

**Updated – version 1.1**

Amendments to study design history

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| Version | Status | Release Date | Comments |
| 1.1 | Current | December 2023 | Unit 3, Area of Study 3, Introduction, third paragraph, bullet point 1 ‘thematic’ deleted (page 30).  Units 3, Area of Study 3, Outcome 3 key knowledge: updated bullet points; key skills: updated bullet points  (page 30−31).  Unit 3, Contribution to final assessment, Outcome 3 assessment task updated (page 32).  Unit 4, Area of Study 3, Introduction second paragraph, third sentence, ‘complete a case study’ deleted  (page 36).  Unit 4, Contribution to final assessment, Outcome 3 assessment task, first paragraph, ‘a case study with’ deleted; second paragraph ‘case study’ deleted and ‘written and visual material’ inserted. (page 38). |
| 1.0 | Superseded | January 2022 | Original study design. |

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 2 Lonsdale Street  
Melbourne VIC 3000

ISBN: 978-1-925264-10-4

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Important information

Accreditation period

Units 1–4: 1 January 2023 – 31 December 2027

Implementation of this study commences in 2023.

Other sources of information

The [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx) 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](https://www.vcaa.vic.edu.au/Footer/Pages/Subscribe.aspx) on the VCAA website.

To assist teachers in developing courses, the VCAA publishes online [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx) (incorporating the previously known *Advice for teachers*).

The current [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) 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.

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Introduction

Scope of study

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students’ own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

Rationale

Learning in VCE Art Making and Exhibitingprovides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students’ critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others’ artworks are curated, displayed and conserved.

Aims

This study enables students to:

* explore the characteristics and properties of materials, techniques and processes
* understand the use and application of materials in relation to the historical development of art forms, across different periods of time and cultures
* develop an understanding of aesthetic qualities in artworks and how they are used in art making
* learn how to work independently and collaboratively
* develop an understanding of the sources that inform and influence art making
* investigate the practices of artists from different periods of time and cultures, including Aboriginal and Torres Strait Islander artists, and their use of materials, techniques and processes, and how these contribute to the making of their artworks
* understand how artists use visual language to communicate ideas and meaning in artworks
* understand how exhibitions are planned and produced by galleries, museums, other exhibition spaces and site-specific spaces and how artworks are curated and displayed for audiences
* understand the methods used and considerations involved in the preparation, presentation and conservation of artworks.

Structure

The study is made up of four units.

* Unit 1: Explore, expand and investigate
* Unit 2: Understand, develop and resolve
* Unit 3: Collect, extend and connect
* Unit 4: Consolidate, present and conserve

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.

Entry

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

Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx). 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 Making and Exhibiting 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*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx). 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, such as visits to exhibitions, artists’ studios or external workshops.

Artworks and topics selected by students as subject matter and themes for their artworks should be appropriate for the age and development of the students and reflect current community standards and expectations. Teachers should be aware of the sensitive issues that might arise in relation to the choice of theme or subject matter for study or art making. The following strategies may assist teachers when selecting themes for study or when assisting students in developing their artworks:

* Familiarise yourself with the student’s choice of artworks or subject matter, with particular attention to any issues that may arise surrounding personal, cultural, school and community standards.
* Read any information you can about the artwork chosen for study, such as the artist’s intent or exploration of ideas and subject matter.
* Identify any issues that may require additional resourcing, such as different perspectives on controversial historical, social, cultural or political themes.
* Discuss aspects that may be challenging for students with the school leadership and colleagues at your school.

The Victorian Department of Education and Training (DET) provides information about student wellbeing and duty of care, including:

* [DET Student health and wellbeing advice](https://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx)
* [[DET Duty of Care policy](https://www2.education.vic.gov.au/pal/duty-of-care/policy)](https://www2.education.vic.gov.au/pal/duty-of-care/policy)

* [DET Teaching and learning resources – Selecting appropriate materials](https://www2.education.vic.gov.au/pal/selecting-suitable-teaching-resources/policy).

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, techniques and processes they use, in respect to both themselves and the environment. Teachers and students should observe appropriate safety precautions when undertaking practical activities. It is the responsibility of schools to ensure that they comply with health and safety requirements.

Relevant Acts, regulations and codes include:

* Occupational Health and Safety Act 2004 (Vic)
* Occupational Health and Safety Regulations 2017 (Vic)
* Occupational Health and Safety Management Systems (AS/NZS ISO 45001:2018)
* Dangerous Goods (Storage and Handling) Regulations 2021 (Vic)
* Code of Practice for the Storage and Handling of Dangerous Goods 2013
* Hazardous Substances Compliance Code, Edition 2, 2019 (Vic)
* Electrical Safety Act 1998 (Vic).

Teachers should ensure they access up-to-date versions of all Acts, regulations and codes.

Further information about occupational health and safety and codes of practice for the visual arts industry can be found on the website of the [National Association for the Visual Arts](https://visualarts.net.au/).

Employability skills

This study offers a number of opportunities for students to develop employability skills. The Support materials for VCE Art Making and Exhibiting 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.

Child Safe Standards

Schools and education and training providers are required to comply with the Child Safe Standards made under the Victorian *Child Wellbeing and Safety Act 2005*. Registered schools are required to comply with *Ministerial Order No. 1359 Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises*. For further information, consult the websites of the [Victorian Registration and Qualifications Authority](https://www.vrqa.vic.gov.au/childsafe/Pages/Home.aspx), the [Commission for Children and Young People](https://ccyp.vic.gov.au/) and the [Department of Education and Training](https://www2.education.vic.gov.au/pal/child-safe-standards/policy).

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 VCE study designs.

The student’s level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SAC) and a School-assessed Task (SAT) as specified in the VCE study design, 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 in the study and receive an 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*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for details on graded assessment and calculation of the study score.

Percentage contributions to the study score in VCE Art Making and Exhibiting are as follows:

* Units 3 and 4 School-assessed Coursework: 10 per cent
* Units 3 and 4 School-assessed Task: 60 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*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) for authentication rules and strategies.

Study specifications

In VCE Art Making and Exhibiting, art making and the investigation of artworks is guided by inquiry learning. The first step is the engagement of students in the practices of art making, either through the exploration of ideas or through specific themes. Students investigate artworks by artists from different periods of time and cultures, and they explore how artists have used materials, techniques and processes, and how artists have represented ideas and communicated meaning in artworks. Students work with a range of materials to understand their characteristics and properties and how these have developed over time. Students also research specific art forms to develop their knowledge and skills in art making.

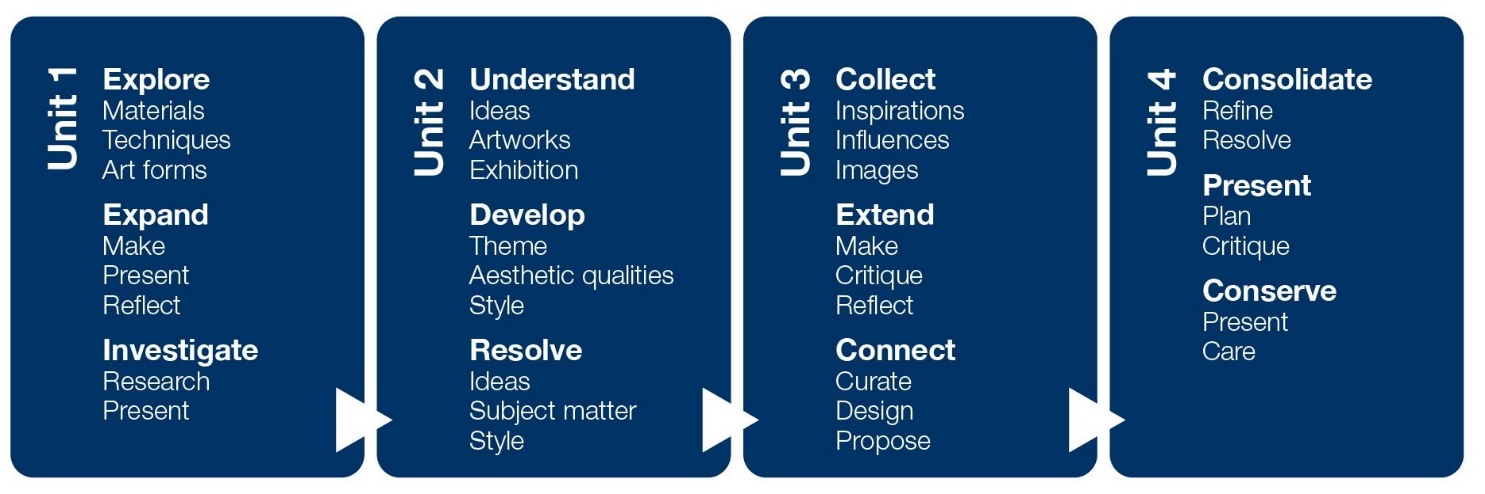
The collecting of research material from various influences and inspirations is integral to art making, as students begin to understand how artists think and work. Students explain their exploration, investigation and development of ideas, and the influences and inspirations related to artists and artworks that they are interested in using in their art making.

Students also demonstrate how they can explore and refine their use of materials, techniques and processes to make finished artworks. They document and record in a Visual Arts journal their development and refinement of skills used in techniques and processes, and they justify and evaluate their selection in art making. Through the development of their finished artworks, students synthesise and resolve the ideas connected to their subject matter, and they evaluate their use of materials, techniques and processes, art elements and art principles, and aesthetic qualities. They develop their use of visual language and understand how ideas and meaning are communicated in artworks.

Throughout VCE Art Making and Exhibiting, students develop an understanding of the curation, presentation, and conservation and care of artworks. They curate and present their own and others’ artworks for display. Students also demonstrate their knowledge of specific exhibitions and how these have influenced their ideas and understanding of the practices artists use to make artworks and how artworks are displayed for exhibition in galleries, museums, other exhibition spaces and site-specific spaces.

In their Visual Arts journal students evaluate and reflect on their knowledge of their own artworks and other artists’ artworks, both as influences and inspirations and as artworks visited or viewed in exhibitions.

The structure of Art Making and Exhibiting, with key concepts of art making and exhibiting artworks across Units 1–4, is indicated in the following diagram.



Art making

In order for students to understand their chosen art form, they need to understand the key skills that are used to manipulate materials, techniques and processes. This means learning about the art elements and art principles that are the creative building blocks of art making. When students analyse artworks, they examine these component parts to understand how they are combined to create aesthetic qualities. It is also important that students understand how art elements work together when they are making artworks. Students need to understand how visual language is created in art making and how it is used to represent ideas and communicate meaning in artworks.

Exhibiting artworks

As part of this study students understand the key roles of people working with exhibitions of art in a range of galleries, museums, other exhibition spaces and site-specific spaces. The purpose of an exhibition, for an artist, is the opportunity for them to understand the progression of their practice and to connect with community. It allows for public critique, celebration and connection. Knowledge of how curators and artists select and present artworks and how they are displayed in an exhibition is also a part of this study.

Roles and responsibilities in exhibitions and galleries

Students visit a range of galleries, museums, other exhibition spaces and site-specific spaces and connect these experiences to their own exhibition design, and the conservation and care of their own and others’ artworks. They understand the following roles and the tasks undertaken when preparing and presenting artworks in galleries, museums, other exhibition spaces and site-specific spaces. For the purposes of this study these roles and responsibilities include the following:

* Exhibition design – planning and producing the layout and design of the exhibition and planning the ‘flow’ of the exhibition, including sight lines, spatial relationships, viewer interaction and interpretation. Exhibition design also includes the creation of display furniture, the selection of fixtures for artworks in an exhibition and the use of lighting throughout the exhibition. A curator and exhibition designer can work together on exhibition design.
* Curation – determining the theme or story to be told in an exhibition. Curation includes the selection of artworks, writing the introduction to the exhibition, deciding where artworks will be placed, the designing of viewer interaction and interpretation, and the preparation of condition reports of artworks. A curator can work with the exhibition designer, registrar and exhibition manager.
* Conservation – planning, organising and undertaking the preservation and conservation of materials and objects in private, public and community collections, including art galleries, museums, other exhibition spaces and site-specific spaces. A conservator often has specialist scientific training in the conservation and care of artworks. The care of artworks in a gallery environment is often the responsibility of a team of people.

Further information can be found in the online [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx) for VCE Art Making and Exhibiting.

Aboriginal and Torres Strait Islander knowledge, cultures and histories

Aboriginal and Torres Strait Islander peoples are the first Australians and the oldest continuous living cultures in human history. These two broad groups are made up of a diversity of nations across Australia with diverse cultures, social structures, cultural traditions, languages and dialects. Through these traditions and structures Aboriginal and Torres Strait Islander peoples have developed unique and complex knowledge systems.

Through engagement with artists’ work, all students develop respect for a recognition of the world’s oldest continuous living cultures and understand the significant contribution of Australia’s First Peoples to visual art, through both contemporary and historical traditions and practices. The inclusion and acknowledgement of a range of Aboriginal and Torres Strait Islander artists, artworks, practices and content will assist in the building of intercultural understanding for all students. This understanding helps support cultural learning, encouraging students to make connections between their own world and the worlds of others. It encourages collaboration and the development of empathy with others, and it provide students with the insight to understand themselves as part of a diverse and global community.

Teachers are encouraged to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design and delivery of teaching and learning programs related to VCE Art Making and Exhibiting. Many local Aboriginal and Torres Strait Islander communities have protocols that they have developed in relation to education. The Victorian Koorie community-preferred education model enables teachers to focus on inclusively supporting students to consider Victorian Koorie education matters, and systematically support students to learn about local, regional, state and national Indigenous perspectives. VCE studies involve a focused extension of this model and include a broader application of national and international perspectives.

*Protocols for Koorie Education in Victorian Primary and Secondary Schools*, developed through the Yalca policy, and other resources relating to the inclusion of Aboriginal and Torres Strait Islander knowledge and perspectives may be accessed on the [Victorian Aboriginal Education Association (VAEAI) website](http://www.vaeai.org.au/documents/).

Terms used in the study

Art elements

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

Art principles

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

Aesthetic qualities

Aesthetic qualities are usually explained as the way in which art elements, art principles, materials and techniques work together to influence the mood or emotion of an artwork. The term refers to the visual appeal of an artwork and how aesthetic qualities evoke an emotional impact and reaction within the viewer.

For the purposes of this study the following are accepted explanations of aesthetic qualities:

* the visual appearance of an artwork
* an emotional impact or reaction the artist intends the viewer to experience
* the use of art elements and art principles that allow the artist to convey a certain mood and evoke feelings in the viewer
* the materials and techniques used in an artwork to create qualities that speak to the overall feeling, mood or emotion of the artwork.

Art forms

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

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

Context

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

Critique

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

Influences and inspiration

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

Visual language

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

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. The students’ exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

Area of Study 1

Explore – materials, techniques and art forms

*How do artists use materials and techniques in their art making?*

In this area of study students are guided through an inquiry learning process to experiment with a range of materials, techniques and processes in specific art forms. They develop new ways of thinking, as they investigate the characteristics, properties and application of particular materials and how they can be manipulated to create visual language and expression in an artwork. Students are introduced to different techniques and ways of trialling them. Students experiment with a range of techniques and approaches, developing skills that foster curiosity and creative thinking and inspire new working practices. They engage with artists and artworks to understand the different processes used to make artworks in specific art forms.

Students document and record their findings from their exploration and experimentation in their Visual Arts journal, to use as a reference throughout Unit 1. They use annotations and experimental exercises to record and reflect on their experiences, their use of techniques and the manipulation of each material used. Students also document the meaningful connections they make between materials and techniques, subject matter, and the communication of ideas and meaning in art making.

Understanding the inherent characteristics and properties of materials, their purpose and the historical development of their use in specific art forms enables students to manipulate materials when making their own artworks. Students investigate the appropriate health and safety practices related to each art form they explore.

Outcome 1

On completion of this unit the student should be able to explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.

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

Key knowledge

* the use of materials, techniques and processes in the historical development of art forms
* the inherent characteristics and properties of materials
* understanding of technical skills when using materials and techniques in art making
* the manipulation of materials and use of techniques to develop subject matter and represent ideas in art making
* the use of materials and techniques to develop visual language in art making
* methods used to document and organise written and visual reference materials
* the use of visual language and art terminology to reflect on and document art making

Key skills

* investigate the use of materials, techniques and processes in the historical development of specific art forms
* investigate the characteristics and properties of materials in art making in specific art forms
* develop and apply technical skills when using materials and techniques in art making in specific art forms
* explore how materials can be manipulated to develop subject matter and represent ideas in art making
* research how artists manipulate materials to develop subject matter and represent ideas in art making
* explore materials and techniques to develop visual language in art making
* progressively document the development of art making in a Visual Arts journal
* use visual language and art terminology to reflect on and document art making

Area of Study 2

Expand – make, present and reflect

*How do artists use materials and techniques to represent ideas and achieve a style in their artworks?*

In this area of study students explore the characteristics of a range of art forms. They explore how materials, techniques and processes are used in the making of finished artworks. They are guided through the development and making of individual artworks based on a set theme. Students use the knowledge they have from their experimentation with materials in Area of Study 1 to make decisions about how materials can be manipulated in at least one finished artwork in Area of Study 2.

Through making their finished artwork, students develop skills using the materials, techniques and processes of a specific art form. They explore how these things work together as they refine and resolve at least one finished artwork.

By working through an inquiry process students develop new ways to develop subject matter, represent ideas and communicate meaning in artworks. They continue to document, annotate and record the making of finished artworks in their Visual Arts journal. Students write a reflection statement about their experiences and the learning involved in making at least one finished artwork. They also write an artist’s statement about their art making and how at least one finished artwork has effectively achieved their intentions.

Outcome 2

On completion of this unit the student should be able to make and present at least one finished artwork and document their art making in a Visual Arts journal.

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

Key knowledge

* the use of materials, techniques and processes used to make artworks in specific art forms
* characteristics and properties of materials in finished artworks in specific art forms
* techniques used to develop subject matter and represent ideas in finished artworks
* the use of visual language in finished artworks
* methods used to document the making of finished artworks in a Visual Arts journal
* methods used to present and evaluate finished artworks
* visual language and art terminology used to record and evaluate the making and presentation of artworks in specific art forms

Key skills

* explore and evaluate the materials, techniques and processes used to make at least one finished artwork in a specific art form
* explore the application of a variety of techniques to represent ideas in at least one finished artwork in a specific art form
* develop subject matter in at least one finished artwork in a specific art form
* use visual language to communicate ideas in at least one finished artwork
* progressively reflect, evaluate and document in their Visual Arts journal the use of materials, techniques and processes to develop at least one finished artwork
* present and evaluate at least one finished artwork in a specific art form
* use visual language and art terminology to record and evaluate the making and presentation of at least one finished artwork in a specific art form

Area of Study 3

Investigate – research and present

*What role do artworks and their presentation play in society?*

In this area of study students investigate the artworks of Australian artists from different contexts, and the materials, techniques and processes they use to make artworks. They investigate the impact of these contexts on the communication of ideas and meaning in artworks and how contexts have influenced how artists make artworks.

Students focus on artworks by Australian artists, including Aboriginal and Torres Strait Islander artists. Students research a range of resources to support the discussion of materials appropriate to the artists’ artworks. They are encouraged to view the artworks in a range of presentations throughout Unit 1, including those in galleries, museums, other exhibition spaces and site-specific spaces. The artworks can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website.

Students select three different Australian artists for Area of Study 3 and present information on a proposed exhibition of their artworks in a format such as a catalogue, website, brochure or didactic information for a gallery, museum, other exhibition space or site-specific space. The students present their research to an audience. The research for the information is documented in their Visual Arts journal. In their presentation of research students:

* select three artists, including one or more Aboriginal or Torres Strait Islander artists, and at least one artwork by each artist
* provide information and an overview of each artist, including background information and the influences on their art making, including where the artist was born, lives/lived and works/worked
* provide an overview of the artists and their works selected for exhibition
* explore how each artist has applied materials, techniques and processes to make each artwork
* explain how artists represent ideas and use subject matter to communicate meaning in each artwork.

Outcome 3

On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.

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

Key knowledge

* the influence of context on the practices of Australian artists and their artworks
* characteristics and properties of materials used by artists to make artworks
* ways in which artists apply materials in the making of artworks
* ways in which artists use techniques and processes to make artworks
* how artists represent ideas and use subject matter to communicate meaning in artworks
* strategies used to create a cohesive presentation about artists and their artworks
* ways to discuss artworks and art forms on display
* strategies used to prepare information for the exhibition of artworks
* appropriate terminology used to discuss artworks and exhibitions

Key skills

* explore and discuss the contexts of a range of Australian artists and their artworks
* use a range of resources to research how artists have used materials, techniques and processes in the making of their artworks
* explain and evaluate how artists have used materials, techniques and processes to make artworks
* analyse how artists represent ideas and use subject matter to communicate meaning in their artworks
* use a variety of methods and strategies to present information for a proposed exhibition of artworks by Australian artists
* develop and present information discussing a range of artworks by Australian artists
* use appropriate terminology in the discussion of artworks and their presentation

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 three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit may be selected from the following.

Outcome 1

**Visual Arts journal**

Students record and document art making in the Visual Arts journal using written and visual material. The Visual Arts journal includes:

* demonstration of the exploration of materials, techniques and processes, in a range of art forms
* demonstration of technical skill in using materials in a range of art forms
* documentation and evaluation of the exploration of materials, techniques and processes in a range of art forms.

Outcome 2

**Finished artworks**

Students develop at least one finished artwork from the experimental works completed in Area of Study 1. The finished artwork demonstrates:

* the use of materials and techniques in a specific art form
* the development of skills in specific art forms
* how techniques have been used to represent ideas in at least one finished artwork in a specific art form.

Outcome 3

**Information for an exhibition**

Students present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist in one of the following formats:

* a guided introduction to the works in a brochure or catalogue or on a website
* a guided tour of the exhibition
* a series of postcards discussing each artwork
* a review of an exhibition visited or viewed.

The presentation includes:

* an artwork by each artist with the title, date, materials, current location and size
* information and overview of each artist, including the artist’s background, where they work/worked and influences
* information and overview of the exhibition of the artworks, discussing the relationships between the artists and their artworks
* information about the materials, techniques and processes used for each artwork
* information about how each artist applies materials, techniques and processes in the artworks
* information about how each artist represents ideas, develops subject matter and communicates meaning in their artworks
* art terminology relevant to specific art forms and for the exhibition of artworks.

The presentation could be hard copy or in a digital format such as an online presentation, video or interactive website. It must have written and visual material and may include audio.

The documentation of the development of the presentation should be recorded in the Visual Arts journal and included in the assessment.

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

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others’ artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

Area of Study 1

Understand – ideas, artworks and exhibition

*How are thematic exhibitions planned and designed?*

In Area of Study 1 students investigate the intentions of artists and the different characteristics of their art making. They understand how artworks are displayed, and how subject matter and ideas are represented to communicate meaning and the intentions of the artists to viewers. The exposure to artworks in an exhibition and the investigation of how artists make artworks enables students to see the different ways specialists in the industry work in preparing and presenting artworks for display.

Students investigate artists and artworks in a thematic exhibition. This exhibition could be in a gallery, museum, other exhibition space or site-specific space. They also research the connections between the artworks in the exhibition. Students visit an exhibition and investigate the theme of the exhibition, how it was selected and how each of the artworks relate to the theme. It is important for students to view an exhibition that demonstrates considerations of display, design and aesthetics such as lighting, hanging of works and the flow of visitors through the space. The exhibitions for study can be selected from the recommended exhibitions on the VCE Art Making and Exhibiting Exhibitions List, which is updated and published annually on the VCAA website.

Students visit an exhibition space and select three artworks to research. These artworks must be different from the three artworks researched in Unit 1 Area of Study 3. They then add three artworks they have personally selected, from other sources, that complement the artworks from the exhibition. They discuss how these artworks relate to each other and the reasons for their selection. These additional three artworks are connected to the theme or ideas of the exhibition and should be selected from different contexts. Students then plan and design a thematic exhibition of the six artworks and document the planning in their Visual Arts journal.

Outcome 1

On completion of this unit the student should be able to select a range of artworks from an exhibition and other sources to design their own thematic exhibition.

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

Key knowledge

* background information about artists and artworks
* the ways artworks in an exhibition have been selected for display
* the influence of contexts on the representation of subject matter and the communication of meaning in artworks
* connections between artworks in a thematic exhibition
* strategies used to exhibit artworks from different contexts in a thematic exhibition, including ways to select and form relationships between artworks in the exhibition
* processes used to document the design of an exhibition in their Visual Arts journal
* use of appropriate art terminology in the presentation and evaluation of artworks

Key skills

* use a range of resources to investigate information about artists and artworks
* justify the selection of artworks for a thematic exhibition
* identify and analyse the influence of contexts on the representation of subject matter and ideas to communicate meaning in artworks
* explain the connections between artworks in a thematic exhibition
* discuss the ways in which artworks from different contexts are exhibited in a thematic exhibition
* research and select artworks to design a thematic exhibition
* explore a thematic exhibition and then design a thematic exhibition for an audience
* develop and present information about a range of artworks in a thematic exhibition
* document the research and design of a thematic exhibition in their Visual Arts journal
* use appropriate art terminology in the evaluation and presentation of artworks

Area of Study 2

Develop – theme, aesthetic qualities and style

*How does an artist develop aesthetic qualities and style in artworks?*

In this area of study students are introduced to the use of art elements and art principles in art making and how they contribute to the aesthetic qualities in an artwork. They trial materials and techniques and develop ideas around a theme that is either selected by the teacher or is formed after a class investigation and discussion. Students understand how to use materials, techniques and processes in combination with art elements and art principles to create aesthetic qualities in their experimental artworks. They discover and understand how each of the art elements and art principles can be used and how they can come together to represent ideas in their own and others’ artworks. They also investigate how the aesthetic qualities contribute to style in their own and others’ artworks.

Using their knowledge of art elements, art principles and aesthetic qualities, students develop subject matter and ideas in their own art making. Responding to the selected theme, students research and develop ideas and subject matter in their Visual Arts journal. They reflect on their understanding of the materials, techniques and processes appropriate to a specific art form, and the techniques and processes used in the making of artworks. Students document their art making to make meaningful connections to their ideas and to inform their exploration. They also document and record their investigations of aesthetic qualities used in artworks. The documentation and reflection provides students with the opportunity to keep their ideas and thinking visible and connected to their experimentation.

To investigate and develop subject matter and ideas, students explore influences and sources of inspiration. They combine these with their knowledge of art elements, art principles and aesthetic qualities to make artworks. This gives them the opportunity to explore artists and their artworks and understand how they have used art elements, art principles and aesthetic qualities in visual language. Students produce studies, such as sketches, models, maquettes or other initial preparatory work, to contribute to the development of their artworks. They document how their ideas and subject matter have developed and expanded, and how these are represented in their artworks.

The development of student work in Areas of Study 2 and 3 can be linked to the research conducted in Area of Study 1.

Outcome 2

On completion of this unit the student should be able to explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.

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

Key knowledge

* art elements, art principles and aesthetic qualities used in artworks
* characteristics and properties of materials, and the techniques and processes used to make experimental artworks
* how aesthetic qualities contribute to style in experimental artworks
* how art elements, art principles and aesthetic qualities are used to represent subject matter and ideas in experimental artworks
* written and visual documentation related to the exploration and development of experimental artworks
* methods used to document in written and visual form the use of art elements, art principles and aesthetic qualities in experimental artworks
* appropriate art terminology used to discuss and evaluate the exploration and development of experimental artworks

Key skills

* describe how art elements, art principles and aesthetic qualities are used in artworks
* evaluate the characteristics and properties of materials, and the techniques and processes used to make experimental artworks
* demonstrate how aesthetic qualities contribute to style in experimental artworks
* demonstrate how art elements, art principles and aesthetic qualities are used to represent subject matter and ideas in experimental artworks
* use visual and written documentation to demonstrate and evaluate the development of experimental artworks
* use written and visual documentation to discuss and evaluate the use of art elements, art principles and aesthetic qualities in experimental artworks
* use art terminology to discuss and evaluate the use of art elements, art principles and aesthetic qualities in experimental artworks

Area of Study 3

Resolve – ideas, subject matter and style

*How does an artist develop ideas and a personal style in artworks?*

In this area of study students expand on their experiments with materials and their understanding of techniques and processes explored in Area of Study 2. From their initial experiments, students refine their use of art elements and art principles to create aesthetic qualities and to achieve a desired style in finished artworks. They develop a range of subject matter and ideas based around the selected theme identified in Area of Study 2 and expand on these in their Visual Arts journal. Students also develop and refine their visual language to communicate ideas and meaning in at least one finished artwork. They record their exploration of ideas and subject matter in their Visual Arts journal, reflecting on their personal expression and responses to their selected theme.

Students develop skills in the use of techniques and processes in a specific art form. Each finished artwork should demonstrate the relationship between the use of materials and techniques and the ideas of the selected theme. It should also demonstrate the resolution of visual language and the aesthetic qualities that contribute to an emerging personal style.

Outcome 3

On completion of this unit the student should be able to progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

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

Key knowledge

* processes used to make finished artworks in specific art forms
* the variety of materials and techniques used to make finished artworks in specific art forms
* ways in which artists use art elements, art principles and aesthetic qualities in finished artworks
* strategies for developing and resolving subject matter and ideas in finished artworks
* strategies for developing and refining visual language in finished artworks
* how artworks are informed by stylistic influences
* methods used to document in written and visual form the development and resolution of subject matter and ideas in artworks

Key skills

* demonstrate a variety of processes to make at least one finished artwork in specific art forms
* demonstrate a variety of materials and techniques to make at least one finished artwork in specific art forms
* demonstrate the use of art elements, art principles and aesthetic qualities in at least one finished artwork
* identify the ways artists have used art elements and art principles in at least one finished artwork
* develop and resolve subject matter and ideas in at least one finished artwork
* develop and refine visual language in at least one finished artwork
* evaluate how artworks are informed by stylistic influences
* use written and visual documentation to discuss and evaluate the development and resolution of subject matter and ideas in at least one finished artwork

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 three outcomes. As a set these outcomes encompass the areas of study in the unit.

Suitable tasks for assessment in this unit should be based on the following information.

Outcome 1

**Thematic exhibition**

Students design and curate a thematic exhibition of six artworks:

* three artworks selected from a thematic exhibition the student has viewed
* three artworks selected from images the student has personally sourced.

Using the collection of six artworks, students:

* discuss the influences of contexts on the subject matter and ideas in the artworks selected for the exhibition
* justify the selection of artworks from an exhibition based on an identified theme
* justify the selection of individually sourced artworks based on an identified theme
* provide a short overview of the exhibition (400–600 words)
* design an exhibition proposal, considering the presentation of the artworks.

The task can be presented in one of the following formats:

* a series of plans and drawings with accompanying written information or annotations
* a digital tour of the exhibition, including initial designs and written information, such as an online presentation, video or interactive website
* an annotated presentation with initial visual designs and accompanying written information
* an oral presentation with supporting written and visual information.

The documentation of the development of the presentation is recorded in the Visual Arts journal and included in the assessment.

The development of student work in Areas of Study 2 and 3 can be linked to the research conducted in Area of Study 1.

Outcome 2

**Experimental artworks and documentation**

Students explore aesthetic qualities and the use of materials, techniques and processes in artworks. They produce a series of experimental artworks based on subject matter and ideas in response to a teacher-selected theme or a theme developed from class investigation and discussion.

The initial stages of art making are recorded and documented using written and visual material in their Visual Arts journal.

Outcome 3

**Finished artworks**

Students present at least one finished artwork, with accompanying documentation of the development and refinement of art making, in their Visual Arts journal. The artwork(s) is developed from the experimental works made in Area of Study 2.

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

Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students’ exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students’ own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks. More information about the critique is available in the online [Support materials](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/studioarts/Pages/Index.aspx) for VCE Art Making and Exhibiting.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

Area of Study 1

Collect – inspirations, influences and images

*How do artists use selected art forms and ideas to create visual language?*

In this area of study students research and develop an understanding of the inherent characteristics and properties of materials in specific art forms. In their Visual Arts journal, students collect a variety of ideas from a range of sources to inform their experimentation and exploration of subject matter, ideas and technical skills. Students develop their ideas and subject matter as they explore materials, techniques and processes. They also expand their knowledge of art elements, art principles and aesthetic qualities.

Students use their Visual Arts journal to document their developing visual language, reflect on their art making and further investigate and plan artworks. They also document their experimentations with materials and techniques and justify reasons for selecting them.

Seeking influence and inspiration from artworks can help students to develop subject matter and ideas and to understand how materials, techniques and processes are used to make artworks. Students select three artists to research and use as inspiration throughout their art making. For Outcome 3, they plan an exhibition of the work of the same three artists. Students reflect on the contexts in which artists are working and their use of subject matter, art elements, art principles, aesthetic qualities, materials, techniques and processes. They investigate how artists represent ideas and communicate meaning through the use of visual language. They also reflect on the artists’ personal experiences and the influences they have on the student’s art making. Students record the documentation of these artists in their Visual Arts journal to demonstrate the connection to the artworks they develop.

Outcome 1

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

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

Key knowledge

* the use of art elements, art principles and aesthetic qualities in artworks in specific art forms
* how subject matter and ideas are developed from artistic influences, inspirations and personal experiences
* methods used to communicate ideas using visual language
* the inherent characteristics and properties of materials used in experimentation and art making in specific art forms
* techniques and processes used in art making in specific art forms
* methods used to conceptualise artworks and document individual art making
* art terminology in the documentation and evaluation of art making

Key skills

* explore, evaluate and document the use of art elements, art principles and aesthetic qualities in specific art forms
* develop subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences
* experiment with materials, techniques and processes in art making in specific art forms
* document the development of ideas and visual language in individual artworks in specific art forms
* identify and analyse the connections between influences, sources of inspiration and personal experiences
* identify, analyse and evaluate the characteristics and properties of materials used in experimentation and art making in specific art forms
* identify, analyse and evaluate the use of techniques and processes in specific art forms
* identify, analyse and evaluate the use of visual language in artworks
* conceptualise artworks and document, reflect on and evaluate individual art making in a Visual Arts journal
* use art terminology in documentation, analysis and evaluation

Area of Study 2

Extend – make, critique and reflect

*How are ideas, reflection and feedback used in art making to develop artworks?*

In this area of study students make artworks that are developed from the experimentation and investigation in their Visual Arts journal in Area of Study 1. This area of study also focuses on the way students manipulate materials and apply techniques and processes to develop an individual style in their artworks. Students demonstrate how they have integrated the inspirations and influences of other artists and expanded on their ideas in their own artworks. They also develop their use of visual language to communicate ideas in their artworks.

Students present their work for critique by their peers, in order to reflect on their art making. This also provides students with the opportunity to reflect as a group on the artworks they have made. Students explain and evaluate their art making in a presentation to their peers. They share a selection of their developmental work from their Visual Arts journal, as well as at least two artworks. These artworks may be a result of experimentations, in the process of development or finished artworks. The critique enables students to reflect on the use of subject matter and the ideas represented in the artworks they have made. They use critical and reflective thinking to consider the successes of their art making and artworks, and further improvements they can make. They also consider how they can further develop their art making and artworks in Unit 4.

Outcome 2

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

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

Key knowledge

* the contribution of influences, exploration, responses and reflection in the planning and making of artworks in specific art forms
* influences of artists, and other forms of inspiration, on subject matter, ideas, techniques and style in individual artworks in specific art forms
* development of subject matter and ideas, and use of visual language in artworks
* materials, techniques and processes used to make artworks in specific art forms
* methods used to document and evaluate art making
* methods used to prepare and present a critique
* how to use feedback to revise and further develop artworks in specific art forms
* art terminology and visual language used in the documentation, presentation, reflection and evaluation of artworks and art making

Key skills

* make artworks in specific art forms based on influences, exploration, responses and reflection
* demonstrate and explain the materials, techniques and processes used to make artworks in specific art forms
* develop subject matter, ideas, techniques and style in artworks by responding to the influences of artists and other forms of inspiration
* develop visual language in artworks to represent ideas and to communicate meaning
* document and describe the development of subject matter and ideas in artworks by responding to the influences of artists and other forms of inspiration
* progressively document and evaluate art making
* prepare and present a critique describing and evaluating the making of artworks
* document and reflect on feedback from a critique to revise and further develop artworks
* use art terminology and visual language in documentation, presentation, reflection and evaluation of artworks and art making

Area of Study 3

Connect – curate, design and propose

*How are artworks selected and presented for exhibition?*

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

Students focus on planning an exhibition of artworks from the artists they researched in Area of Study 1, using the three artists studied and selecting two artworks by each artist. They select the artworks by identifying connections between them and they present the artworks in an exhibition proposal.

In this area of study students:

* research the characteristics of a range of exhibitions and develop an exhibition of artworks
* research a range of artworks by each artist and select appropriate artworks for the exhibition
* research a range of exhibition spaces and define the characteristics of the space where the artworks are exhibited
* research the responsibilities involved in curating an exhibition and propose an exhibition design that has a curatorial intention
* research and write didactic information that is used throughout the exhibition and that connects the artists and their works.

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

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

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

School-assessed Coursework

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 Support materials 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 table on the following page.

Contribution to final assessment

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

|  |  |  |
| --- | --- | --- |
| **Outcome** | **Marks allocated** | **Assessment task** |
| **Outcome 3**  Research and plan an exhibition of the artworks of three artists. | **50** | Research, plan and propose an exhibition of artworks of the three artists who were selected in Area of Study 1, choosing two artworks by each artist and artworks in the exhibition.  The task must be presented using one or a combination of the following formats:   * an oral presentation with written and visual notes * annotated visual display * digital presentation with written and visual documentation, such as a video presentation * an online presentation with written and visual information, such as an interactive website. |
| **Total marks** | **50** |  |

School-assessed Task

The student’s level of achievement in Unit 3 Outcome 1, Unit 3 Outcome 2, Unit 4 Outcome 1 and Unit 4 Outcome 2 will be assessed through a School-assessed Task. Details of the School-assessed Task for Units 3 and 4 are provided on [pages 39 and 40](#SAT) 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 to the study score.

Unit 4: Consolidate, present and conserve

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student’s Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The Visual Arts journal in Unit 4 includes:

* the continued development of the student’s own art making in a specific art form
* evaluation of art making in a specific art form
* the visual documentation of the processes used for finalising artworks
* annotations to support visual documentation
* research into the connections between specific artists and artworks and the student’s own artworks
* research about the presentation of artworks in exhibitions
* research undertaken for conservation and care of artworks
* research about the selection of artworks for display and the planning of exhibitions
* written and visual research to make connections with specific artists and artwork.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

Area of Study 1

Consolidate – refine and resolve

*How do artists refine and resolve artworks?*

In this area of study students refine and resolve at least one finished artwork based on the ideas explored in artworks in Unit 3. All finished artworks demonstrate the consolidation of ideas and the use of materials, techniques and processes in at least one specific art form. All finished artworks demonstrate the connections from previous works and demonstrate the way artists, artworks and other influences have inspired and extended the student’s ideas and style. The student’s skills in the use of materials and techniques are refined, and subject matter, ideas, visual language and aesthetic qualities are resolved in artworks. All finished artworks should be influenced by the nature, the scale and the complexity of the art form undertaken by the student.

Students document the characteristics and properties of the materials used in the finished artworks, and the techniques and processes used to make them. Students investigate the methods used for the conservation and care of their artworks and record them in their Visual Arts journal.

Outcome 1

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

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

Key knowledge

* methods used to extend and resolve subject matter and ideas in artworks
* methods used to refine and resolve visual language in artworks
* the application of materials, techniques and processes to refine at least one finished artwork in a specific art form
* methods used to progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form
* methods used to reflect and evaluate how subject matter and ideas are extended from Unit 3 and resolved in at least one finished artwork in a specific art form
* methods used to reflect on and evaluate the materials, techniques and processes used to make at least one finished artwork in a specific art form
* terminology used in the reflection and evaluation of art making and the refinement and resolution of at least one finished artwork in a specific art form
* methods used to conserve and care for the materials used in a specific art form
* terminology used to discuss the conservation and care of materials used in a specific art form

Key skills

* extend and resolve ideas explored in Unit 3 in at least one finished artwork
* refine and resolve visual language in at least one finished artwork
* refine the use of materials, techniques and processes explored in Unit 3 to make at least one finished artwork in a specific art form
* progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form
* reflect on and evaluate the expansion and resolution of ideas from Unit 3 in at least one finished artwork in a specific art form
* reflect on and evaluate the resolution of visual language used to communicate subject matter and ideas in at least one finished artwork in a specific art form
* reflect on and evaluate the use of materials, techniques and processes to make at least one finished artwork in a specific art form
* apply terminology in the reflection and evaluation of art making and the refinement and resolution of at least one finished artwork in a specific art form
* identify and discuss the methods used to conserve and care for materials used in a specific art form
* apply terminology in the discussion of the conservation and care of materials used in a specific art form

Area of Study 2

Present – plan and critique

*How are ideas presented in finished artworks on exhibition?*

In this area of study students present and critique their finished artworks. From their research of exhibitions and spaces where artworks are displayed, students plan their presentation for a specific space. Students select an exhibition space that complements the ideas in their finished artworks. They select the size of the space and how the artworks will be positioned and displayed. The methods used for display, the relationship of works, and lighting are considered and documented in their Visual Arts journal.

Students present a short overview statement about the finished artworks and their intentions, as didactic information. The statement also forms the preparation work for the critique, where students discuss the subject matter and ideas developed in their finished artworks, their use of visual language, and the materials, techniques and processes used to make the artworks.

The presentation of the finished artworks is discussed in a critique. The critique is a record of the student’s thinking and art making. A key aim of the critique is to make explicit the decisions throughout art making, including the development of ideas and use of visual language and the resolution and refinement of their finished artworks. Students present their artworks to a group and reflect on written or verbal feedback.

Outcome 2

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

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

Key knowledge

* characteristics of the display of artworks in a specific space
* methods used to display finished artworks
* methods used to plan and document the display of finished artworks
* methods used to prepare and present a critique of art making and at least one finished artwork in a specific art form
* methods used to critically evaluate art making in a critique
* methods used to explain decisions made throughout art making in a critique
* methods used to present the representation of subject matter and ideas and the communication of meaning in at least one finished artwork in a specific art form
* art terminology used in discussion and evaluation of the presentation of a finished artwork in a specific art form and art making in a critique

Key skills

* research and discuss the characteristics of specific exhibition spaces
* research and discuss the display of artworks in specific exhibition spaces
* plan and document the display of at least one finished artwork in a specific art form in a specific space
* present and evaluate at least one finished artwork in a specific art form in a critique
* prepare and present a critique of art making
* critically evaluate art making in a critique
* explain decisions made throughout art making in a critique
* present and explain the representation of subject matter and ideas and the communication of meaning in at least one finished artwork in a specific art form
* apply art terminology used in discussion and evaluation of the presentation of at least one finished artwork in a specific art form and art making in a critique

Area of Study 3

Conserve – present and care

*What role does conservation and care have in the presentation of artworks?*

In this area of study students engage with and explore galleries, museums, other exhibition spaces or site-specific spaces where artworks are displayed. They examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks. To successfully complete this area of study students must visit at least two different art exhibitions in their current year of study. The exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select a different exhibition space for study in Unit 4 Area of Study 3 from the one selected for Unit 3 Area of Study 3. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website.

Students analyse the ways specific artworks are presented and demonstrate their understanding of conservation and care methods used for these artworks. They apply this knowledge to the presentation, conservation and care of their own artworks. Students investigate how conservation and care methods have been used in both an artwork selected from an exhibition and a finished artwork of their own that is displayed in their presentation for Unit 4 Outcome 2. Advice regarding the considerations for the presentation, conservation and care of artworks is included in the Support materials.

Outcome 3

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

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

Key knowledge

* methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space
* considerations of conservation and care that relate to artworks in the handling, storage and transportation of artworks
* relevant conservation and care methods that students can apply to their own artworks when on display
* relevant conservation and care methods that students can apply to their own artworks in storage, handling and transportation
* terminology used to discuss the conservation and care of artworks

Key skills

* investigate, identify and evaluate the methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space
* investigate, identify and evaluate conservation and care in the handling, storage and transportation of artworks
* discuss the relevant conservation and care methods that can apply to their own artworks when on display compared to artworks studied in exhibitions visited in the current year of study
* discuss the relevant conservation and care methods that can apply to their own artworks in storage, handling and transportation compared to artworks studied in exhibitions visited in the current year of study
* apply terminology in the discussion of the conservation and care of artworks

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

School-assessed Coursework

The student’s level of achievement in Unit 4 will be determined by School-assessed Coursework and a School-assessed Task.

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 Support materials 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 table in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 5 per cent to the study score.

|  |  |  |
| --- | --- | --- |
| **Outcome** | **Marks allocated** | **Assessment task** |
| **Outcome 3**  Understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks. | **50** | Students present written and visual material, outlining the conservation and care of:   * a selected artwork viewed in an exhibition in the current year of study   **AND**   * the conservation methods used for the display of their own artworks.   The written and visual material can be presented using any of the following formats:   * annotated visual report * annotated poster or display * publication in hard copy or online * presentation in a digital format, such as an online presentation or interactive website * oral presentation with written and visual imagery evidence. |
| **Total marks** | **50** |  |

School-assessed Task

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

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

|  |  |
| --- | --- |
| **Outcomes** | **Assessment tasks** |
| **Unit 3 Outcome 1**  Collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making. | 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 artworks developed from responses to sources of inspiration, experimentation and exploration * reflection on art making in personal responses. |
| **Unit 3 Outcome 2**  Make artworks in specific art forms, prepare and present a critique, and reflect on feedback. | Students 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. |
| **Unit 4 Outcome 1**  Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making. | Students make at least one finished artwork in a specific art form that expands on the artworks that they completed in Unit 3. At least one finished artwork must:   * demonstrate the refinement of materials, techniques and processes explored in Unit 3, in a specific art form * demonstrate the extension and resolution of subject matter and ideas from Unit 3 * demonstrate the resolution of visual language in the finished artwork.   Students present the documentation used to inform art making in a Visual Arts journal, including reflection on and evaluation of the resolution and refinement of at least one finished artwork. |
| **Unit 4 Outcome 2**  Plan and display at least one finished artwork in a specific art form, and present a critique. | Students present a display and critique of at least one finished artwork to their peers or another group. For the task they:   * document the planning for the display of at least one finished artwork * display at least one finished artwork, considering the specific exhibition space * discuss their art making * discuss the representation of subject matter and ideas and communication of meaning in at least one finished artwork * reflect on written or verbal feedback from the critique. |

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 to the study score.

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: 1.5 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*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)
* 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.