

# VCE Art Making and Exhibiting

Unit 3 Outcome 3

Developing a School-assessed  
Coursework task



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.



# VCE Assessment Principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

# VCE Assessment Principles

As part of VCE studies, assessment tasks enable:

- the demonstration of the **achievement of an outcome** or set of outcomes
- judgment and reporting of a **level of achievement** for school-based assessments at Units 3 and 4.

# VCE Assessment Principles

VCE assessment should be

- valid (fair and reasonable)
- equitable
- balanced and
- efficient.

# Assessments should be valid

Does the assessment enable judgments to be made about demonstration of outcomes and levels of achievement fairly, in a balanced way without adverse effects on or for the education system?

**ASK**, is the task...

- fair and reasonable?
- specified in the study design as one of the designated task types?
- conducted under fair conditions?
- conducted under substantially the same conditions for all students in the cohort
- are there clear instructions included?

# Assessments should be equitable

- Do the assessment instruments ensure that no students are either privileged or disadvantaged, nor are any students excluded based on gender, culture, linguistic background, physical disability, socioeconomic status or geographical location.
- Is the task conducted under same/similar conditions to provide consistent information about student performance?

**ASK**, is the task

- accessible to all students?
- privileging a certain type of student?
- comparable in scope and demand if a choice of task is offered within?

# Assessments should be balanced

Tasks should be designed to provide a range of opportunities for students to demonstrate in different contexts and modes and demonstrate different levels of achievement.

## ASK

- Are a variety of task types used?
- Are a variety of conditions used?
- Do the tasks allow students to demonstrate different levels of achievement?
- Are suitable criteria, descriptors, rubrics or marking schemes used?
- How broadly are the key knowledge, key skills and outcomes being covered / assessed?



# Assessments should be efficient

The minimum number of assessments must be set to enable a robust judgment about the progress and learning of each student. This number of assessments is set in the VCE study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of a student under fair and reasonable conditions.

## **ASK:**

- Have minimum number of assessments been set?
- Does the assessment generate undue student stress?
- Are students being under assessed or over assessed on the outcome?

# School-based assessment should:

Allow authentication issues to be addressed

Be completed mainly in class within the nominated timeframe

Elicit a spread of results

Be consistent for all students of the subject within the school

# Developing a school-based assessment task

Ensure the task does assess the Outcome and does not under OR over assess key knowledge and key skills.

Check that the task developed

- is not **excessive** in scope
- does not **restrict** opportunity to demonstrate key skills and key knowledge
- has **balanced** coverage and depth

who

- Consider the cohort of students

what

- Consider the Outcome being assessed

when

- Consider the timing of the task

where

- Consider the conditions of assessment

why

- Consider the purpose of the task

how

- Consider the task type

# Developing a School-based assessment task

## Ensure

- Appropriate **depth** in assessment of key knowledge, key skills, outcome statements and unit introduction.
- Questions provide **opportunity for achievement of highest level of performance**
- Assessment is **appropriate and understandable** for the student cohort
- **Wording /language** is clear and appropriate for VCE students.
- Reflect **terminology** in study design

# Commercially produced tasks

- May be used but **MUST** be adapted.
  - School-assessed coursework tasks need to be **UNIQUE to each individual school**
- Always check that the task type is appropriate and that the key knowledge, key skills and outcome are being assessed accordingly.
- It is the responsibility of the school and teacher to:
  - check that a commercially produced task is **compliant** with VCAA requirements.
  - ensure **authentication** of student work.

# VCE Art Making and Exhibiting

Outcomes

Key Knowledge  
and Key Skills

SAT and SAC  
Assessment Tasks

Characteristics of the Study

Units of Study

Scope of Study, Rationale and Aims

# Unit 3 Outcome 3

## Unit 3 Area of Study 3

In this area of study students:

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

## Unit 3 Outcome 3

On completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.



# Unit 3 Outcome 3

## Key Knowledge

- the characteristics of exhibitions
- the characteristics of exhibition spaces
- the responsibilities involved in curating an exhibition
- methods used for identifying and analysing the curatorial considerations and the thematic connections between the artworks and artists in an exhibition
- methods used to develop didactic information about the theme, artists and artworks in an exhibition
- the strategies used to plan and develop an exhibition in a specific space
- art terminology used to discuss exhibitions, artists and artworks.

## Key Skills

- research and **discuss** the characteristics of exhibitions
- research and **discuss** the characteristics of exhibition spaces
- research and **discuss** the responsibilities involved in curating an exhibition
- **discuss and analyse** the curatorial considerations and the thematic connections between the artworks of artists in an exhibition
- explain and analyse the presentation of artworks in the exhibition and the thematic connections between them
- **present and discuss** didactic information including the theme of the exhibition, and the artists and artwork
- **develop** an exhibition proposal for a specific space using the works of the three selected artists from Unit 3 Area of Study 1
- **discuss** the characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology

# Unit 3 Outcome 3 Task

**Research** and **plan** an exhibition of artworks of the three artists who were selected in Area of Study 1, choosing two artworks by each artist. The task must include the following:

- a description of the exhibition
- a description of the space where the artworks will be exhibited
- an exhibition proposal that includes a description of the exhibition design and the intent of the curator
- an overview of the theme of the exhibition
- a description of the connections between the selected artworks in the exhibition
- information about the artists and artworks in the exhibition.

**50 marks**

# Presenting the task

The task must be **presented with an annotated curatorial exhibition proposal**, using one or a combination of the following formats:

- an oral presentation with written and visual notes
- annotated visual display
- digital presentation with written and visual documentation, such as a video presentation
- an online presentation with written and visual information, such as an interactive website.

# Performance descriptors

		DESCRIPTOR: typical performance in each range				
Key skill		Very low	Low	Medium	High	Very high
<b>Unit 3</b> <b>Outcome 3</b> On completion of this unit the student should be able to research and plan an exhibition of the artworks of three artists.	<ul style="list-style-type: none"> <li>research and discuss the characteristics of exhibitions and exhibition spaces</li> </ul>	Lists the characteristics of range exhibition(s) and exhibition spaces.	Describes the characteristics of a range of exhibition(s) and exhibition spaces.	Discusses, using examples, the characteristics of a range of exhibitions and exhibition spaces.	Evaluates and compares the key characteristics of a range of exhibitions and exhibition spaces	Evaluates and connects the key characteristics between a range of exhibitions and exhibition spaces
	<ul style="list-style-type: none"> <li>research and discuss the responsibilities involved in curating an exhibition</li> </ul>	Lists the responsibilities and curatorial intention associated with curating an exhibition	Describes the responsibilities and curatorial intention associated with curating an exhibition.	Discusses the responsibilities and curatorial intention associated with curating an exhibition using examples.	Evaluate the responsibilities and curatorial intention associated with curating an exhibition drawing on research and examples.	Evaluates and connects the responsibilities and curatorial intention associated with curating an exhibition drawing on research and examples.
	<ul style="list-style-type: none"> <li>discuss and analyse the curatorial considerations and the thematic connections between the artworks of artists in an exhibition</li> </ul>	Lists the curatorial considerations and thematic connections between the artworks of artists in an exhibition	Describes the curatorial considerations and thematic connections between the artworks of artists in an exhibition	Discusses the curatorial considerations and thematic connections between the artworks of artists in an exhibition using examples.	Analyses the curatorial considerations and thematic connections between the artworks of artists in an exhibition drawing on evidence from artworks.	Evaluates the curatorial considerations and thematic connections between the artworks of artists in an exhibition drawing on evidence from artworks.
	<ul style="list-style-type: none"> <li>explain and analyse the presentation of artworks in the exhibition and the thematic connections between them</li> </ul>	Lists the curatorial considerations and thematic connections between the artworks of artists in their own exhibition	Describes the curatorial considerations and thematic connections between the artworks of artists in their own exhibition	Discusses the curatorial considerations and thematic connections between the artworks of artists in their own exhibition.	Analyses the curatorial considerations and thematic connections between the artworks of artists in their own exhibition.	Evaluates curatorial considerations and thematic connections between the artworks of artists in their own exhibition.

# Performance descriptors

<ul style="list-style-type: none"> <li>present and discuss didactic information including the theme of the exhibition, and the artists and artworks</li> </ul>	Lists didactic information about the theme of the exhibition, artworks and artists	Summarises didactic information about the theme of the exhibition, artworks and artists.	Discusses <u>s</u> the theme of an exhibition, artworks and artists drawing on didactic information.	Explains the didactic information and the theme of a range of exhibitions using specific examples.	Evaluates the theme of a range of exhibitions drawing on didactic information and examples.
	Lists didactic information about the theme of the exhibition, artworks and artists in the student's own exhibition.	Summarises didactic information about the theme of the exhibition, artworks and artists in the student's own exhibition.	Discusses the theme of their own exhibition, artworks and artists using didactic information.	Develops and explains the didactic information for the theme of their own exhibition.	Refines and elaborates upon the theme of their own exhibition by developing and synthesising didactic information.
<ul style="list-style-type: none"> <li>develop an exhibition proposal for a specific space using the works of the three selected artists from Unit 3 Area of Study 1</li> </ul>	Lists or identifies strategies used in the planning and development of designing an exhibition in a specific space	Describes the strategies used in the planning and development of an exhibition in a specific space.	Discusses the strategies used in the planning and development of an exhibition in a specific space drawing on specific examples.	<del>Identify</del> Identifies the key strategies used in the planning and development of an exhibition in a specific space and explains how they contribute to the effectiveness of the exhibition.	Explains the strategies used in the planning and development of an exhibition in a specific space and evaluates their contribution to the characteristics of the exhibition.
<ul style="list-style-type: none"> <li>discuss the characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology</li> </ul>	Use of art terminology to identify the characteristics of exhibitions, exhibition spaces, artists and artworks.	Uses art terminology to describe the characteristics of exhibitions, exhibition spaces, artists and artworks.	Uses art terminology to discuss the characteristics of exhibitions, exhibition spaces, artists and artworks in exhibitions the student has viewed and in their own exhibition planning.	Selects art terminology to analyse the characteristics of exhibitions, exhibition spaces, artists and artworks in the analysis of exhibitions and in their own exhibition proposals.	Applies specific art terminology that evaluates the characteristics of exhibitions, exhibition spaces, artists and artworks and the intentions of curators, and applies it to their own exhibition proposal.

# Unit 3 and 4 requirements

- Students must visit at least two different art exhibitions in their current year of study.
- The exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make.
- Students must select a different exhibition space for study in Unit 4 Area of Study 3 from the one selected for Unit 3 Area of Study 3.

# Art Making and Exhibiting Exhibitions list

## VCE Art Making and Exhibiting

### Exhibitions list 2023

The VCE Art Making and Exhibiting exhibitions list 2023 provides information about recommended exhibitions, artwork displays and collections to support the teaching of content related to the study of exhibitions, artworks and artists in the [VCE Art Making and Exhibiting Study Design](#). It includes details of exhibitions and resources in galleries, museums, exhibition spaces and site-specific spaces that are recommended for study. **The list is comprised of recommendations only and is not mandated for study in Units 3 and 4 of VCE Art Making and Exhibiting.** Schools and VCE providers may select art exhibitions for study that are not on this recommended list.

The list has been compiled by the VCAA based on the information provided by galleries, museums, exhibition spaces and site-specific spaces. The recommended exhibitions are displayed in public or commercial exhibition spaces and are physical, virtual or online exhibitions. Details are provided about the display of artworks and general collection exhibitions.

All entries in the list consist of the following:

- the name of gallery/museum/exhibition space
- the title of the exhibition(s)
- dates of the exhibition(s)
- the exhibition location (for example, physical, online)
- a description of the exhibition or general collection on display, including an overview of the theme of the exhibition, artists or artworks exhibited
- curatorial information and any consideration of exhibition display and conservation if available
- details of supporting resources and information for schools if available.

# Support Materials

## Exhibiting artworks

▶ 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

- Definitions of exhibition spaces
- Presentation of artworks
- Practical and considerations for the display of artworks.



# Definitions of exhibition spaces

- Online exhibition
- Virtual exhibition
- Galleries
- Museums
- Collections
- Site specific spaces
- Other exhibition spaces

▶ 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

# Definitions of exhibition spaces

## Online exhibition

An online exhibition is curated using digital technology in an online venue. Online exhibitions are only available to access via the internet and do not exist in a physical exhibition space. For example, an exhibition created via platforms such as Kunstmatrix or Ikonospaces.

## Virtual exhibition

A virtual exhibition is an online digital replica of a physical exhibition. For example, technology such as Matterport stitches together photographic images of an exhibition space to create an interactive three-dimensional model of the physical gallery. Alternatively, virtual exhibition experiences may be available for audiences to access via a live or recorded tour of the exhibition through still and/or moving imagery.

## Galleries

A gallery is an arts organisation in which audiences can view works of art on display indoors. For the purposes of this study galleries are distinct from museums as they do not hold a permanent collection and instead present a calendar of changing temporary exhibitions. Galleries may or may not have built in climate control facilities. There are various types of galleries with specific roles within the art industry, such as artist-run-spaces, public galleries and commercial galleries.



# Definitions of exhibition spaces

## Museums

An art museum is an organisation dedicated to both the display and safekeeping of art. Exhibitions on display in the galleries of a museum may include artworks drawn from the museum's own collection or on loan from artists and/or other lending institutions. Museums typically have climate control infrastructure built into their facilities and back-of-house facilities for storing artworks. There are various types of art museums including public, private, university and house museums.

## Collections

A collection is the accumulation of artworks by a public, private or university art museum. Collecting institutions typically have a specific acquisition policy or purpose that guides the development of their collection over time. The collection held by an arts organisation can form the core of their research, exhibition-making and education programs.

## ■ Site-specific spaces

Site-specific spaces present artworks that have been made for a particular place. The artist takes into account the context where the art will be shown as they develop the artwork. Site-specific spaces can be indoors or outdoors.

## Other exhibition spaces

These can include artworks exhibited in unorthodox locations or venues during events or festivals and also artworks on display in artists' studios.

# Presentation and display

## Practical and aesthetic considerations

- lighting and the effect of lighting on the appearance of the artworks and atmosphere within the exhibition space
- how spatial qualities such as the dimensions of permanent and temporary walls, sight lines and sound bleed can influence the placement of artworks and movement of audiences within an exhibition
- how surface treatments on walls and floors of the exhibition space (such as paint colour, wall texts or floor coverings) affect the overall atmosphere and narrative within the exhibition space
- how the placement of artworks and the relationships between them can communicate ideas, themes and stories that support the intentions of the artist/s
- overall aesthetic display of artworks to influence the interaction of viewers and their understanding of the ideas behind the artworks on display
- student consideration of the aesthetics of the presentation of their own finished artworks in an exhibition space to realise their intentions.

# Practical and aesthetic considerations

Practical and aesthetic considerations <sup>α</sup>		
<b>Lighting</b> <sup>α</sup>	Fluorescent <sup>¶</sup> LED <sup>¶</sup> Track <sup>¶</sup> Spotlight <sup>α</sup>	What effect does lighting have on the appearance of artworks? <sup>¶</sup> <sup>α</sup>
<b>Spatial qualities</b> <sup>α</sup>	Scale <sup>¶</sup> Sightlines <sup>¶</sup> Flow <sup>¶</sup> <sup>α</sup>	What effect does the placement of temporary and permanent walls have on artworks? <sup>¶</sup> Consider sightlines, sound bleeding, and movement of the audience through exhibition spaces. <sup>α</sup>
<b>Surface treatments</b> <sup>α</sup>	Wall colour <sup>¶</sup> Floor Coverings <sup>¶</sup> Text panels <sup>¶</sup> Signage <sup>¶</sup> Banners <sup>α</sup>	What effect do surface treatments have on the overall atmosphere of the exhibition space and artworks? <sup>¶</sup> Consider wall colours, floor coverings, text panels, signage, <sup>¶</sup> <sup>α</sup>
<b>Placement of the artworks</b> <sup>α</sup>	Narrative <sup>¶</sup> Themes <sup>¶</sup> Ideas <sup>α</sup>	<sup>¶</sup> How does the placement of artworks and the relationship between them help to communicate ideas, themes and narratives in the exhibition space to support the intentions of the artist and curator? <sup>α</sup>
<b>Exhibition furniture</b> <sup>¶</sup> <sup>α</sup>	Plinths <sup>¶</sup> Vitrines <sup>¶</sup> Cases <sup>¶</sup> Chairs/Seating <sup>α</sup>	How does the exhibition furniture such as plinths and vitrines help to protect artworks while they are on display? <sup>α</sup>

# Part 1: Visiting and researching exhibitions

Students visit multiple exhibitions and examine how artworks have been presented in a range of contexts. They investigate how curators and art industry personnel plan and design exhibitions.

## Characteristics of the exhibition:

- The curatorial rationale: thematic ideas and stories presented in the exhibition
- The type of exhibition: for example, solo, group, thematic, survey, retrospective, performance event, temporary or permanent
- The exhibition design: practical, aesthetic, environmental and ethical considerations for the presentation of artworks.

# Part 1: Visiting and researching exhibitions

## Characteristics of the exhibition space/s:

- The type of exhibition space where artworks are shown, for example: public gallery, artist-run space, museum or commercial gallery, silo art trail, arts festival)
- The spatial qualities of the exhibition space (including any temporary interventions/surface treatments/exhibition furniture/lighting that is part of the exhibition)

## Curation of exhibitions:

- Roles and responsibilities of curators, exhibition designers, installers and other art industry personnel involved during the process of developing and presenting the exhibition.
- The placement and arrangement of artworks and examples of thematic connections between artworks on display.

# Performance descriptors

	DESCRIPTOR: typical performance in each range				
Key skill	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>research and discuss the characteristics of exhibitions and exhibition spaces</li> </ul>	Lists the characteristics of range exhibition(s) and exhibition spaces.	Describes the characteristics of a range of exhibition(s) and exhibition spaces.	Discusses, using examples, the characteristics of a range of exhibitions and exhibition spaces.	Evaluates and compares the key characteristics of a range of exhibitions and exhibition spaces	Evaluates and connects the key characteristics between a range of exhibitions and exhibition spaces
<ul style="list-style-type: none"> <li>research and discuss the responsibilities involved in curating an exhibition</li> </ul>	Lists the responsibilities and curatorial intention associated with curating an exhibition	Describes the responsibilities and curatorial intention associated with curating an exhibition.	Discusses the responsibilities and curatorial intention associated with curating an exhibition using examples.	Evaluate the responsibilities and curatorial intention associated with curating an exhibition drawing on research and examples.	Evaluates and connects the responsibilities and curatorial intention associated with curating an exhibition drawing on research and examples.



# Performance descriptors

Key skill	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>discuss and analyse the curatorial considerations and the thematic connections between the artworks of artists in an exhibition</li> </ul>	<b>Lists</b> the curatorial considerations and thematic connections between the artworks of artists in an exhibition	<b>Describes</b> the curatorial considerations and thematic connections between the artworks of artists in an exhibition	<b>Discusses</b> the curatorial considerations and thematic connections between the artworks of artists in an exhibition using examples.	<b>Analyse</b> s the curatorial considerations and thematic connections between the artworks of artists in an exhibition drawing on evidence from artworks.	<b>Evaluates</b> the curatorial considerations and thematic connections between the artworks of artists in an exhibition drawing on evidence from artworks.
<ul style="list-style-type: none"> <li>present and discuss didactic information including the theme of the exhibition, and the artists and artworks</li> </ul>	<b>Lists</b> didactic information about the theme of the exhibition, artworks and artists	<b>Summarises</b> didactic information about the theme of the exhibition, artworks and artists.	<b>Discusses</b> the theme of an exhibition, artworks and artists drawing on didactic information.	<b>Explains</b> the didactic information and the theme of a range of exhibitions using specific examples.	<b>Evaluates</b> the theme of a range of exhibitions drawing on didactic information and examples.
<ul style="list-style-type: none"> <li>discuss the characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology</li> </ul>	Use of art terminology to <b>identify</b> the characteristics of exhibitions, exhibition spaces, artists and artworks.	Uses art terminology to <b>describe</b> the characteristics of exhibitions, exhibition spaces, artists and artworks.	Uses art terminology to <b>discuss</b> the characteristics of exhibitions, exhibition spaces, artists and artworks in exhibitions the student has viewed and in their own exhibition planning.	Selects art terminology to <b>analyse</b> the characteristics of exhibitions, exhibition spaces, artists and artworks in the analysis of exhibitions and in their own exhibition proposals.	Applies specific art terminology that <b>evaluates</b> the characteristics of exhibitions, exhibition spaces, artists and artworks and the intentions of curators, and applies it to their own exhibition proposal.

# Command Terms

[Pages - Glossary of command terms  
\(vcaa.vic.edu.au\)](https://pages.vcaa.vic.edu.au)

Term	Definition
<b>Analyse</b>	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
<b>Apply</b>	Use, employ in a particular situation or context.
<b>Compare</b>	Recognise similarities and differences and the significance of these similarities and differences.
<b>Describe</b>	Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.
<b>Discuss</b>	Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.
<b>Evaluate</b>	Ascertain the value or amount of; make a judgment using the information supplied, criteria and/or own knowledge and understanding to consider a logical argument and/or supporting evidence for and against different points, arguments, concepts, processes, opinions or other information.
<b>Identify</b>	Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.
<b>Interpret</b>	Draw meaning from an argument, point of view, description or diagram, text, image or artwork and determine significance within context.
<b>Lists</b>	Provide a series of related words, names, numbers or items that are arranged consecutively.

# Part 2: Planning an exhibition

- Following the exhibition visits and research phase of this outcome, students apply what they have learnt about curatorial processes to plan an exhibition.
- Each student exhibition will include a **total of six artworks encompassing a selection of two artworks by each of the three artists** they have researched in **Unit 3, Area of Study 1**.
- Students should be encouraged to follow their interests and engage with artists who are linked to the themes and art forms they are focused on.
- Students choose an exhibition space to present the selected artworks (hypothetical or one they have visited) and produce a didactic text/curatorial rationale introducing their chosen theme, artists, and artworks. This could be in the form of:
  - foreword for an exhibition catalogue/room sheet
  - wall text for the entry point to an exhibition.

# Part 2: Planning an exhibition

Students also develop an annotated exhibition design document communicating:

- key considerations for the presentation and display of each artwork with respect to the practical, aesthetic and care considerations for the art form/s and any relevant ethical considerations for the chosen artworks
- any temporary changes to the spatial qualities of the exhibition venue for the project such as wall and floor coverings etc.
- the placement of artworks within the exhibition space and relationships between them with respect to sightlines, audience interaction and sound bleed.

# Performance descriptors

	DESCRIPTOR: typical performance in each range				
Key skill	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>explain and analyse the presentation of artworks in the exhibition and the thematic connections between them</li> </ul>				from artworks.	from artworks.
	<b>Lists</b> the curatorial considerations and thematic connections between the artworks of artists in their own exhibition	<b>Describes</b> the curatorial considerations and thematic connections between the artworks of artists in their own exhibition	<b>Discusses</b> the curatorial considerations and thematic connections between the artworks of artists in their own exhibition.	<b>Analyses</b> the curatorial considerations and thematic connections between the artworks of artists in their own exhibition.	<b>Evaluates</b> curatorial considerations and thematic connections between the artworks of artists in their own exhibition.
and artworks	<b>Lists</b> didactic information about the theme of the exhibition, artworks and artists in the student's own exhibition.	<b>Summarises</b> didactic information about the theme of the exhibition, artworks and artists in the student's own exhibition.	<b>Discusses</b> the theme of their own exhibition, artworks and artists using didactic information.	<b>Develops and explains</b> the didactic information for the theme of their own exhibition.	<b>Refines and elaborates</b> upon the theme of their own exhibition by developing and synthesising didactic information.

# Performance descriptors

Key skill	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
<ul style="list-style-type: none"> <li>develop an exhibition proposal for a specific space using the works of the three selected artists from Unit 3 Area of Study 1</li> </ul>	<p><b>Lists or identifies</b> strategies used in the planning and development of designing an exhibition in a specific space</p>	<p><b>Describes</b> the strategies used in the planning and development of an exhibition in a specific space.</p>	<p><b>Discusses</b> the strategies used in the planning and development of an exhibition in a specific space drawing on specific examples.</p>	<p><b>Identify</b> <b>Identifies</b> the key strategies used in the planning and development of an exhibition in a specific space and <b>explains</b> how they contribute to the effectiveness of the exhibition.</p>	<p><b>Explains</b> the strategies used in the planning and development of an exhibition in a specific space and <b>evaluates</b> their contribution to the characteristics of the exhibition.</p>
<ul style="list-style-type: none"> <li>discuss the characteristics of exhibitions, exhibition spaces, artists and artworks using art terminology</li> </ul>	<p>Use of art terminology to <b>identify</b> the characteristics of exhibitions, exhibition spaces, artists and artworks.</p>	<p>Uses art terminology to <b>describe</b> the characteristics of exhibitions, exhibition spaces, artists and artworks.</p>	<p>Uses art terminology to <b>discuss</b> the characteristics of exhibitions, exhibition spaces, artists and artworks in exhibitions the student has viewed and in their own exhibition planning.</p>	<p>Selects art terminology to <b>analyse</b> the characteristics of exhibitions, exhibition spaces, artists and artworks in the analysis of exhibitions and in their own exhibition proposals.</p>	<p>Applies specific art terminology that <b>evaluates</b> the characteristics of exhibitions, exhibition spaces, artists and artworks and the intentions of curators, and <b>applies</b> it to their own exhibition proposal.</p>

# Command Terms

[Pages - Glossary of command terms  
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Term	Definition
<b>Analyse</b>	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
<b>Apply</b>	Use, employ in a particular situation or context.
<b>Compare</b>	Recognise similarities and differences and the significance of these similarities and differences.
<b>Describe</b>	Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.
<b>Discuss</b>	Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.
<b>Evaluate</b>	Ascertain the value or amount of; make a judgment using the information supplied, criteria and/or own knowledge and understanding to consider a logical argument and/or supporting evidence for and against different points, arguments, concepts, processes, opinions or other information.
<b>Identify</b>	Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.
<b>Interpret</b>	Draw meaning from an argument, point of view, description or diagram, text, image or artwork and determine significance within context.
<b>Lists</b>	Provide a series of related words, names, numbers or items that are arranged consecutively.

# Contact

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