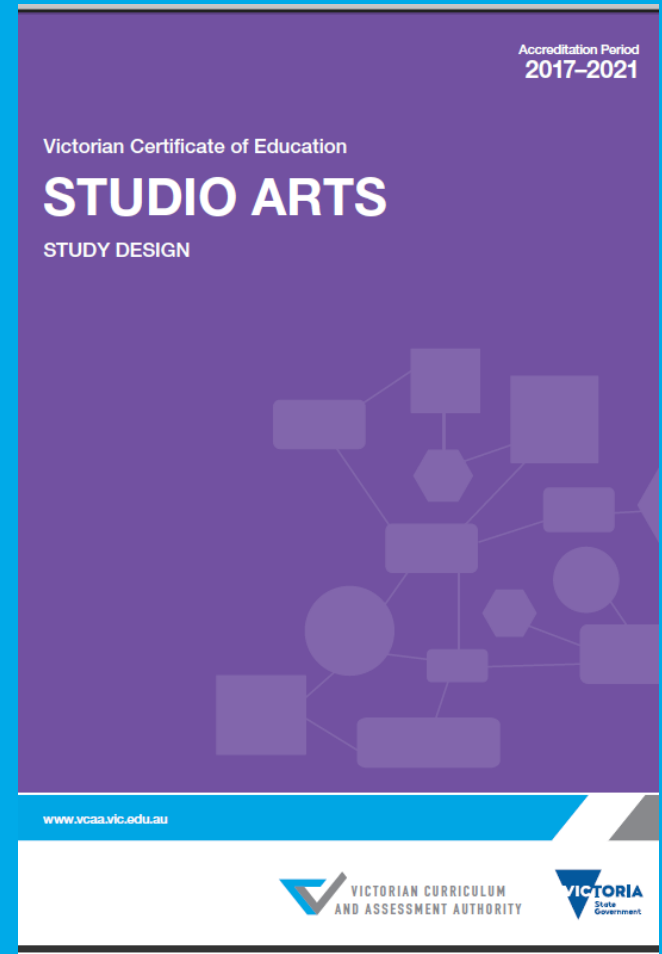


VCE Studio Arts Study Design

2017 – 2021

Implementation briefing
July – August 2016



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VCE Studio Arts Study Design

- Teachers should thoroughly familiarise themselves with the study design including:
 - Introduction (p. 5)
 - Structure (p. 6)
 - Assessment and Reporting (p. 8)
 - Cross-study specifications (p. 10)
 - Units 1 – 4 (pp. 10 – 30)

Understanding the study design

Each outcome is described in terms of
key knowledge and key skills

Key knowledge	Key Skills
Provides the Content	Provides the Application For example: <ul style="list-style-type: none">• Explore• Develop• Generate• Investigate• Evaluate• Discuss

Understanding the study design

Unit 3 AOS 3: Artists and studio practice

On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Key knowledge

- Art practices related to artworks in more than one historical and/or cultural context

Key skills

- Analyse ways in which artworks reflect artists' interpretations of subject matter, influences, cultural and historical contexts and the communication of ideas and meanings

Understanding the study design

Outcomes & studio process

Unit 1 Outcome 1 and 2

Outcome 1

On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

Outcome 2

On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected artform/s.

Key knowledge and skills

Research of studio practice including:

- Inspiration
- Artistic influences
- Characteristics of art forms, materials and techniques
- Use of art elements and art principles to create aesthetic qualities
- Use of subject matter to express ideas.
- Visual language

Use of studio practice to produce one artwork in a selected artform/s using the above key knowledge and skills.

Issues considered by the writing team

- Assessment structure of the study.
- Updating of areas of the study design to reflect contemporary art practice.
- Unit 4, Outcome 3: Art Industry Contexts
- Clarification of the key knowledge and skills in Units 1 – 4.
- Structure of the School-assessed Task

Scope of study – p.5

- Introduces the students to the role and practices of artists in society.
- Artist practices across different cultures and periods of time.
- Research supports art making and studio practice – critical creative and reflecting thinking.
- Art industry – role of artists in the art industry, exhibition spaces

Aims – p. 5

- Creative expression and understanding of art practice.
- Develop a studio process; practise and specialised skills appropriate to particular art forms.
- Analyse and draw inspiration from the ways in which artists apply the studio process.
- Understanding of historical and cultural context of art practice.
- Skills in visual analysis, including the use of appropriate terminology.
- Understanding of roles and methods involved in the presentation of artworks in gallery and exhibition spaces.
- Understanding of professional art practice.

Cross-study specifications

pp. 10 – 11

- Cross-study specifications have been added in the front of the study to clarify the key concepts that underpin all **4 UNITS** of the study.
- Evidence of these are found in each area of study.
- The Cross-study specifications will be assessed in the examination, School-assessed Task and School-assessed Coursework.

Cross-study specifications (pp. 10 – 11)

Studio practice

Studio practice has a range of characteristics that vary, dependent on the time, period and culture in which the artist is working. Artists explore individual ideas, subject matter and conceptual possibilities based on artistic influences and inspiration and may draw on particular styles from different periods of time and cultures. They experiment with materials, techniques, processes and art forms, including photography, digital imaging, textiles, painting, installation, printmaking, drawing, film, video, sculpture, mixed media, ceramics, sound, animation, performance and interdisciplinary practices.

Cross-study specifications (pp. 10 – 11)

Investigating studio practices

- Supports the development of the student's own practice.
- Provides a model for inquiry to inform art making practices.
- Visual analysis of subject matter and sources of inspiration and influences.
- Students examine the practices of artists in different historical and cultural contexts and their influences.
- The **historical context** refers to the time and place in which the artist created the artwork.
- The **cultural context** refers to the artistic, environmental, economic, social, technological, political or religious climate of the time that may have influenced the artist.

Cross-study specifications (pp. 10 – 11)

Studio process

Integral to studio practice in Studio Arts study. Process artists use to create artworks.

Six key stages:

- an exploration proposal
- a work plan
- a visual diary
- art forms
- potential directions
- presentation of final artwork/s.

Cross-study specifications (pp. 10 – 11)

Visual Language

- Is an integral component of studio practice. Communication of ideas through experiences, images and objects.
- Used to communicate the exploration, development and resolution of artworks.
- Relationship of contemporary artworks to historical understanding of styles, representation and imagery.
- Ideas, beliefs, values and concepts are communicated through the context, placement and juxtaposition of objects, styles and representations.

Cross-study specifications (pp. 10 – 11)

Aesthetic qualities

- Artists use art elements and art principles to explore and express their ideas and to create aesthetic qualities.
- Aesthetic qualities can be perceived differently dependent on viewer experience, style, physical or cultural contexts.

Art Elements

line, colour, texture, tone, form, shape, sound, time and light.

Art Principles

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

Sequencing of Units

Unit 1: Studio inspiration and techniques

Unit 2: Studio exploration and concepts

Unit 3: Studio practices and processes

Unit 4: Studio practice and art industry contexts.

Unit 1: Studio inspiration and techniques

- **Area of Study 1:**
Researching and recording ideas
- **Area of Study 2:**
Studio practice
- **Area of Study 3:**
Interpreting art ideas and use of materials and techniques.

Unit 1 AOS 1: Researching and recording ideas

- Focus on researching and recording ideas.
- Develop ideas and identify sources of inspiration as starting points.
- Written and visual material is documented in a visual diary.
- Development of visual language.
- Materials and techniques, art forms, art elements and principles, aesthetic qualities, subject matter.

Outcome 1

On completion of this unit the student should be able to identify sources of inspiration and artistic influences and outline individual ideas, art forms and aesthetic qualities, and translate these into visual language.

Unit 1 AOS 2: Studio practice

- Focus on studio practice, exploration of materials and techniques.
- Production of one artwork
- Investigation of aesthetic qualities
- Individual ideas through the use of techniques and materials in a range of art forms.
- Reflection and evaluation in written and visual form in a visual diary.

Outcome 2

On completion of this unit the student should be able to produce at least one finished artwork and progressively record the development of their studio practice, conveying individual ideas through the exploration of materials and techniques in the selected art form/s.

Unit 1 AOS 3: Interpreting ideas and use of materials and techniques

- Focus on how artists from different times and cultures have:
 - Interpreted subject matter.
 - Used materials and techniques.
- How artworks are conceived, produced and exhibited.
- Use of resources and visual material.
- Analysis of art elements and art principles.

Outcome 3

On completion of this unit the student should be able to discuss the artistic practice of artists from different times and cultures, their source of inspiration, materials and techniques for at least two artworks by each artist.

Assessment Unit 1 – pp. 15

Outcomes 1 and 2

Assessment should include the following:

- an outline of a proposed investigation of studio practice using visual language
- a selection of exploratory work and a visual diary, showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques
- a presentation of at least one finished artwork.

Outcome 3

Assessment can be selected from one of the following:

- An extended response
- Short answer responses
- A presentation using digital technologies
- An oral presentation

Unit 2: Studio exploration and concepts

- **Area of Study 1:**
Exploration of studio practice and development of artworks
- **Area of Study 2:**
Ideas and styles in artworks

Unit 2 AOS 1: Exploration of studio practice and development of artworks

- Focuses on developing artworks through the studio process.
- Exploration of ideas, sources of inspiration, materials and techniques in a selected art form using an exploration proposal.
- Experimentation with materials and techniques in a selected art form.
- Generation of potential directions which are analysed and evaluated prior to the development of an artwork.

Outcome 1

On Completion of this unit the student should be able to develop an individual exploration proposal to form the basis of a studio process, and from this produce and document a variety of potential directions in a visual diary for at least one artwork.

Unit 2 AOS 2 :Ideas and Styles in artworks

- Focus on the analysis of historical and contemporary artworks.
- Artworks by at least two artists and/or groups of artists from different times and cultures.
- Art elements and art principles used to communicate ideas.
- Art elements and art principles to create aesthetic qualities and identifiable styles.
- Copyright, appropriation and moral rights.
- Development of research skills, terminology and referencing through visits to galleries and museums, online resources, books, catalogues and periodicals.

Outcome 2

On completion of this unit student should be able to compare a range of historical and contemporary art periods, styles or movements, and analyse the ways in which artists communicate ideas, develop styles and demonstrate aesthetic qualities in artworks.

Assessment Unit 2 – p. 18

Outcome 1

Assessment should include the following:

- Undertaking an exploration proposal
- Undertaking studio process
- Producing and presenting at least one artwork

Outcome 2

Assessment can be selected from one of the following:

- An extended response
- Short answer responses
- A presentation using digital technologies
- An oral presentation

Unit 3: Studio practices and processes

- **Area of Study 1:** Exploration proposal
- **Area of Study 2:** Studio process
- **Area of Study 3:** Artists and studio practices

Unit 3 AOS 1: Exploration Proposal

- The exploration proposal creates the framework for an individual studio process and remains a reference point for evaluation and development of artworks throughout Units 3 and 4.
- The exploration proposal is written before the start of the studio process.
- Addresses the focus and subject matter to be developed.
- Includes sources of inspiration, conceptual possibilities, use of materials and techniques, art elements, art principles and aesthetic qualities to be developed.

Outcome 1

On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

Unit 3 AOS 2: Studio process

- Students develop progressively their ideas, techniques, materials, processes and aesthetic qualities discussed in the exploration proposal.
- Students keep a visual diary throughout the studio process.
- Studio process is developed in breadth and depth to produce a range of potential directions.
- A range of two potential directions are selected and evaluated to generate artworks in Unit 4.
- Potential directions effectively communicate concepts, ideas and aesthetics.
- Reflection, analysis and evaluation of experimental and development of the studio process.

Outcome 2

On completion of this unit the student should be able to progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

Unit 3 AOS 3: Artists and studio practice

- Focus on professional studio practices in relation to particular art forms.
- Investigation of the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, communicated ideas and meaning in artworks.
- Study two artists and two artworks by each artist.
- Analyse artists and artworks in different historical and cultural contexts.
- Artworks may have been made in the same historical period but different cultural contexts.
- Research and apply appropriate terminology to studio practice and art making.

Outcome 3

On completion of this unit the student should be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

School based Assessment Unit 3

Outcome	Marks allocated*	Assessment tasks
<p>Outcome 3</p> <p>Examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and <u>cultural</u> context of each artwork.</p>	30	<p>Assessment tasks may include a combination of the following:</p> <ul style="list-style-type: none">• structured questions• <u>an</u> annotated visual report• <u>an</u> essay• <u>a</u> presentation using digital technologies• <u>a</u> series of short responses• <u>an</u> oral presentation with supporting visual evidence.
Total marks	30	

*School-assessed Coursework for Unit 3 contributes 5 per cent.

Unit 4: Studio practice and art industry context

- **Area of Study 1:**
Production and presentation of artworks
- **Area of Study 2:**
Evaluation
- **Area of Study 3:**
Art industry contexts

Unit 4 AOS 1: Production and presentation of artworks

- Focus on refinement and presentation of artworks developed from selected potential directions in Unit 3.
- Presentation of artworks demonstrate relationships between the artworks interpreted through aesthetics, themes, conceptual possibilities and/or materials and techniques.
- Presentation of artworks is realised through the ideas communicated in the exploration proposal.
- Artworks presented with potential directions, including a plan of how the artworks were developed.

Outcome 1

On completion of this unit the student should be able to present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.

Unit 4 AOS 2: Evaluation

- Reflection on the selection of potential directions that form the basis, development and presentation of artworks.
- Visual and written documentation of potential directions as the basis of the development of artworks.
- Reflect on the communication of ideas, use of materials and techniques, demonstration of aesthetic qualities and the relationships between the production of art works.

Outcome 2

On completion of this unit the student should be able to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the artworks.

Unit 4 AOS 3: Art industry contexts

- Focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed.
- Examine and review the methods and considerations in the preparation, presentation and conservation of artworks
- Two different art exhibitions in the current year of study
- Artists' and curators' consideration of how artworks are displayed in the exhibitions.
- Public galleries and museums, commercial and private galleries, university art galleries, artist run spaces, alternative art spaces, outdoor spaces and online galleries.

Outcome 3

On completion of this unit the student should be able to compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

School based Assessment Unit 4

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

Outcomes	Marks allocated*	Assessment tasks
<p>Outcome 3</p> <p>Compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.</p>	30	<p>Assessment tasks may include a combination of the following:</p> <ul style="list-style-type: none">• <u>structured</u> questions• an annotated visual report• an essay• <u>a</u> presentation using digital technologies• <u>an</u> oral presentation with visual evidence from the exhibitions visited.
Total marks	30	

*School-assessed Coursework for Unit 4 contributes 5 per cent.

School-assessed Task Units 3 and 4

Outcomes	Task
<p>Unit 3</p> <p>Outcome 1</p> <p>Prepare an exploration proposal that formulates the content and parameters of an individual studio process, including a plan of how the proposal will be undertaken.</p> <p>Outcome 2</p> <p>Progressively present an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.</p>	<p>An exploration proposal and a visual diary that presents an individual studio process, which explores and develops the concepts and ideas set out in the exploration proposal, and produces a range of visual explorations and potential directions that will form the basis of at least two finished artworks in Unit 4.</p>
<p>Unit 4</p> <p>Outcome 1</p> <p>Present at least two finished artworks based on selected and evaluated potential directions developed through the studio process, which demonstrate refinement and application of materials and techniques, and that realise and communicate the student's ideas expressed in the exploration proposal.</p> <p>Outcome 2</p> <p>Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.</p>	<p>The presentation of at least two finished artworks with an evaluation of studio processes.</p>

*School-assessed Task for Units 3 and 4 contributes 60 per cent.

Units 3 and 4 assessment weighting

- Units 3 and 4 School-assessed Coursework 10%
- Units 3 and 4 School-assessed Task 60%
- End-of-year examination 30%

Unit 1: Suggested Timeline

Studio inspiration and techniques

Area of Study	Hours
1. Researching and recording ideas	10 hours
2. Studio practice	30 hours
3. Interpreting art ideas and use of materials and techniques	10 hours

Unit 2: Suggested Timeline

Studio Exploration and concepts

Area of Study	Hours
1. Exploration of studio practice and development of artworks.	35 hours
2. Ideas and styles in artworks.	15 hours

Unit 3: Suggested Timeline

Studio practices and processes

Area of Study	Hours
1. Exploration proposal	5 hours
2. Studio process	30 hours
3. Artists and studio practice	15 hours

Unit 4: Suggested Timeline

Studio practice and art industry contexts

Area of Study	Hours
1. Production and presentation of artworks	30 hours
2. Evaluation	5 hours
3. Art industry contexts	15 hours

VCE Studio Arts Advice for teachers

- Published online
- Includes:
 - Advice about developing a teaching and learning program
 - Glossary of key terms
 - Ideas for learning activities
 - Assessment advice
 - Online publication with samples of student work (in 2017)

VCAA Bulletin Online

- The *VCAA Bulletin* is now online
- A free subscription is available at www.vcaa.vic.edu.au
- See 'Subscriptions' at the bottom of the page
- Follow the prompts to enter your details
- Ensure your email address is entered correctly

Authentication Advice

- Please refer to the Authentication information in the *VCE and VCAL Administration Handbook*, the *Advice for teachers* and the information issued with the School Assessment Administration published by the VCAA each year.
- The Authentication Record Form is a record of student's undertaking of each SAT.
- VCAA requires to view and confirm this documentation for Top Arts, Top Designs and Top Screen submissions and for School based audits.
- The Authentication Record sheets are the teacher verification that the student work is their own, and that they have sought copyright release.
- Students are asked to sign after discussion with teacher. Remind them that they are signing that their work is their own

Copyright guidelines for VCE Season of Excellence applications (Top Designs, Top Screen and Top Arts)

Please note this is general information only and students are advised to discuss their project with their teacher, to explore the information at the copyright sites listed in these guidelines and seek professional advice. Note also that these guidelines are subject to change; students and teachers should ensure they access the most up-to-date versions of the guidelines from the VCAA's the VCE Season of Excellence (the Season) webpage.

Students including 'third-party' works in their creations

'Third party' works or 'third-party' content means **any work or content not created by the student**.

When students' work is selected to appear in Season's events (Top Screen, Top Designs and/or Top Arts) it is communicated to a **public** audience (through an exhibition, screening, catalogue, a program, publicity material or on a website). This public communication falls outside the scope of the normal educational allowances and licences, which enable students and teachers to copy 'third-party' copyright works in the course of educational instruction.

To participate in the Season's program students need to ensure they correctly acknowledge and secure copyright permission (and possibly also 'moral rights consent') for use and communication of any **third-party copyright content** included in their own work.

Students should **start the permissions process as early as possible** and leave sufficient time for any modification they may need to make to their work where permissions are not forthcoming. Pursuing permissions as early as possible can also help students to research their project more fully and to develop a better project folio, and this can, in turn, produce a better finished work. Communications with 'real world' or 'industry' contacts arising from the permissions process can also give the students valuable insights into industry pathways and arts/performance community networks.

Students will need to supply evidence of their efforts to secure copyright permissions/moral rights consents with their applications for entry into the Season's events (that is, copies of requests to copyright owners/author/creators and their responses).

The selection panels will not consider any student work for inclusion in the Season unless source acknowledgements are adequate and copyright clearances and/or moral rights consents have been obtained and submitted to the VCAA.

Copyright in 'third-party' works

Unless copyright has expired (duration of copyright is generally death year of the author/creator plus 70 years), a work will be protected by copyright, and only the copyright owner can make and

Copyright

- Teachers should read through the information regarding seeking Copyright approval for application to the Season of Excellence.
- Students should apply for copyright clearance **EARLY**.
- Information regarding copyright for the Season of Excellence is on the Season of Excellence webpage.

<http://www.vcaa.vic.edu.au/Pages/excellenceawards/seasonofexcellence/index.aspx>

Authentication Record Form:

VCE Studio Arts School-assessed Task 1,

2015 This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment audit.

Student name: Lily Alvarez Student No.

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School: Keele High School

Teacher: SM

Component of School-assessed Task	Date observed/ submitted	Authentication issues/comments	Teacher's initials	Student's initials
Outcome 1 Exploration proposal and plan submitted Conceptual possibilities/individual ideas	14/2/15	Submitted and discussed – feedback given and then resubmitted and adjusted with plan Theme – relationship between humans and nature Ideas – contrast man/made/nature, connection and separation between the two and use of nature by humans	KS	LA
Outcome 2 Investigation, exploration and development of art forms, techniques and processes.		Using mixed media and found objects as a basis for folio. Photographing progress, using drawing and photography Artist – Richard Long, John Davis, Shannon Webber.	KS	LA
Observation No 1 of individual design process and identification of potential directions.	21/4/15	Travelling very well, lots of experimentation using found objects, Sculptor, mixed media, lighting and photography. Annotation up to date and moving on to exploring painting with mud – making print.	KS	LA
Observation No 2 of individual design process and identification of potential directions.	1/5/15	Exploring different techniques within sculpture and using found objects. Recording processes along the way. Annotation is excellent and great explanation of materials and techniques.	KS	LA
Evaluation of potential directions.	4/5/15	6 potential directions identified and evaluated EP included with timeline included	KS	LA
Final submission of School Assessed Task.	4/5/15	1 A4 hard backed visual diary, 3 boxes of various sculptures and trials.	KS	LA

I declare that all resource materials and assistance used have been acknowledged and that all work is my own.

Student signature: [Signature] Date: 9/06/15

VCAA Authentication Record Sheet

- It gives the student a hard copy of their progress alongside their ongoing assessment/feedback
- It also covers the teacher if there are any issues with the student – both teacher and student have signed off.
- At the end of the semester they can be handed to the VCE co-ordinator.
- They are also MANDATORY for TOP ARTS applications and selection. The forms are checked as the teacher verifying the student work is their own and they have followed copyright procedure.

Contact details

Kathryn Hendy-Ekers

VCAA

Phone: 03 9032 – 1697

Email:

Hendy-Ekers.Kathryn.L@edumail.vic.gov.au