

# VCE Art Making and Exhibiting 2023-2027

Introduction to the School-assessed Task (SAT)



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY




# Acknowledgement of Country

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





# Asking Questions

Ask: All Panelists 

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

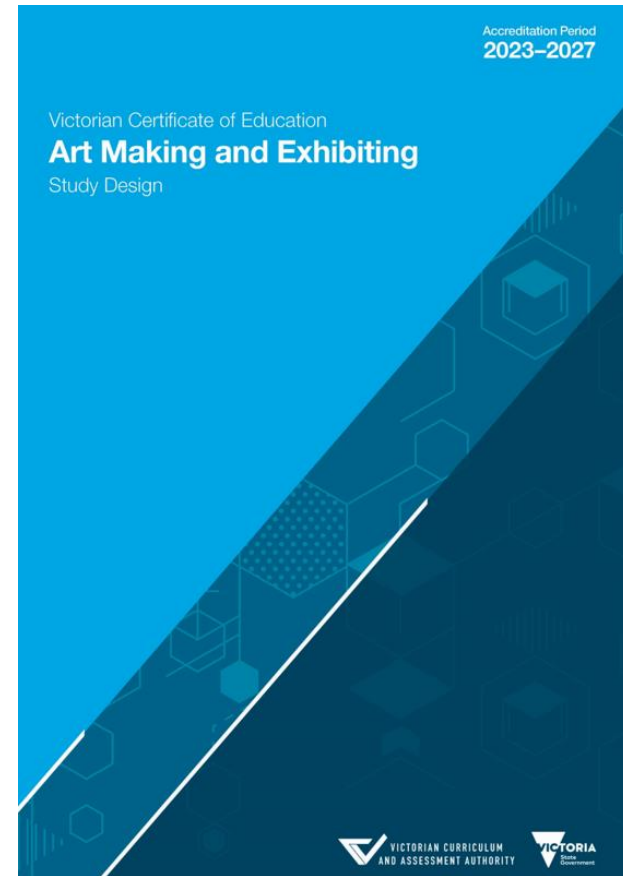
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# Key Documents

- **Study Design**
- **Support Material**
- **School-based Assessment Advice**
- **Examination material**
- **School-assessed Coursework**

[Pages - Studio Arts \(eduweb.vic.gov.au\)](https://eduweb.vic.gov.au)



# Study design for implementation in 2023

Teachers are advised that the study design listed below is for use from 2023. This is available to teachers in preparation for the implementation of the new study in 2023. Additional resources will be added progressively as they become available.

## ▼ 2023 Implementation

For accreditation period 2023-2027

- [VCE Art Making and Exhibiting Study Design](#) for implementation in 2023.
- [VCE Art Making and Exhibiting: Administrative Information for School-based Assessment in 2023](#)
  - [Authentication record form: VCE Art Making and Exhibiting 2023](#)
- **Support materials**

These support materials incorporate the previously known *Advice for teachers*.

  - [Planning](#)
  - [Teaching and learning](#)
  - [Assessment](#)
- [VCE Visual Arts studies \(2023-2027\) implementation videos](#)

Online video presentations which provide teachers with information about the new VCE Visual Arts Study Designs for implementation in 2023: VCE Art Making and Exhibiting and VCE Art Creative Practice.
- The VCE Art Making and Exhibiting Study Design (for implementation in 2023) has been deemed an equivalent VCE study from 2023. Please refer to the [VCAA Bulletin No.76 \(March 2022\)](#) for further information.

# Support Material

## PLANNING

Accreditation period for Units 1-4: 2023-2027

- ▶ Developing a curriculum and assessment program
- ▶ Inquiry learning in Art Making and Exhibiting
- ▶ Creative and Critical thinking
- ▶ Visual Arts Journal
- ▶ Critique
- ▶ Exhibiting artworks
- ▶ Aboriginal and Torres Strait Islander knowledge, cultures and histories
- ▶ Employability skills

# Support Material

## TEACHING AND LEARNING

Accreditation period Units 1-4: 2023-2027

### Introduction

The VCE Art Making and Exhibiting 2023–2027 *Support materials* (incorporating the previously known *Advice for teachers*) provides teaching and learning advice for Units 1 to 4 and assessment advice for school-based assessment in Units 3 and 4.

The program developed and delivered to students must be in accordance with the [VCE Art Making and Exhibiting Study Design 2023–2027](#).

### Unit 1: Explore, expand and investigate

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

### Unit 2: Understand, develop and resolve

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

## ASSESSMENT

Accreditation period Units 1-4: 2023-2027

### General assessment advice

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

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

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

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

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

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

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

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

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

# Implementation videos

## Implementation webinar recordings

- ▶ VCE Visual Arts studies implementation
- ▶ VCE Art Creative Practice implementation
- ▶ VCE Art Making and Exhibiting implementation

### VCE Art Creative Practice, VCE Art Making and Exhibiting, VET Visual Arts Implementation 2023-2027 Study Overview

This video provides a brief overview and comparison of the concepts and content of the new VCE Visual Arts studies Units 1 – 4 for implementation in 2023. It also provides information about the pathways for VET Visual Arts.



[Study Overview transcript](#)

[Study Overview presentation](#)

## VCE Art Creative Practice – The Critique

### Art Making and Exhibiting

- ▶ Study Design overview
- ▶ Unit 1
- ▶ Unit 2
- ▶ Unit 3 Area of Study 1 and 2: School-assessed Task
- ▶ Unit 3 Area of Study 3: School-assessed Coursework
- ▶ Unit 4 Area of Study 1 and 2: School-assessed Task
- ▶ Unit 4 Area of Study 3: School-assessed Coursework
- ▶ VCE Art Making and Exhibiting– The Critique

[Pages - VCE Visual Arts \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)



## VCE Art Making and Exhibiting: Administrative information for School-based Assessment in 2023

### 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 12–21. This assessment is subject to the VCAA's statistical moderation process.

The 2023 VCE Art Making and Exhibiting assessment sheet on page 31 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 2023*.

The Authentication record form on pages 24–30 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 2023 Important Administrative Dates and Assessment Schedule, published annually on the VCAA website. [vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx](https://vcaa.vic.edu.au/pages/schooladmin/admindates/index.aspx)

# School-based assessment Advice

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

# Terms used for Assessment

## 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.

Each of the four units of VCE Art Making and Exhibiting focuses on specific inquiry learning strategies to assist students to develop their art practice. Each area of study across the four units has a focus and a learning inquiry question. The key terms of the art-making and exhibiting are listed below.

- **Explore**
- **Expand**
- **Investigate**
- **Understand**
- **Develop**
- **Resolve**
- **Collect**
- **Extend**
- **Connect**
- **Consolidate**
- **Present**
- **Conserve**



# 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.

Approaches to presenting information and evidence of experimental work in art making in the Visual Arts journal may include:

- annotation
- visual material
- audio and video recordings
- acknowledging and recording sources of information
- notes from class interactions and discussions
- documentation that is numbered and dated
- intermittently scanned or photographed for authentication
- a copy of the Authentication Record Form.

# Unit 3 Outcome 1 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 artworks developed from responses to sources of inspiration, experimentation and exploration
- reflection on art making in personal responses.

# Unit 3 Outcome 1 Scope of Task

1. Exploration of at **least three artists and experimentation in specific artforms**
2. Development of subject matter, ideas, aesthetic qualities and visual language from sources of inspiration
3. Reflection on the conceptualisation of artworks and the influences of artists and artworks on individual artmaking
4. Documentation in the Visual Arts journal.

# Unit 3 Outcome 1 Scope of Task

## 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. 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 in Outcome 2.

# Unit 3 Outcome 1 Scope of Task

## 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.



# Unit 3 Outcome 1 Scope of Task

## 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.

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

Assessment Criteria	Levels of Performance										
	Not shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)	
<b>Criterion 1</b> <b>Unit 3 Outcome 1:</b> Explore and evaluate artworks, artistic influences and inspiration in specific artforms to develop ideas and visual language		Identify artistic influences and inspiration.		Explore artistic influences and inspiration to develop subject matter		Explains artistic influences and inspiration to develop subject matter, art elements and principles and aesthetic qualities		Evaluates artistic influences and inspiration in specific artforms to develop subject matter, ideas and visual language		Critically evaluates artistic influences and inspiration in specific artforms to conceptualise and develop subject matter, ideas and visual language	
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>Key skill</b> <ul style="list-style-type: none"> <li>explore, evaluate and document the use of art elements, art principles and aesthetic qualities in specific art forms</li> <li>develop subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences</li> <li>identify and analyse the connections between influences, sources of inspiration and personal experiences</li> <li>identify, analyse and evaluate the use of visual language in artworks.</li> </ul>						<b>Evidence</b> <p>Research and collation of documentation in a <b>Visual Arts journal</b> that includes:</p> <ul style="list-style-type: none"> <li>exploration of at least three artists and artworks in specific art forms, development of subject matter, ideas and visual language.</li> </ul> <p>Further information outlining the requirements of the <b>Visual Arts journal</b> is included in the Scope of the task.</p>					

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

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

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

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

# Unit 3 Outcome 2 task

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

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

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

Students **gather feedback from the critique and reflect on it to further develop artworks in Unit 4.**

The **reflection on the feedback must be documented in 1000–1500 words**, with visual information.

# Unit 3 Outcome 2 – 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.

# Unit 3 Outcome 2 – Scope of task

## 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.**

# Unit 3 Outcome 2 – Scope of 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 artmaking 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 artmaking 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
- use critical and reflective thinking to consider the successes of their artmaking and artworks, and the further improvements they can make

The critique is presented in one of the formats recommended on page 41 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.**



# Unit 3 Outcome 2 – Scope of task

## Feedback and reflection from the critique

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.**

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

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

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

Assessment Criteria	Levels of Performance									
	Not shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)
<b>Criterion 5</b> <b>Unit 3 Outcome 2:</b> Prepare and present a critique of artmaking and reflect on feedback.						To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range.				
	Document and reflect art making.		Document and reflect on art making to explain how materials, techniques and processes were used to make artworks.		Prepare a presentation for a critique that explains the student's artmaking and present it to an audience.		Prepare and present to an audience, a critique that explains the development of two artworks from sources of inspiration and present it to an audience.		Prepare and present a critique that evaluates the development of two artworks from sources of inspiration.	
					Document and reflect on art making.		Reflect on feedback from the critique.		Collect feedback from an audience and reflect upon how artworks can be further developed in Unit 4.	
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
<b>Key skill</b> <ul style="list-style-type: none"> <li>demonstrate and explain the materials, techniques and processes used to make artworks in specific art forms</li> <li>document and describe the development of subject matter and ideas in artworks by responding to the influences of artists and other forms of inspiration</li> <li>progressively document and evaluate art making</li> <li>prepare and present a critique describing and evaluating the making of artworks</li> <li>use art terminology and visual language in documentation, presentation, reflection and evaluation of artworks and art making</li> <li>document and reflect on feedback from a critique to revise and further develop artworks.</li> </ul>					<b>Evidence</b> <p>Presentation of Unit 3 art making in a critique to the class or other group as listed in the Scope of the task.</p> <ul style="list-style-type: none"> <li>10 pages from the Visual Arts journal that represents Unit 3 Outcome 1 and 2 and at least <b>TWO</b> artworks.</li> </ul> <p>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.</p> <p>Further information on the <b>Critique</b> is in the Scope of the task for Unit 3 Outcome 2.</p>					

# Unit 4 Outcome 1 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 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 1 – Scope of task

## 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 and demonstrate the way artists, artworks and other influences have inspired and extended the student's ideas and style**.
- 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.

# Unit 4 Outcome 1 – Scope of task

## 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?’*

# Unit 4 Outcome 1 – Scope of task

The documentation includes:

1. the extension and resolution of subject matter and ideas in artworks
2. the refinement and resolution of visual language in artworks
3. the application of materials, techniques and processes used to refine at least one finished artwork in a specific art form
4. 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
5. evaluation of the use of the materials, techniques and processes used to make at least one finished artwork in a specific art form
6. methods used to conserve and care for the materials used in a specific art form
7. terminology used to discuss the conservation and care of materials used in a specific art form

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.

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

Assessment Criteria	Levels of Performance										
	Not shown	1–2 (very low)	3–4 (low)	5–6 (medium)	7–8 (high)	9–10 (very high)					
<b>Criterion 6</b> <b>Unit 4 Outcome 1:</b> Extend and resolve ideas explored in Unit 3 in at least one finished artwork in a specific art form		Identifies ideas explored.	Develops ideas 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 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>Key skill</b> <ul style="list-style-type: none"> <li>extend and resolve ideas explored in Unit 3 in at least one finished artwork</li> <li>refine and resolve visual language in at least one finished artwork.</li> </ul>				<b>Evidence</b> At least one finished artwork in a specific art form that expands on the artworks that the student completed in Unit 3. At least one finished artwork must demonstrate: <ul style="list-style-type: none"> <li>the extension and resolution of subject matter and ideas from Unit 3 in at least one finished artwork in a specific art form</li> <li>the resolution of visual language in at least one finished artwork in a specific art form.</li> </ul> Further information on the requirements of at least one finished artwork in a specific art form are 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)					
<p><b>Criterion 7</b></p> <p><b>Unit 4 Outcome 1:</b></p> <p><b>Refine and resolve materials, techniques and processes in at least one finished artwork in a specific art form.</b></p>		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 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<p><b>Key skill</b></p> <ul style="list-style-type: none"> <li>refine the use of materials, techniques and processes explored in Unit 3 to make at least one finished artwork in a specific art form.</li> </ul>				<p><b>Evidence</b></p> <p><b>At least one finished artwork</b> in a specific art form that expands on the artworks that the student completed in Unit 3. At least one finished artwork must demonstrate:</p> <ul style="list-style-type: none"> <li>the refinement of materials, techniques and processes explored in Unit 3, in a specific art form</li> <li>the resolution of at least one finished artwork in a specific art form using materials, techniques and processes.</li> </ul> <p>Further information on the requirements of at least one <b>finished artwork</b> is in the Scope of the task</p>							

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

Assessment Criteria	Levels of Performance										
	Not shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)	
<b>Criterion 8</b> <b>Unit 4 Outcome 1:</b> <b>Document and record artmaking and the refinement and resolution of at least one finished artwork in a specific art form.</b>		Documents art making in a Visual journal		Explains art making in specific art forms in the Visual journal		Describes art making including the resolution of visual language, subject matter and ideas in at least one finished artwork.		To achieve the higher score in High to Very High students must satisfy the descriptors in the appropriate range.			
		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 discusses the conservation and care of materials used in a specific art form.							
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>Key skill</b> <ul style="list-style-type: none"> <li>progressively document and record art making and the resolution and refinement of at least one finished artwork in a specific art form</li> <li>reflect on and evaluate the expansion and resolution of ideas from Unit 3 in at least one finished artwork in a specific art form</li> <li>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</li> <li>reflect on and evaluate the use of materials, techniques and processes to make at least one finished artwork in a specific art form</li> <li>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</li> <li>identify and discuss the methods used to conserve and care for materials used in a specific art form</li> <li>apply terminology in the discussion of the conservation and care of materials used in a specific art form.</li> </ul>						<b>Evidence</b> Documentation used to inform art making in a Visual Arts journal, including: <ul style="list-style-type: none"> <li>reflection on and evaluation of the resolution and refinement of at least one finished artwork in a specific art form.</li> <li>Discussion of the methods used to conserve and care for the materials in at least one finished artwork in a specific art form</li> <li>Further information on the requirements of the <b>Visual Arts journal and Finished artwork</b> is in the Scope of the task.</li> </ul>					

# Unit 4 Outcome 2 task

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.

# Unit 4 Outcome 2 – Scope of task

The School-assessed Task for Unit 4 Outcome 2 comprises four 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)
- The critique (presentation)
- The evaluation (brief written evaluation based on the feedback collected in the critique)

All material for Unit 4 Outcome 2 is presented in the student's Visual Arts journal.

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

Assessment Criteria	Levels of Performance											
	Not shown	1–2 (very low)		3–4 (low)		5–6 (medium)		7–8 (high)		9–10 (very high)		
<b>Criterion 9</b> <b>Unit 4 Outcome 2:</b> <b>Plan the display of one finished artwork in a specific art form.</b>						To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range.						
			Identifies and documents different exhibition spaces in a Visual Arts journal		Explains the characteristics of exhibition spaces and identifies the exhibition space for the display of at least one finished artwork in a Visual Arts journal		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		Analyses 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		Explains the connection between the subject matter, ideas and the communication of meaning to the display of the artwork		Justifies the connection between the subject matter, ideas and the communication of meaning to the display of the artwork	
	0 <input type="checkbox"/>		1 <input type="checkbox"/> 2 <input type="checkbox"/>		3 <input type="checkbox"/> 4 <input type="checkbox"/>		5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/> 8 <input type="checkbox"/>		9 <input type="checkbox"/> 10 <input type="checkbox"/>	
<b>Key skill</b> <ul style="list-style-type: none"> <li>research and discuss the display of artworks in specific exhibition spaces</li> <li>plan and document the display of at least one finished artwork in a specific art form in a specific space</li> <li>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.</li> </ul>					<b>Evidence</b> Written and visual documentation and planning for the display of at least one finished artwork including: <ul style="list-style-type: none"> <li>Research and discussion of the characteristics of exhibition spaces</li> <li>Research and discussion of the display of artworks in exhibition spaces</li> <li>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</li> <li>A plan of the display of one artwork in a selected exhibition space.</li> </ul> The information is presented in the <b>Visual Arts journal</b> . 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)	
<b>Criterion 10</b> <b>Unit 4 Outcome 2:</b> Prepare and present artmaking and at least one finished artwork in a specific art form in a critique.	To achieve the higher score in Medium to Very High students must satisfy the descriptors in the appropriate range.										
		Describe artmaking in a Visual Arts journal. Present at least one finished artwork.		Explain artmaking used to make at least one finished artwork in a Visual Arts journal..		Prepare a presentation for a critique that explains artmaking 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 explains and 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 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.	
						Summarises and documents feedback from an audience in a Visual Arts journal.		Reflect on feedback from an audience in a Visual Arts journal.		Critically reflect on feedback from an audience in a Visual Arts journal.	
	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
<b>Key skill</b> <ul style="list-style-type: none"> <li>prepare and present a critique of art making</li> <li>present and evaluate at least one finished artwork in a specific art form in a critique</li> <li>critically evaluate art making in a critique</li> <li>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</li> <li>explain decisions made throughout art making in a critique.</li> </ul>					<b>Evidence</b> A display and critique of at least <b>one finished artwork</b> to the student's peers or another group. The student must: <ul style="list-style-type: none"> <li>display at least one finished artwork, considering the specific exhibition space</li> <li>discuss their art making</li> <li>discuss the representation of subject matter and ideas and communication of meaning in at least one finished artwork</li> <li>present an overview statement about at least one finished artwork in a specific art form that explains their intentions, as didactic information</li> <li>reflect on written or verbal feedback from the critique.</li> </ul> Further information on the <b>Critique and the Finished Artwork</b> are in the Scope of the task for Unit 4 Outcome 1						

# Authentication

You must prepare your administration documents and set up an authentication process for each student.

## 1.3 School-assessed Tasks

Teachers must ensure that there is a sufficient range of topics within their class to distinguish each student's work and, therefore, to assist in the authentication process.

Teachers are required to follow the authentication advice in the relevant *Administrative Information for School-based Assessment* for their VCE study, available on the VCAA website, to ensure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student's authorship or ownership of the work.

Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study-specific **School-assessed Task Authentication Record** form, also available on the VCAA website. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

[Pages 77-79](#)

[VCE and VCAL Administrative Handbook 2022 \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

# Authentication record form

## VCE Art Making and Exhibiting School-assessed Task 2023

### Units 3 and 4

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 ..... Student No:.....

School..... Teacher.....

#### Instructions for use

Teachers are required to carry out a regular observation and documentation of the school assessed task and provide written feedback to students. The form is to be signed and dated by the teacher and student at each observation and submission of the School-assessed Task.

Criterion 1: Explore and evaluate artworks, artistic influences and inspiration in specific artforms to develop ideas and visual language		Unit 3 Outcome 1	
Evidence: Research and collation of documentation in a <b>Visual Arts journal</b> that includes exploration of at least three artists and artworks in specific art forms development of subject matter, ideas and visual language			
Comments	Teacher Date	Student Date	



# Dates for 2023

- Webinars with assessment information will run in March, May and September.
- Dates will be advertised in February 2023
- One regional face-to-face session in March, May and September. Location to be confirmed.

# Contact

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