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

Units 3 and 4

School-assessed Task

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

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

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

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

Details of authentication requirements and administrative arrangements for School Assessed Tasks are published annually in the [*VCE and VCAL Administrative Handbook 2024*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx).

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

The School-assessed Task has four components.

* Unit 3 Outcome 1
* Unit 3 Outcome 2
* Unit 4 Outcome 1
* Unit 4 Outcome 2.

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

Art Making and Exhibiting School-assessed Task

Terms used in the study

The following terms published in the VCE Art Making and Exhibiting Study Design, are applied in the assessment of the School-assessed Task.

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 communication 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 3

Collect – inspirations, influences and images

Outcome 1

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

Nature of task

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

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

Scope of task

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

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

Exploration and experimentation

Students select three artists to research and use as inspiration throughout their art making. 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.. Students record the documentation of these artists in their Visual Arts journal to demonstrate the connection to the artworks they develop in Outcome 2.

Developing subject matter and visual language

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. Using their research, students begin to experiment with specific artforms. They consider how they will use visual language to communicate their ideas in their experimentations.

Documentation and annotation

Students document their art making process and the relationships between their experimental works and the artists they have used as inspiration. For each experiment they evaluate:

* The relationship and connections between their experimental works and sources of inspiration
* The characteristics of the and properties of the selected art form used in the experimentations
* The use of materials, techniques and processes in each art form

Students use their Visual Arts journal to document their developing visual language, reflect on their art making and further investigate and plan artworks using art terminology.

Visual Arts journal

The Visual Arts journal includes documentation of experiments with art forms, the understanding of materials, techniques and processes, the use of art elements, art principles and aesthetic qualities, and the exploration and development of visual language. Artistic influences, research, reflection of personal responses and the development of ideas are also documented in the Visual Arts journal.

The Visual Arts journal can be presented in many ways to organise and document art making. The Visual Arts journal can be presented as a book or a digital file.

Further information to assist with developing the School-assessed Task for Unit 3 Outcome 1 is available in the Support Materials on the Art Making and Exhibiting Study Design page.

Unit 3

Extend – make, critique and reflect

Outcome 2

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

Nature of task

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

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

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

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

Scope of task

The School-assessed Outcome 2 is comprised of three components:

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

Making artworks

Students plan and make two artworks in specific art forms inspired by sources of inspiration, ideas, techniques and styles that have been developed from exploratory work in the Visual Arts journal in Outcome 1.

The two artworks should demonstrate:

* the development of subject matter and ideas from the exploratory work
* the development of visual language to communicate ideas
* further development from exploratory work using materials, techniques and processes

Students produce artworks that are undergoing development. **There is no requirement to refine and resolve finished artworks in Unit 3 Outcome 2 of the School-assessed Task.**

Critique

Students present 10 selected pages of their Visual Arts journal and the two artworks in a critique. Students select the 10 pages that best reflect their art making and demonstrate how they have integrated the inspirations and influences of other artists and expanded on their ideas in their artworks. The artworks may be at various stages of development when they are presented in the critique. They:

* explain and evaluate their art making and the links to the inspiration and influences of other artists
* reflect upon and evaluate the use of subject matter and the ideas in the artworks they have made

The critique is presented in one of the formats recommended on page of the Study Design and must be presented to an audience for feedback. Feedback from the critique must be documented and supported with evidence. Students can take their own notes or receive notes from the teacher or their peers. It is recommended that the critique is no longer than five minutes and can be recorded.

Feedback and reflection

Students take advice from the critique, reflect upon it and then consider how they will further develop their work in Unit 4. They should document the reflection in their Visual Arts journal.

There is further advice in the Support materials on the Visual Arts journal, the development of artworks and the Critique under Planning, Teaching and Learning and Assessment.

Further information to assist with developing the School-assessed Task for Unit 3 Outcome 2 is available in the Support Materials on the Art Making and Exhibiting Study Design page.

Unit 4

Consolidate – refine and resolve

Outcome 1

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

Nature of task

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 visual languagefrom Unit 3
* identify and discuss the methods used to conserve and care for materials in a specific art form.

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 and the conservation and care of materials in a specific art form.

Scope of task

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

1. Making at least one finished artwork in a specific art form
2. Documentation in the Visual Arts journal that reflects on the refinement and resolution of at least one finished artwork.
3. Discussion of the methods used to conserve and care for materials in a specific art form.

Finished artworks

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.
* the connections from previous works made in Unit 3
* refinement of skills in the use of materials and techniques
* resolution of subject matter, ideas, visual language, style and aesthetic qualities

All finished artworks should be influenced by the nature, the scale and the complexity of the art form undertaken by the student.

Students also investigate the methods used for the conservation and care of their artworks in their selected art form and record them in their Visual Arts journal. The conservation and care of the art form the student worked in will be referenced in Unit 4 Outcome 3.

Documentation

Students progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form in their Visual Arts journal. The documentation and annotation of art making in the Visual Arts journal assists students with their reflective evaluation for Unit 4 Outcome 1. The reflective evaluation should address the inquiry question *‘How do students refine and resolve artworks?’*

The documentation includes:

* the resolution of subject matter and ideas in artworks
* the refinement and resolution of visual language in artworks
* the application of materials, techniques and processes used to refine at least one finished artwork in a specific art form
* evaluation of how subject matter and ideas are extended from Unit 3 and resolved in at least one finished artwork in a specific art form
* evaluation of the use of the materials, techniques and processes used to make 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

Further information to assist with developing the School-assessed Task for Unit 4 Outcome 1 is available in the Support Materials on the Art Making and Exhibiting Study Design page.

Unit 4

Present – plan and critique

Outcome 2

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

Nature of task

Students present a display of at least one finished artwork. 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

Scope of task

The School-assessed Task for Unit 4 Outcome 2 comprises three parts:

* Planning the display of at least one artwork(Visual Arts journal)
* The display of one artwork in a real or hypothetical space (images/photographs)

Planning the display of artworks

Students research a selected exhibition or space where artworks are displayed. They document characteristics such as the layout and design of the exhibition, the ‘flow’ of the exhibition, including sight lines, spatial relationships, viewer interaction and interpretation, display furniture, fixtures for artworks and lighting used throughout the exhibition. They document any curatorial information from the exhibition such as the selection and placement of artworks, information on wall and didactic labels and viewer interaction and interpretation. This planning may have been conducted throughout Unit 3 or 4 on a visit to a specific exhibition.

From their research of exhibitions and spaces 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 limited to six pages documented in their Visual Arts journal. The student should understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks whilst on display.

Display of one artwork

Students illustrate, explain and discuss the presentation of at least one finished artwork including reference to any of the following considerations:

* artwork dimensions
* cases or cabinets
* framing
* floor treatment
* hanging height
* lighting
* plinths
* wall colour
* relationship to the exhibition space and other artworks
* vitrines.

They present a short overview statement about the finished artworks and their intentions, as didactic information.

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

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 2**  **Unit 3 Outcome 1:**  **Explore artistic influences and experiment with materials techniques and processes in specific artforms to develop subject matter, ideas and visual language.** |  | Select materials and techniques. | Experiment with materials and techniques in art forms. | Explore artistic influences and experiment with materials and techniques to develop subject matter and ideas in a specific art form. | Explore artistic influences to experiment with, understand and evaluate the inherent properties of materials, techniques and processes to develop visual language and ideas. in specific art forms. | Explore and examine artistic influences to experiment with and critically evaluate the materials and techniques used to create a visual language and personal responses in specific art forms. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  A **Visual Arts journal** that includes:   * exploration and experimentation of materials, techniques and processes in a specific art form * ideas and artworks developed from responses to sources of inspiration, experimentation and exploration * evaluation of the use of visual language in the development of individual artworks in specific art forms.   Further information outlining the requirements of the **Visual Arts journal** is included in the Scope of the task. | | | | | | |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 3**  **Unit 3 Outcome 1:**  **Document, reflect on and evaluate individual art making.** |  | Documents art making. | Outlines art making in specific art forms. | Describes art making to conceptualise artworks in specific art forms. | Conceptualises artworks by reflecting, examining and describing the experimentation and individual art making in specific art forms. | Conceptualises artworks by reflecting, analysing and evaluating experimentation and individual art making in specific art forms. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  Documentation in the **Visual Arts journal** that:   * reflects on and evaluates the conceptualisation of artworks and individual art making in a specific art forms identifies and analyses the connection between ideas and conceptualises artworks from sources of inspiration in specific art forms * identifies, analyses and evaluates the characteristics and use of materials, techniques and processes in specific art forms.   Further information outlining the requirements of the **Visual Arts journal** is included in the Scope of the task. | | | | | | |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not Shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 4**  **Unit 3 Outcome 2:**  **Develop and make artworks in specific art forms.** |  | Makes artworks using materials, techniques and processes using specific artforms. | Make artworks using specific artforms based on influences and exploration. | Applies materials and techniques and processes in specific artforms to develop subject matter, ideas and style in two artworks. | Responds to artistic inspiration and influences to make two artworks in specific artforms and develop ideas, style and visual language using materials, techniques and processes. | Develops two artworks from sources of artistic influences and inspiration demonstrating an understanding of style and visual language to represent ideas and communicate meaning. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  **Two artworks** in a specific artform developed from responses to sources of inspiration, experimentation and exploration that demonstrate:   * development of subject matter, techniques and style * the use of materials, techniques and processes in specific art forms * development of visual language to represent ideas and communicate meaning.   **Documentation** in written and visual form that progressively evaluates art making.  Further information outlining the development of artworks for Unit 3 Outcome 2 are included in the Scope of the task. **There is no requirement to refine and resolve artworks in Unit 3.** | | | | | | |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | |
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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 5**  **Unit 3 Outcome 2:**  **Present a critique of art making and reflect on feedback.** |  | Reflect art making identify | Document and reflect on art making to outline how materials, techniques and processes were used to make artworks. | To achieve the higher score in Medium to Very High students must satisfy both descriptors in the appropriate range. | | |
| Present a critique that discusses the student’s art making to an audience. | Present a critique that examines the development of two artworks from sources of inspiration to an audience. | Present a critique that explains and evaluates the development of two artworks from sources of inspiration to an audience. |
| Reflect on art making describing the further development of artworks in Unit 4. | Reflect on feedback from the critique discussing the further development of artworks in Unit 4. | Reflect on feedback from the critique explaining how artworks can be further developed in Unit 4. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  Presentation of Unit 3 art making in a critique to the class or other group as listed in the Scope of the task.   * 10 pages from the Visual Arts journal that represents Unit 3 Outcome 1 and 2 and at least TWO artworks. * Feedback from the critique * Reflection on the feedback to further develop artworks in Unit 4 (documentation of 1000–1500 words, with visual information).   Further information on the **Critique** is in the Scope of the task for Unit 3 Outcome 2. | | | | | | |

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| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 6**  **Unit 4 Outcome 1:**  **Extend and resolve ideas explored in Unit 3 in at least one finished artwork in a specific art form** |  | Explores ideas and subject matter | Develops ideas and subject matter from artworks in Unit 3. | Extends ideas from Unit 3 through the use of subject matter and visual language in an artwork. | Refines and resolves ideas from Unit 3 using subject matter and visual language in an artwork in a specific art form. | Synthesises ideas from Unit 3 and extends them to refine and resolve subject matter and visual language in a specific art form. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  **At least one finished artwork** in a specific art form that expands on the artworks that the student completed in Unit 3.  All finished artwork(s) must demonstrate:   * the extension and resolution of subject matter and ideas from Unit 3 * the resolution of visual language in a specific art form.   Further information on the requirements of at **least one finished artwork** in a specific art form are in the Scope of the task | | | | | | |

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| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | |
| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 7**  **Unit 4 Outcome 1:**  **Refine and resolve materials, techniques and processes in at least one finished artwork in a specific art form.** |  | Use materials and techniques to make at least one finished artwork. | Use materials and techniques to make at least one finished artwork in a specific art form. | Demonstrate the use of materials, techniques and processes to make at least one finished artwork in a specific art form that is linked to Unit 3. | Refines the use of materials, techniques and processes in an art form from Unit 3 to make at least one finished artwork in a specific art form. | Resolves and refines the use of materials, techniques and processes in a specific art form from Unit 3 to resolve at least one artwork in a specific art form. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  **At least one finished artwork** in a specific art form that expands on the artworks that the student completed in Unit 3.  All finished artwork(s) must demonstrate:   * the refinement of materials, techniques and processes explored in Unit 3, in a specific art form * resolution of the artwork in a specific art form using materials, techniques and processes.   Further information on the requirements of at least one **finished artwork** is in the Scope of the task | | | | | | |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 8**  **Unit 4 Outcome 1:**  **Document and record art making and the refinement and resolution of at least one finished artwork in a specific art form.** |  | Identifies steps in art making | Outlines art making in specific art forms | Describes art making including the resolution of visual language, subject matter and ideas in at least one finished artwork, including the methods needed to conserve and care for materials used in a specific art form. | Refines and resolves at least one finished artwork through reflection and documentation of individual art making linked to the ideas explored in Unit 3 including a discussion about the methods needed to conserve and care for materials used in a specific art form | Progressively refines and resolves at least one finished artwork and individual art making by evaluating and analysing the expansion and resolution of ideas explored in Unit 3 and explains the conservation and care of materials used in a specific art form. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  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 in a specific art form. * Discussion of the methods used to conserve and care for the materials in at least one finished artwork in a specific art form   Further information on the requirements of the **Visual Arts journal and Finished artwork** is in the Scope of the task. | | | | | | |

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| **Assessment Criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 9**  **Unit 4 Outcome 2:**  **Plan the display of at least one finished artwork in a specific art form.** |  | Identifies different exhibition spaces in a Visual Arts journal | Outlines the characteristics of exhibition spaces and identifies the exhibition space for the display of at least one finished artwork in a Visual Arts journal | To achieve the higher score in Medium to Very High students must satisfy both the descriptors in the appropriate range. | | |
| Discusses the characteristics of specific exhibition spaces and explains the presentation of at least one finished artwork in a specific art form | Analyses the characteristics of specific exhibition spaces and applies it to plan the presentation of at least one finished artwork in a specific art form | Explains and justifies the characteristics of specific exhibition spaces to support the planning of the presentation of at least one finished artwork in a specific art form |
| Describes the connection between the subject matter, ideas and the communication of meaning to the display of the artwork | Analyses the connection between the subject matter, ideas and the communication of meaning to the display of the artwork | Explains and justifies the connection between the subject matter, ideas and the communication of meaning to the display of the artwork |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  Written and visual documentation and planning for the display of at least one finished artwork including:   * Research and discussion of the characteristics of exhibition spaces * Research and discussion of the display of artworks in exhibition spaces * Explain the representation of subject matter and ideas and communication of ideas and meaning in at least one finished artwork in a specific art form * A plan of the display of one artwork in a selected exhibition space.   The information is presented **in the Visual Arts journal.** Further information about planning the display of artworks is in the Scope of the task for Unit 4 Outcome 2. | | | | | | |

| **VCE Art Making and Exhibiting: School-assessed Task Assessment Sheet** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment Criteria** | **Levels of Performance** | | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **Criterion 10**  **Unit 4 Outcome 2:**  **Prepare and present art making and at least one finished artwork in a specific art form.** |  | Outline art making in a Visual Arts journal.  Present at least one finished artwork. | Describe art making used to make at least one finished artwork in a Visual Arts journal. | Prepare a presentation for a critique that discusses art making and how at least one finished artwork in a specific art form was refined and resolved in Unit 4. | Prepare and present to an audience, a critique that evaluates art making, and how subject matter, ideas and visual language at least one finished artwork in a specific art form was refined and resolved in Unit 4. | Prepare and present a critique that explains and evaluates and reflects upon how art making was used to refine and resolve subject matter, ideas and visual language in at least one finished artwork in a specific art form. |
| 0 ❑ | 1 ❑ 2 ❑ | 3 ❑ 4 ❑ | 5 ❑ 6 ❑ | 7 ❑ 8 ❑ | 9 ❑ 10 ❑ |
| **Evidence**  A display and critique of at least **one finished artwork** to the student’s peers or another group. The student must:   * 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 * present an overview statement about at least one finished artwork in a specific art form that explains their intentions, as didactic information   Further information on the **Critique and the Finished Artwork** are in the Scope of the task for Unit 4 Outcome 1 | | | | | | | |

Authentication of VCE Media School-assessed Task (SAT)

Authentication of VCE Art Making and Exhibiting School-assessed Task (SAT)

Teachers are reminded of the need to comply with the authentication requirements specified in the Assessment: School-based Assessment section of the VCE and VCAL Administrative Handbook 2024. This is important to ensure that ‘undue assistance [is] not … provided to students while undertaking assessment tasks’.

Teachers must be aware of the following requirements for the authentication of the School-assessed Task for VCE Art Making and Exhibiting.

All work developed and completed in VCE Art Making and Exhibiting Unit 3 Outcome 1 and 2 and Unit 4 Outcome 1 and 2 must be authenticated by the teacher.

1. Teachers are required to fill out the Authentication Record Form to provide the student with feedback on their progress for each criterion at each observation and when they submit their final SAT.
2. Students must document any appropriated images or other material they use in the production of art works for the School-assessed Task. The images will be acknowledged
3. Teachers must ensure that all source and reference material, all appropriate imagery used in the final artwork, all use of non-school (home, outsourced) resources and any external assistance (for example, tutors) are acknowledged on the Authentication Record Form. If a student acknowledges the outsourcing of components of their artworks and/or that they are receiving external assistance the teacher should record complete details as an attachment to the Authentication record form.
4. The VCE and VCAL Administrative Handbook and the VCE Art Making and Exhibiting Study design note that ‘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’.
5. Undue assistance should not occur at any time during the development of the body of work. Teachers are reminded that it is not appropriate to provide ‘detailed advice on, corrections to, or actual reworking of students’ drafts or artworks
6. Teachers must sight and monitor the development and documentation of the student’s art process throughout the unit to authenticate the work as the student’s own. They are required to document their observations on the Authentication Record Form. Teachers cannot assess any work produced in Unit 3 in Unit 4.
7. Students should be encouraged to complete their artwork at school. Where they use external service providers, their documentation should demonstrate that they have researched and identified the appropriate and correct technical methods required and also created their own specifications for the service provider. This includes visual documentation. Receipts are not acceptable as documentation. The student’s documentation will show their complete creative control over the making of their artwork. Without this evidence the teacher may not be able to authenticate the student’s artwork or assess the School-assessed Task fairly.
8. The use of external support and/or equipment must be planned and documented with appropriate detail to demonstrate that the student has retained complete creative control; teachers must certify that such support does not constitute undue assistance. This ensures that the student work can be authenticated, and that the student is not receiving undue assistance and in turn ensures that all students are assessed equitably.
9. Framing of finished artworks or any aspect of the body of work is not required. If the artwork has the framing as part of the artwork then the student should clearly document the use of framing and how this contributes to the refinement of ideas, aesthetics, techniques and processes. Identification of the refinement is also required in their documentation and evaluation.
10. Teachers are reminded that the authentication procedures are required to be followed for all student work in relation to the School-assessed Task. The School-based Assessment Audit includes the inspection of Authentication record forms. Authentication record forms will also be required to be forwarded for all works nominated for the Season of Excellence awards in 2024. Incomplete Authentication Record forms will result in an automatic disqualification of the student work from the nomination process.

Media

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2024** | | Victorian Certificate of Education  **Art Making and Exhibiting**  **Assessment Sheet School-assessed Task** | | | **STUDENT NAME:** | | | | | | |
| **STUDENT No.** | | | | | | |
| This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student’s performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion. Teachers then add the subtotals to determine the total score.  **Teachers are to provide feedback on student performance on the Authentication Record Form which is signed and dated by the teacher and student.**  **If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.** | | | | | | | | | | | |
|  |  | | | |  | | | | | | |
| **CRITERIA FOR THE AWARD OF GRADES** | | | | **Not Shown (0)** | | **Very Low (1–2)** | **Low**  **(3–4)** | **Med**  **(5–6)** | **High**  **(7–8)** | **Very High**  **(9–10)** |
| **Unit 3 Outcome 1** | 1. **Explore and evaluate artworks, artistic influences and inspiration in specific artforms to develop ideas, subject matter and visual language** | | |  | |  |  |  |  |  |
| 1. **Experiment with materials techniques and processes in specific artforms to develop subject matter, ideas and visual language.** | | |  | |  |  |  |  |  |
| 1. **Document, reflect on and evaluate individual art making.** | | |  | |  |  |  |  |  |
| **Unit 3 Outcome 2** | 1. **Develop and make artworks in specific art forms.** | | |  | |  |  |  |  |  |
| 1. **Prepare and present a critique of art making and reflect on feedback.** | | |  | |  |  |  |  |  |
| **Unit 4 Outcome 1** | 1. **Extend and resolve ideas explored in Unit 3 in at least one finished artwork in a specific art form** | | |  | |  |  |  |  |  |
| 1. **Refine and resolve materials, techniques and processes in at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| 1. **Document and record art making and the refinement and resolution of at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| **Unit 4 Outcome 2** | 1. **Plan the display of at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| 1. **Prepare and present art making and at least one finished artwork in a specific art form.** | | |  | |  |  |  |  |  |
| **TOTAL SCORE** | | | **SUBTOTALS** |  | |  |  |  |  |  |