the Creative Practice</li> <li>Use of materials, techniques and processes in one finished artwork.</li> <li>Use of visual language to communicate ideas or issues including at least one finished artwork.</li> </ul> Further information regarding the Finished artwork is outlined in the Scope of the task.						

VCE Art Creative Practice: School-assessed Task Assessment Sheet 2024										
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 and evaluate the Creative Practice using Interpretive Lenses to develop and refine at least one finished artwork responding to the practice of an artist.	To achieve the higher score at each level students must satisfy both the descriptors in the appropriate range.									
	States aspects of the Creative Practice in response to a selected artwork.	Demonstrates aspects of the Creative Practice to develop an artwork in response to a researched artist and artwork.	Reflect on the Creative Practice used to develop an artwork in response to a researched artist and artwork.	Evaluate the Creative Practice used to develop and refine an artwork in response to a researched artist and artwork.	Assess and evaluate the decisions made when using the Creative Practice to develop and refine an artwork in response to a researched artist and artwork.					
			Apply appropriate Interpretive Lenses to document aspects of the Creative Practice.	Identify and apply appropriate Interpretive Lenses to document the use of the Creative Practice to develop and refine a finished artwork.	Apply the appropriate Interpretive Lenses to evaluate the use of the Creative Practice to develop and refine a finished artwork.					
			Identify the use of visual language in an artwork.	Describe the use of visual language in a finished artwork.	Describe the development of visual language used to communicate ideas and issues in the finished artwork.	Evaluate the development of the visual language used to communicate ideas and issues in the finished artwork.	Critically evaluate the development of visual language used to communicate ideas and issues in the finished artwork.			
	0 <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"/>
<b>Evidence</b> Documented visual and written evidence demonstrating: <ul style="list-style-type: none"> <li>Evaluation of the Creative Practice used to develop and refine at least one finished artwork. Evaluation of the development of the visual language used to communicate ideas and issues in at least one finished artwork, artist, their practice and selected artwork.</li> <li>Use of appropriate Interpretive Lenses throughout the Creative Practice.</li> <li>Appropriate written and visual material that reflects upon and evaluates the Creative Practice, the response to the researched artist, their practice and selected artwork.</li> </ul>										

VCE Art Creative Practice: School-assessed Task Assessment Sheet 2024

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 4</b> Unit 3 Outcome 1 Present a critique to explain the use of the Creative Practice to develop and refine one finished artwork.		Recount how the research, materials and techniques were used to explore ideas and develop an artwork.	Identify how the research, materials, techniques and processes were used to develop and refine an artwork.	To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range.		
				Discuss the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience.	Examine and evaluate the use of the Creative Practice to develop and refine one artwork in a critique presented to an audience.	Explain and justify the use of the Creative Practice to develop and refine one artwork.
				Acknowledge audience feedback.	Document and reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2.	Document and critically reflect on feedback from an audience and consider how ideas could be further developed in the Body of Work in Area of Study 2.
	0 <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"/>

**Evidence**

A critique presented in a digital format, such as an online presentation or interactive website or an oral critique with written and visual evidence:

- Explaining the use of the Creative Practice to develop and refine at least one finished artwork that is a response to the practice of an artist.
- Reflection and evaluation on the use of the Creative Practice to develop, refine and resolve at least one finished artwork.
- Appropriate written and visual material to document, reflect upon and evaluate the development and refinement of an artwork
- Documentation and reflection of audience feedback to further develop ideas in Area of Study 2.

Details of the Critique and the Finished Artwork are outlined in the Scope of the task



# Unit 3 Outcome 1 Questions

# Question

- How did you structure the Outcome 1 assessment task?

## *Student responses*

- I wrote biographies of artists that interested me and what that artist's work meant to me.
- I started my folio with artists that inspired me
- Illustrated the style of an artist that meant something to me.
- Completed small drawings from the artists that inspired me as a starting point to decide which artwork I would create.
- I started my folio with a 'brain dump' collage and then explored artists that used that theme.
- I got inspiration from other subjects and then focused on artists who had a similar theme.

# Questions

- How did you structure the critique, get feedback and then get the students to reflect on their feedback?
- What did the students take from the critique into Unit 3?

## *Student responses*

My teacher sent directed questions to us in an email

It's just a talk of what you have been doing, and what others have been doing

You are trying to understand the story behind other people's artworks

# Question

- How did you document, reflect and annotate your folio?

## *Student responses*

- My research photos and annotations informed my use of visual language
- I used doodles to assist in documentation
- I used annotations to refine the process

# The Critique

Critique

Feedback

Successes

Challenges

Recommendation

Future planning

## School-assessed Task

The student's level of achievement in Unit 3 Outcomes 1 and 2 and Unit 4 Outcomes 1 and 2 will be assessed through a School-assessed Task.

The School-assessed Task contributes 60 percent to the study score.

Outcomes	Assessment tasks
<b>Unit 3 Outcome 2</b> Apply and explore ideas and an area of personal interest using the Creative Practice.	<ul style="list-style-type: none"><li>A documented Body of Work that presents explorations and the development of personal ideas within selected art forms, using the Creative Practice and including reflective annotations.</li></ul>



# Unit 3 Outcome 2 task

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

Range of visual responses

Ideas of personal interest

Use the Creative Practice

Reflection using the Interpretive lenses

VCE Art Creative Practice: School-assessed Task Assessment Sheet 2024

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> Unit 3 Outcome 2 Apply and manipulate materials, techniques and processes to develop personal responses and a visual language using the Creative Practice.	To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range.									
	Apply materials, techniques, art elements and art principles.		Apply and manipulate materials, techniques, art elements and art principles to develop visual responses.		Explore materials, techniques to develop visual responses.		Use the Creative Practice to explore materials, techniques and processes to develop personal responses		Apply the Creative Practice to explore and manipulate materials, techniques and processes in the personal responses	
					Explore visual language to communicate personal ideas		Use the Creative Practice to develop a visual language in personal responses that communicate ideas.		Apply the Creative Practice to refine visual language in personal responses that communicate ideas.	
	0 <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"/>
<b>Evidence</b> <ul style="list-style-type: none"> <li>Personal visual explorations in selected art forms demonstrating the selection, application and manipulation of materials, techniques and processes throughout the Creative Practice</li> <li>Use of materials and techniques to develop visual language that communicate personal ideas in visual explorations.</li> </ul> Details of the Creative Practice and Visual Language can be found in the Study Specifications for VCE Art Creative Practice.										



VCE Art Creative Practice: School-assessed Task Assessment Sheet 2024

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 6</b> Unit 3 Outcome 2 Document, reflect and evaluate the development of personal responses using the Creative Practice and the Interpretive Lenses.						To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range.					
		Document personal visual responses.		Identify Interpretive Lenses and aspects of the Creative Practice used in personal visual responses.		Develop written and visual material to document the development of personal visual responses using the Creative Practice		Examine and evaluate personal responses using the Creative Practice		Progressively evaluate the Creative Practice, critically reflect upon and construct a range of personal responses	
						Develop written and visual material that uses the language of appropriate Interpretive Lenses to document the development of personal visual responses		Examine and evaluate personal responses using art terminology and the language of identified appropriate Interpretive Lenses		Evaluate personal responses explicitly applying the language of appropriate Interpretive Lenses.	
	0 <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> Body of Work and documentation using written and visual material, demonstrating: <ul style="list-style-type: none"> <li>• The Creative Practice used to develop personal visual responses</li> <li>• Annotations that critically reflect and evaluate the Creative Practice used to develop personal visual responses</li> <li>• Selection and application of relevant Interpretive Lenses in documentation, reflection and evaluation of personal visual responses throughout the Creative Practice</li> <li>• Application of art terminology in analysis of personal visual responses and in critically reflective annotations of the use of the Creative Practice.</li> </ul> Further information on the Body of Work and the documentation are outlined in the Scope and Nature of the task.											

# Unit 3 Outcome 2 questions

# Questions

- How did you start Outcome 2?
- How did it link to Outcome 1?

## *Student responses*

- I started with rough sketches from Outcome 1 to start Outcome 2
- I used my documentation from Outcome 1
- I looked at symbolism as a focus
- I prioritised visual language for my media trials and went from there
- I used the Outcome 1 'case study' and did these throughout my folio

# Questions

- How do you explain what a Body of Work is to the students?

## Body of Work

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

*Terms used in the study. Page 17*

# Contact

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