



VCE STUDIO ARTS | VCE ART

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VCE ART OVERVIEW UNITS 3+4

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NATIONAL GALLERY
OF VICTORIA NGV



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



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Years 9 and 10

Guide to VCE, VCAL and Apprenticeships
(Where to Now? publication)

Senior Secondary (Years 11-12)

Frequently Asked Questions (FAQs)

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Return to Study: A guide to VCE, VCAL and

Art

- [Accreditation period - Units 1-4: 2017-2021](#)
- [Curriculum](#)
- [Assessment](#)
- [Support material](#)
- [VCE Season of Excellence](#)

Accreditation period - Units 1-4: 2017-2021

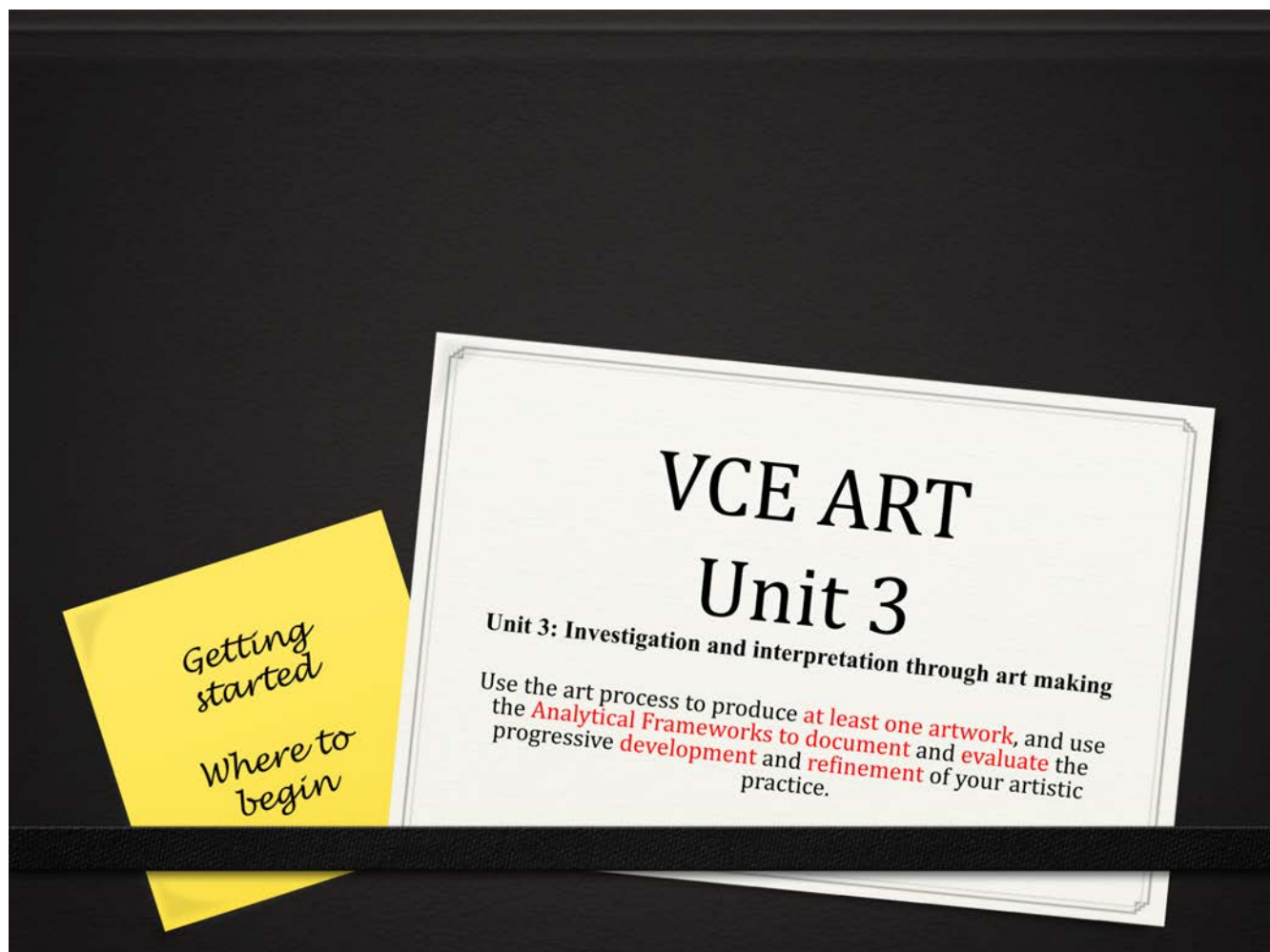
The accreditation period for VCE Art Units 1-4 will expire on 31 December 2021.

Curriculum

- [Study Design](#)
Details on areas of study, outcomes and assessment for VCE Art Units 1-4: 2017-2021.
- [Advice for teachers \(docx - 412.88kb\)](#)
Contains learning and teaching activities and assessment advice including performance descriptors.
- [Study Summary \(docx - 111.37kb\)](#)
A summary of the VCE Art Study Design for 2017-2021.
- [Summary of Changes \(docx - 106.08kb\)](#)
Summary of changes to the VCE Art Study Design for 2017-2021.

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On completion of this unit you should be able to use the art process to produce at least one artwork, and use the Analytical Frameworks to document and evaluate the progressive development and refinement of your artistic practice.

Key knowledge

- the art process relevant to materials, techniques, processes and art forms
- artistic practice that explores and experiments ideas, concepts, materials, techniques and processes
- visual language that reflects imagination and the development of concepts and skills
- techniques and processes to develop effective visual language
- selected and identified Analytical Frameworks as a guide for reflective annotation
- terminology used in documentation, annotation, reflection and evaluation.

Key skills

- make and document the development of creative personal responses using the art process to explore, investigate and experiment with materials, techniques, processes and art forms
- explore, develop and refine ideas and personal concepts
- manipulate techniques and processes to develop artworks
- reflect on and document personal ideas and concepts
- employ the language of selected and identified Analytical Frameworks to support reflective annotation
- document and evaluate the development and refinement of work using appropriate written and visual material
- **produce at least one finished artwork.**

Assessment

- 1 Exploration and experimentation of personal responses, ideas and concepts throughout artistic practice
- 2 Experimentation and exploration with materials, techniques, processes and art forms, relevant to personal ideas and concepts, throughout the art process
- 3 Use of Analytical Frameworks that reflects the exploration and development of art works through artistic practice
- 4 Use of visual language and manipulation of materials, techniques and processes to develop artworks relevant to the student intentions
- 5 Resolution of personal ideas and intentions and refinement of the use of materials, techniques and processes relevant to selected art forms and a finished artwork

Source: VCAA VCE Art Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

VCE Art: Administrative information for School-based Assessment in 2017

2017

Victorian Certificate of Education Art Assessment Sheet School-assessed Task: Design folio, production and evaluation

This assessment sheet will assist teachers to determine their score for each student. Teachers need to make judgments on the student's performance for each criterion. Teachers will be required to choose one number from 0–10 to indicate how the student performed on each criterion with comments, as appropriate. Teachers then add the subtotals to determine the total score.

STUDENT NUMBER

ASSESSING SCHOOL NUMBER

Criteria for the award of grades

The extent to which the folio demonstrates:

	Not Shown (0)	Very Low (1–2)	Low (3–4)	Med (5–6)	High (7–8)	Very High (9–10)
1 Exploration and experimentation of personal responses, ideas and concepts throughout artistic practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Experimentation and exploration with materials, techniques, processes and art forms, relevant to personal ideas and concepts, throughout the art process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Use of Analytical Frameworks that reflects the exploration and development of art works through artistic practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Use of visual language and manipulation of materials, techniques and processes to develop artworks relevant to the student intentions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Resolution of personal ideas and intentions and refinement of the use of materials, techniques and processes relevant to selected art forms and a finished artwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Exploration, investigation and experimentation of materials, techniques and processes relevant to personal concepts and ideas in selected art form/sk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Use of visual language and artistic practice to refine and realise concepts in at least two finished artworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Manipulation of visual language and technical qualities to develop, refine and resolve personal ideas and visual imagery in at least two finished artworks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Resolution of ideas and personal concepts in the body of work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Use of the Analytical Frameworks throughout artistic practice, in reflective and evaluative annotations throughout the art process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If a student does not submit the School-assessed Task at all, N/A should be entered in the total score box.

SUBTOTALS ☐ ☐ ☐ ☐ ☐ ☐

TOTAL SCORE ☐

PERFORMANCE ON CRITERIA: TEACHER'S COMMENTS

You may wish to comment on aspects of the student's work that led to your assessment of Very High, High, Medium, Low, Very Low or Not Shown for specific criteria.

Source: VCAA VCE Art Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

Getting started

Explore ideas through a conceptual and practical investigation, think broadly about ideas and concepts that may be explored throughout Unit 3 and Unit 4

- compile a list of thoughts, ideas, and concepts to draw upon over the year
- document ideas and concepts in a visual diary
- annotating each image with information that includes details about how the ideas can be treated and further developed; include information that reflects the language of the Analytical Frameworks
- collect images of artworks related to a concept or an idea from a range of sources such as books, magazines or the internet

Experiment with art elements and art principles, materials, techniques, processes and art forms

- looking at the techniques, materials and processes used by a range of other artists from historical and contemporary times working in a similar way
- experimenting with, exploring and applying a range of materials, techniques and processes relevant to the student's personal ideas or concepts
- using alternative methods of applying media to explore ways to improve its application
- documenting in written and visual form the development of investigation and application of materials, techniques and processes
- creating compositions using art elements to explore and evaluate the art principles

Develop ideas, concepts, style and visual language

- exploring solutions to demonstrate different interpretations of the ideas or concepts
- documenting in written and visual form the development and refinement of ideas and skills
- progressively resolving ideas, concepts, direction, materials, techniques, processes and formal elements

Resolve ideas, directions and concepts

- selecting visual responses to best express ideas or concepts
- considering the effect of art elements and art principle in creative responses
- evaluating the effectiveness of selected visual responses
- documenting in written and visual form the development, realisation and presentation of creative responses
- applying the language of appropriate Analytical Frameworks in reflection and appraisal of the visual solutions and responses

How do I keep
going and resolve
my concepts

Unit 4

Realisation and resolution

Apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

On completion of this unit you should be able to apply the art process to progressively communicate ideas, directions and personal concepts in a body of work that includes at least one finished artwork and use selected aspects of the Analytical Frameworks to underpin reflections on their art making.

Key knowledge

- materials, techniques, processes and art forms appropriate to art making
- the application of visual language to resolve and realise concepts in artworks
- artistic practice to refine, resolve and realise concepts in artworks
- development, refinement and resolution of ideas, techniques and processes
- visual language that communicates the development and refinement of skills, techniques and processes
- the Analytical Frameworks for the reflective annotation of artworks
- terminology used in documentation, annotation and evaluation.

Key skills

- make artworks through exploring, investigating and experimenting with materials, techniques and processes relevant to selected art forms
- develop, refine and reflect on ideas and personal concepts throughout the art process
- manipulate visual and technical qualities to produce visual imagery and resolve artistic ideas and concepts
- document the development, refinement and resolution of artworks using appropriate written and visual material
- employ the language of the Analytical Frameworks to support reflective annotation and evaluation
- produce at least one finished artwork.

Source: VCAA VCE Art Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

Assessment

5 Resolution of personal ideas and intentions and refinement of the use of materials, techniques and processes relevant to selected art forms and a finished artwork

6 Exploration, investigation and experimentation of materials, techniques and processes relevant to personal concepts and ideas in selected art form/s

7 Use of visual language and artistic practice to refine and realise concepts in at least two finished artworks

8 Manipulation of visual language and technical qualities to develop, refine and resolve personal ideas and visual imagery in at least two finished artworks

9 Resolution of ideas and personal concepts in the body of work

10 Use of the Analytical Frameworks throughout artistic practice, in reflective and evaluative annotations throughout the art process

Source: VCAA VCE Art Study Guide 2017-2021 © Victorian Curriculum and Assessment Authority 2016

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How do I keep going?

- continue to use headings to differentiate ideas and concepts from Unit 3 as an organisational tool that provides structure and guidance
- continue to apply visual language through the presentation of a range of visual imagery that focus on realisation and resolution processes
- refinement and further manipulation of the technical methods, properties and qualities to achieve the most skilful competence in the use of mediums being used that leads to a higher quality in the finish of completed artwork/s
- consider scale of work/s in the resolve of ideas and concepts
- continued application of appropriate art language to effectively interpret, define and provide further explanation of all visual language documented
- Use certain Analytical Frameworks at differing stages of the art process depending on the nature, content and context of self-reflections made; discuss your art practice and reflect on the way in which you have explored, experimented and further developed, refined and resolved your body of work

Frequently asked questions

What constitutes a finished artwork?

A finished artwork is anything you deem to best demonstrate the resolution of your personal concept, that meets the key knowledge and skills for that outcome

What is the difference between a finished artwork in Unit 3 and a finished artwork in Unit 4?

The differences between the Unit 3 artwork/s and the Unit 4 artwork/s should be evident in the level of technical skill, the refinement of ideas and concepts, and the use of a visual language that effectively communicates your intentions. Your body of work should demonstrate a progressive development and refinement of ideas and personal concepts in addition to an increasingly skilful manipulation of formal and technical qualities that have been developed and refined over the two units.

Do I have to cite found images?

Yes. Make sure you correctly reference any included imagery.

Do I need to frame my finished work?

No, you do not. If you choose to frame you should include this in your thinking and working practices and discuss the choices you have made.

How many of the Analytical Frameworks do I have to include?

You must use the Structural Framework and one other

What is Visual Language?

Visual language refers to the communication of ideas through experiences, images and objects. As the student develops their art process their use of visual language becomes more refined and sophisticated to communicate their ideas. Style, ideas, beliefs, historical and cultural contexts are communicated through Visual Language.

The Visual Diary

The use of a Visual Diary is an integral part of the Art process. The annotations and visual information in the visual diary can be presented digitally or in a book. The Visual Diary is evidence of your artistic practice and process. It is not a 'curated' folio of work.